UETS-based JPAS

Utah Effective Teaching Standards-based

Jordan Performance Appraisal System

Domains Document

Version 6.0

2017

Utah Effective Teaching Standards-based Jordan Performance Appraisal System Domains Document

Jordan School District Board of Education

Richard S. Osborn	President
Susan Pulsipher	Vice President
Janice L. Voorhies	Secretary
J. Lynn Crane	Member
Peggy Jo Kennett	Member
Corbin White	Member
Kayleen Whitelock	Member

TABLE OF CONTENTS

	Page
1. Utah Effective Teaching Standards	
2. Evaluator Instructions for Completing a UETS-based JPAS Evaluation…….	i
General Instructions and Timelines……..	i
Directions for Completing Classroom Observations……	ii
Directions for Completing Interviews……..	vi
3. Outline of the Domains and Individual Indicators……	viii
4. Domain I: Managing the Classroom	
Indicators, Decision Rules, Examples, and References.....	1
5. Domain II: Delivering Instruction	
Indicators, Decision Rules, Examples, and References.....	14
6. Domain III: Interacting with Students	
Indicators, Decision Rules, Examples, and References.....	39
7. Domain IV: Planning	
Indicators, Decision Rules, Examples, and References.....	50
8. Domain V: Professional Growth and Responsibilities	
Indicators, Decision Rules, Examples, and References.....	60
9. Bibliography…….	65
10. Appendix……..	81

Utah Effective Teaching Standards (UETS)

Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

The Teacher:

a. Creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs.
b. Collaborates with families, colleagues, and other professionals to promote student growth and development.

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

The Teacher:

a. Understands individual learner differences and holds high expectations of students.
b. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.
c. Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.
d. Creates a learning culture that encourages individual learners to persevere and advance.
e. Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.

The Teacher:

a. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.
b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
c. Uses a variety of classroom management strategies to effectively maintain a positive learning environment.
d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.
e. Extends the learning environment using technology, media, and local and global resources.
f. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

The Teacher:

a. Knows the content of the discipline and conveys accurate information and concepts.
b. Demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.
c. Engages students in applying methods of inquiry and standards of evidence of the discipline.
d. Uses multiple representations of concepts that capture key ideas.
e. Supports students in learning and using academic language accurately and meaningfully.

Standard 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

The Teacher:

a. Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.
b. Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.

c. Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.
d. Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
e. Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.
f. Understands and practices appropriate and ethical assessment principles and procedures.

Standard 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

The Teacher:

a. Plans instruction based on the Utah Core Standards.
b. Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.
c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
d. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.
e. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

Standard 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

The Teacher:

a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.
b. Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.
c. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.
d. Uses a variety of instructional strategies to support and expand learners' communication skills.
e. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.
f. Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.
g. Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.
h. Uses a variety of questioning strategies to promote engagement and learning.

Standard 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

The Teacher:

a. Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning, and to reflect on and adapt planning and practice.
b. Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem solving.
c. Recognizes and reflects on personal and professional biases, and accesses resources to deepen understanding of differences to build stronger relationships, and create more relevant learning experiences.
d. Actively investigates and considers new ideas that improve teaching and learning, and draws on current education policy and research as sources of reflection.
e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

Standard 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

The Teacher:

a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.
b. Participates actively as part of the learning community, sharing responsibility for decision making and accountability for each student's learning, and giving and receiving feedback.
c. Advocates for the learners, the school, the community, and the profession.
d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
e. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice.

Standard 10: Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

The Teacher:

a. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.
b. Avoids actions, which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities.
c. Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way.
d. Maintains accurate instructional and non-instructional records.
e. Maintains integrity and confidentiality in matters concerning student records and collegial consultation.
f. Develops appropriate student-teacher relationships as defined in rule, law, and policy.
g. Maintains professional demeanor and appearance as defined by the local education agency (LEA).

* While conducting an evaluation, refer to these Utah Effective Teaching Standards (UETS) in conjunction with the UETS-based JPAS decision rules for each indicator.

EVALUATOR INSTRUCTIONS FOR COMPLETING A UETS-based JPAS EVALUATION
GENERAL INSTRUCTIONS AND TIMELINES

1. At least fifteen days prior to starting the evaluation process:
   - Notify the educator of the pending evaluation.
   - Remind the educator that there will be two *unscheduled* observations.
   - Confirm that the educator has attended an orientation to UETS-based JPAS and has the evaluation materials that were distributed.

2. Complete the first *unscheduled* observation:
   - Collect data on Domains I through III.

3. Within fifteen working days of completing the first observation:
   - Conduct the second *unscheduled* observation.
   - Collect data on Domains I through III.

   This cannot be done on the same day the first observation is completed.

4. Within 5 working days of completing the second observation:
   - Meet with the educator to complete the interview portion of the evaluation.
   - Collect data on Domains IV and V.

5. As soon as possible, after completing the interview:
   - Send the completed UETS-based JPAS observation and interview forms to the district office for scoring.
   - The UETS-based JPAS Feedback Report will be returned to you within 5 working days.

6. Within 15 working days of receiving the UETS-based JPAS Feedback Report:
   - Schedule a Professional Development meeting with the educator.
   - Review and discuss the UETS-based JPAS Feedback Report together.
   - Guide the educator in goal setting as part of their professional growth plan.
   - Prepare an addendum when necessary.
   - If the educator wants, allow the educator 15 days to prepare a written response.

7. When complete, give one copy of the UETS-based JPAS Feedback Report (including any addendum and/or educator's written response) to the educator, retain one copy for the school files, and send the signed originals to the Jordan Evaluation Systems (JES) office.

DIRECTIONS FOR COMPLETING CLASSROOM OBSERVATIONS

Using a #2 pencil, complete the identification information on the front page of the *UETS-based JPAS Observation and Interview* form. This includes the grid sections across the top (except for **# Students**) and all the information in the left-hand column.

1. In the grid sections at the top of the form, write the code numbers for:
   - **Observer**
   - **School**
   - **Teacher** (This is the teacher's social security number or other designated nine-digit number.)

2. Fill in the information for:
   - **Grade** level of students
     (For classes with more than one grade level, ask the teacher for the grade level represented by the majority of the students. If there are equal numbers, choose the lower grade level. Preschool classes are coded "P" and kindergarten classes are coded "K".)
   - **Day/Month/Year**

   Complete the grids by filling in the matching bubbles below the information you have recorded.

3. Fill in the blank lines for:
   - **Observer Name**
   - **Teacher name**

4. Fill in the appropriate bubbles for:
   - **Provisional Teacher**
   - **Class Subject Matter**
     (If more than one subject is covered during the observation, check the subject matter that was taught for the longest period of time during the observation.)
   - **Type of Class**
     (If you are not certain of the type of class, please ask the teacher at the conclusion of the observation.)
     Specialized is checked for resource classes, cluster classes, and any other Special Education classes. However, if a resource teacher is teaching in a regular education class, select regular.)

DURING THE CLASSROOM OBSERVATION

1. On the front of the form:
   - Fill in the appropriate bubble for **Observation Time.**
   - Fill in the blank line for **Start Time.**
     (The observation should begin when the bell rings, or if there is no bell, when the teacher gives a signal that a new lesson or subject is beginning. Do not wait for attendance to be recorded before beginning the observation. It is recommended that evaluators begin the observation at the beginning of a period in secondary classes and at the beginning of a lesson in elementary classes.)
   - As soon as you have the opportunity, count the number of students in the classroom. Record that number in the grid for **# Students**
     (If this number fluctuates during the observation, choose the highest number of students that were in the class during the observation.)

   Complete the grid by filling in the matching bubbles below the numbers you have recorded.

2. In the **NOTES** area on the inside of the form:
   - Record the times when you will scan the class for number of students off-task. These times should be 10 minutes apart and begin five minutes after the observation begins. At the times indicated, note and record **Number of students off-task** (check and record every 10 minutes).
   - In the **Tracking Time** section, record the times that an activity begins and ends.
     (Record the time the activity begins in the parentheses on the left, the content of the activity and how students were organized on the line in the middle, and the time the activity ends in the parentheses to the right. The **ORGANIZATION OF STUDENTS** includes working as a **Total Class**, in **Groups**, or as **Individuals**.)
   - Record the time spent on non-academic tasks (socializing, disorderly or disruptive transitions, extended disciplinary interruptions, and other halts in instruction). This time will be totaled and recorded after the observation.
   - Make note of any time spent on activities when the teacher cannot deliver or guide instruction; include formal tests, quizzes, movies or videos, announcements over the intercom, silent sustained reading, journal writing, dressing in P.E., etc. This time does not count as **Minutes of Observable Time** that will be calculated and structured to include teacher/student interaction. (Please see the Appendix for an example of non-academic and non-observable times recorded on an observation and interview form.)
   - This space may also be used to make notes related to the summary indicators (those in the shaded area of the form). These indicators are to be completed following the classroom observations, and notes of specific behaviors observed in the classroom can be useful in guiding your summary decisions. Notations can be made anywhere on the observation and interview form as long as they do not cover bubbles, timing marks on the edges of the form, or skunk marks at the bottom.

3. For the Domain Indicators in the unshaded area on the inside of the form:
   - Mark an indicator when you observe it. For indicators that must be tallied, a line or box is provided for tally marks. After the observation, the tally totals should be recorded by filling in the appropriate number bubbles. If the teacher does something that you are unsure how to record, make a note of it, and check it after the observation.
   - Be as inconspicuous and unobtrusive as possible during the observation. However, if you cannot observe or hear the teacher from where you are, you may move about the room to do so. This may require standing close to the teacher in order to hear what is being said.

4. At the conclusion of the observation, notice the time and record the **Stop Time** (on the front of the form).

FOLLOWING THE CLASSROOM OBSERVATION

1. On the inside of the form:
   - Complete the summary indicators (in the shaded area of the form).
     The scoring of these indicators is based on the behavior of the teacher throughout the observation period rather than on a single demonstration of the behavior. Summary indicators for each domain are on the lower part of the form in the shaded area. They include some of the "yes/no" items and all of the three-point scales. Refer to any notes you have made in the **NOTES** area of the form to guide your summary decisions.
   - Refer to the **NOTES** section where, at 10-minute intervals, you recorded number of students off-task. Finish recording this information by filling in the bubbles under indicator 1, **Students off-task**.
   - Finish recording tallies by filling in the appropriate number bubbles.
     Some indicators have two rows of bubbles – the top row for "tens" and the bottom row for "ones." Always fill in one bubble from each row. For example, if you tallied 30 factual questions, fill in the 3 bubble on the top row and the zero bubble on the bottom row under **Factual questions**. If you tallied 9 factual questions, fill in the zero in the top row and the 9 bubble in the bottom row.

2. On the front of the form:
   - Record the total number of minutes spent in the classroom by subtracting **Start Time** from **Stop Time** and filling in the line for **Time in Class.** (This should equal the total number of minutes recorded in the **ORGANIZATION OF STUDENTS** section.)
   - Record the time the teacher spent performing observable teaching behaviors. Refer to your notes to determine the time spent in activities when the teacher could not deliver or guide instruction; subtract that non-observable time from the total **Time in Class** and fill in the appropriate bubbles under **Minutes of Observable Time**; write the number of minutes in the box to the right of the bubbles. Activities that do not count as observable time are: formal tests, quizzes, movies or videos, announcements over the intercom, silent sustained reading, journal writing, dressing in P.E., etc. Some tests and quizzes may be included as **Minutes of Observable Time** if they are structured to include teacher/student interaction.

     It is recommended that evaluators stay for the full period in secondary classes and for the full lesson in elementary classes. If **Minutes of Observable Time** is less than 30 minutes, another observation must be completed.

   - Complete the **ORGANIZATION OF STUDENTS** section. Refer to your notes under **Tracking Time** and fill in the appropriate bubbles to record the minutes the class spent working as:
     - **Total Class** - The entire class was organized as a single group of students engaged in one activity; this typically occurs when there are lectures, student presentations, or guided practice.
       Any minutes of non-academic or non-observable time are also included here.
     - **Groups** - The class was divided into groups. The different groups may or may not be engaged in the same activities. Group time includes any type of class division (e.g., pairs, large group, a group of independent workers and a group receiving instruction directly from the teacher, etc.) Any combination of individual work and group work is recorded as time spent in groups.
     - **Individuals -** All students were working independently. (This will occur during seatwork, when individual students are engaged in some type of practice or project activity.)

- Complete the **Disruptions** section by first filling in the bubble to answer **yes** or **no** to:

  There were students in the class whose behavioral excesses interfered with the learning of other students throughout the observation.

  Fill in the **yes** if the behavior of the same student or students continued throughout the period and interrupted the learning of others several times during the observation period.

  Fill in the bubble for **no** if there were no students whose behavior interfered with the learning of the other students during the observation period, or if interruptions were very few and short-lived.

  If you select **no**, leave the next two items blank. If you select **yes**, complete the next two items.

  The teacher responded to the disruptive behavior with a variety of appropriate tactics.

  Fill in the bubble for **yes** if the teacher recognized the disruptions and used appropriate tactics throughout the observation period to stop or minimize the disruptions. Appropriate techniques may include; varying learning activities, organizing students differently (e.g., groups, individual, total class), reinforcing desired behavior, use of varied low-key tactics, engaging the class in a learning activity while taking the problem student(s) aside, etc.

  Fill in the bubble for **no** if the teacher repeatedly used the same tactic, used inappropriate tactics, or ignored the disruptions. Inappropriate tactics may include; excessive use of the same low-key tactic, rewarding the disruptive behavior by focusing class attention on the student, frequently stopping instruction to discipline the student(s) or regain the attention of the students.

  If you select **no**, leave the next item blank. If you select **yes**, complete the next item.

  The teacher tried a variety of appropriate tactics to stop behavioral excesses, but the nature of the student(s) was such that the techniques did not stop the behavior.

  Fill in the bubble for **yes** if you believe the teacher tried many and varied appropriate tactics to stop the behavioral excesses, but the nature of the student(s) was such that appropriate techniques did not work.

  Fill in the bubble for **no** if the teacher's efforts ended the behavioral excesses of the student(s).

3. Final review of the *UETS-based JPAS Observation and Interview* form:
   - Check that each item on the front of the form has been completed. These measures are designed to assess situations that may have an influence on JPAS results. This information must be accurate.
   - Scan the observation portion (inside the form) to be certain that all indicators have been completed. Check that tallies have been transferred to the correct number bubble. Check that all indicators have been marked. Look for, and erase any marks which may interfere with the optical scanning of the form. If too much data is missing, scoring of the evaluation will not be possible.
   - Once both observations and one interview are completed, send the two forms in together to the district office for scoring.

DIRECTIONS FOR COMPLETING INTERVIEWS

The purpose of the interview is to review documentation of the educator's performance and have a discussion with the educator on the indicators from Domain IV, Planning, and Domain V, Professional Growth and Responsibilities. Documentation for indicators 63 and 64 is the responsibility of the administrator, and you will be expected to provide this. **In order to prepare for the interview, teachers may use the *Teacher Checklist Folder* or an electronic platform to gather their evidence. All evidence shown must be from the current school year.**

BEFORE THE INTERVIEW

1. Within 5 days of completing the second classroom observation of an educator, schedule a meeting for an interview to collect data on Domains IV and V. This interview will take approximately 45 minutes. Remind the educator to have documentation materials, and that only those materials provided during the interview can be considered for the evaluation. Whenever possible, the interview should take place in the educator's classroom or office.

2. Review the materials you will need:
   - *UETS-based JPAS Observation and Interview Form* used for the second classroom observation of this educator
   - *UETS-based JPAS EVALUATOR Folder*
   - documents and materials, if needed, to complete indicators 63 and 64 of Domain V (these are the responsibility of the administrator)

DURING THE INTERVIEW

1. Follow the order of indicators on the interview form. All evidence shown must be from the current school year.
2. Use the *UETS-based JPAS EVALUATOR Folder* to record notes during the interview. Notes taken during an interview should be objective, clear, concise and easily read. Any notes taken should support the decision made on the *UETS-based JPAS Observation and Interview Form*. Write objective descriptions of what is shown and discussed. Remember, these notes may become the information a reviewer uses to make decisions about the indicators in Domains IV and V.

3. If the educator cannot present documentation from the current school year for an indicator in Domains IV and/or V, the evaluator shall mark **not effective** for those indicators. If there will be a second evaluation in the same academic year, educators will have the opportunity to show additional evidence for any indicator. Evaluators must ask if the educator has additional evidence beyond what was shown in the first interview.

4. If this is the second evaluation of the same academic year, indicator **54. Assessment of student performance** needs to be looked at again. Educators will have the opportunity to show additional evidence for any indicator. Evaluators must ask if the educator has additional evidence beyond what was shown in the first interview.

AFTER THE INTERVIEW

1. Mark the appropriate bubble for each indicator in Domains IV and V based on the notes taken in the UETS-based JPAS Evaluator Folder.

2. Fill in the blanks on the interview form to record the date and time of the interview and the name of the interviewer.

3. Send the now completed *UETS-based JPAS Observation and Interview Forms* to be processed.

4. A feedback report of the results from the two classroom observations and the interview will be produced and returned to you within 5 working days.

5. *Within 15 working days* of receiving the *UETS-based JPAS Feedback Report* hold a Professional Development Meeting with the teacher to discuss the results of the evaluation and to guide the teacher in setting professional growth goals. Prepare an addendum when necessary. If the educator wants, allow the educator 15 working days to prepare a written response.

6. Distribute copies of the *UETS-based JPAS Feedback Report* (including any addendum and/or response written by the teacher) as follows:
   - a complete copy to the teacher
   - a complete copy in the *UETS-based JPAS Folder* kept in the school office
   - the original signed copy to the Jordan Evaluation Systems (JES) office

Note About Book Format:
Decision rules and examples for each indicator are located on the page with the same number as the indicator. For example indicator 14 – **Factual Questions** can be found on page 14. Examples given for each indicator are samples of behaviors that may be observed. They are not meant to be all-inclusive.

In the first column for each indicator, notations have been made to show which standard(s) in the **Utah Effective Teaching Standards (UETS)** the indicator supports. For some indicators, notations also include the specific items from the **Utah Measurement of Instructional Effectiveness (UMIE)** that are addressed.

OUTLINE OF THE DOMAINS AND INDIVIDUAL INDICATORS

DOMAIN I: MANAGING THE CLASSROOM

The teacher efficiently manages student behavior, time and materials.

1. Students off-task - UETS 2d., 3a., 3c., 3d.
2. Interrupts/obscures instruction - UETS 4a.
3. Fails to address misunderstandings - UETS 4a., 7c.
4. Fails to respond immediately to disruptive behavior - UETS 3b., 3c., 3d.
5. Adjusts instruction - UETS 2b., 3b., 5c., 7a., 7b., 7c.
6. Smooth transitions - UETS 3c., 3d.
7. Positive learning climate – UETS 2d., 3b.
8. Responds consistently to behaviors - UETS 3b., 3c.
9. Applies low-key tactics for misbehavior - UETS 3c.
10. Identifies initiators of disruptive behavior - UETS 3b., 3c., 3d.
11. Uses management routines - UETS 3c.
12. Classroom management - UETS 3b.
13. Minutes of non-academic time - UETS 3d.

DOMAIN II: DELIVERING INSTRUCTION

The teacher effectively structures, presents and conveys knowledge and skills and monitors student acquisition of the knowledge and skills.

14. Factual questions - UETS 3b., 4a., 4c., 7b., 7d.
15. Explains academic concepts - UETS 4a., 4d., 4e.
16. Demonstrates skills/procedures - UETS 4a., 4c., 4d.
17. Illustrates relationships - UETS 4a., 3d.
18. Emphasizes important points - UETS 4a., 4d.
19. Reviews- UETS 4a., 5d.
20. Pre-assessment - UETS 5a., 5d., 7c.
21. Advance organizer - UETS 3d.
22. Teaching/learning strategies - UETS 2e., 3e., 4d., 6b., 6c., 7d., 7g.
23. Structure and sequence of activities - UETS 2e.
24. Energy and enthusiasm
25. Goals, objectives, and expectations - UETS 2e., 4a., 4b., 6b.
26. Instructional delivery - UETS 2e., 3e., 4a., 6b., 6c., 7g.
27. Higher-order questions - UETS 2d., 3b., 3c., 4a., 4c., 7d., 7e., 7f., 7h.
28. Wait time - UETS 2d., 3b., 7d., 7h.
29. Sustains interactions - UETS 2d., 7d., 7h.
30. Task-oriented peer interaction - UETS 6c., 7d.
31. Problem solving - UETS 2d., 3b., 3f., 4c., 6d., 7e., 7f.
32. Cause-effect analysis- UETS 2d., 3f., 6d., 7e., 7f.
33. Authentic learning experience - UETS 2d., 3f., 4c., 6d., 6e., 7e., 7f.
34. Brainstorming and use of ideas - UETS 2d., 3f., 4c., 6d., 7e., 7f.
35. Prepares students for activities - UETS 3d., 4e.
36. Supervises independent practice - UETS 3d., 5a.
37. Correctives - UETS 4e., 7c.
38. Monitors student performance - UETS 5c., 7b.

DOMAIN III:
INTERACTING WITH STUDENTS

The teacher actively encourages all students to participate and gives students feedback about their performance.

39. Student participation - UETS 2a., 3d., 3f., 5b., 7h.
40. Academic feedback - UETS 2d., 3b., 5b.
41. Gets student attention - UETS 3d.
42. Encourages reluctant students - UETS 2a., 7a., 7h.
43. Reinforces desired behavior - UETS 3b., 3c.
44. Acknowledges learning efforts - UETS 2a., 2d.
45. Student demonstrations of knowledge or skills - UETS 2c., 3f., 4c., 6c., 6d., 7f.
46. Practices communication skills - UETS 2e., 3f., 6d., 7d.
47. Guided practice - UETS 7c.
48. Checks for understanding - UETS 2e., 5c., 7b., 7c.
49. Learning environment - UETS 7a.

DOMAIN IV:
PLANNING

The teacher pre-plans to maximize academic learning time and to monitor and adjust instruction based on students' needs.

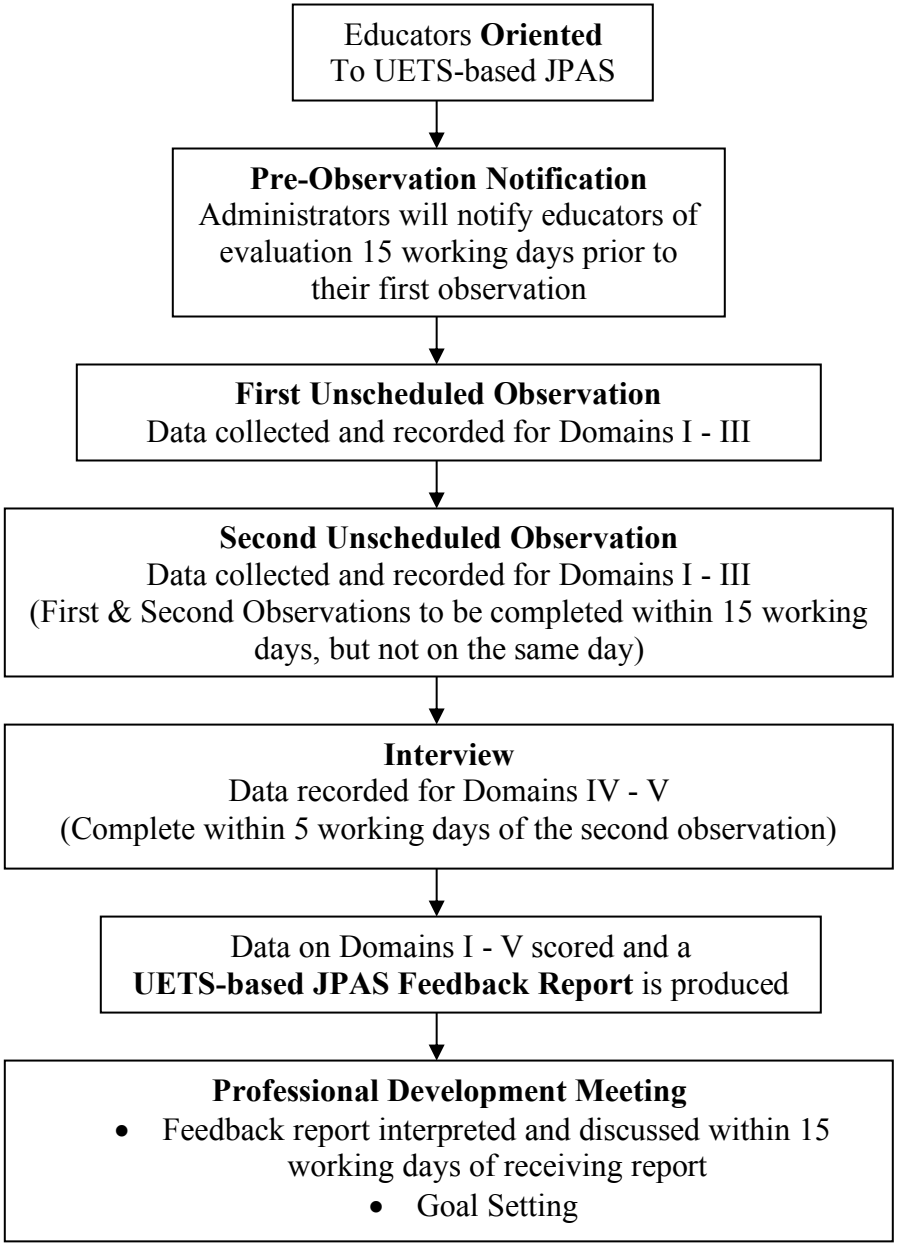
50. Rules and consequences - UETS 3
51. Learning goals - UETS 6
52. Varied assessments - UETS 5
53. Feedback - UETS 5
54. Assessment of student performance - UETS 5
55. Cross-disciplinary instruction - UETS 6
56. Learning differences - UETS 2
57. Student-directed learning - UETS 1
58. Technology and resources - UETS 7
59. Plans for substitutes

DOMAIN V:
PROFESSIONAL GROWTH AND RESPONSIBILITIES

The teacher participates in professional development activities and fulfills duties outside of the classroom.

60. Reflection and continuous growth - UETS 8
61. Communication - UETS 1
62. Collaboration - UETS 9
63. Administrative requests - UETS 10
64. Compliance - UETS 10

A UETS-based JPAS evaluation is completed as follows:



Administrators are encouraged to let educators know during which six-week period their evaluations will begin.

DOMAIN I: MANAGING THE CLASSROOM

The teacher efficiently manages student behavior, time and materials

1. Students off-task - UETS 2d., 3a., 3c., 3d.
2. Interrupts/obscures instruction - UETS 4a.
3. Fails to address misunderstandings - UETS 4a., 7c.
4. Fails to respond immediately to disruptive behavior - UETS 3b., 3c., 3d.
5. Adjusts instruction - UETS 2b., 3b., 5c., 7a., 7b., 7c.
6. Smooth transitions - UETS 3c., 3d.
7. Positive learning climate – UETS 2d., 3b.
8. Responds consistently to behaviors - UETS 3b., 3c.
9. Applies low-key tactics for misbehavior - UETS 3c.
10. Identifies initiators of disruptive behavior - UETS 3b., 3c., 3d.
11. Uses management routines - UETS 3c.
12. Classroom management - UETS 3b.
13. Minutes of nonacademic time - UETS 3d.

DOMAIN I: MANAGING THE CLASSROOM
Engaging Students in Learning

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
1. Students off-task (record approximately 10 minutes apart): a) ⓪①②③ ⓪①②③④⑤⑥⑦⑧⑨ b) ⓪①②③ ⓪①②③④⑤⑥⑦⑧⑨ c) ⓪①②③ ⓪①②③④⑤⑥⑦⑧⑨ d) ⓪①②③ ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 2 d., 3a., 3c., 3d.)	Four times during the observation, at approximately ten-minute intervals, scan the classroom and count the number of students off-task. Off-task behavior includes socializing, out-of-seat, sleeping, engaging in an activity other than an assigned activity, etc. The first scan should begin approximately five minutes after the observation begins.	At the beginning of the observation, divide the period into <u>four equal intervals, approximately ten minutes apart, beginning five minutes after the observation begins</u>. Record these times in the space labeled "Number of students off-task" in the **Notes** section of the observation instrument. At each interval time, make one quick scan from one side of the classroom to the other, counting the number of students off-task as you scan. Record this number next to the appropriate time slot. At the end of the observation, transfer the numbers of off-task students from the Notes Section to indicator number one, filling in the appropriate number bubbles. NOTE: Avoid scanning during a transition. If you cannot complete a fourth scan (as may happen with a 30 minute observation) leave the bubbles for the last time slot <u>blank</u>.

REFERENCES: Effective teachers know whether or not students are on-task (Kounin, 1970). When off-task behavior escalates, the effective class manager will employ one of a number of tactics to get students involved in learning activities. Engagement rate is positively related to achievement. A major factor influencing opportunity to learn is time on task, the amount of time within a lesson that students spend engaging with the curriculum rather than on activities such as socializing, moving around the classroom, and being disciplined (Brophy & Good, 1986; Reynolds and Muijs, 1999). Research reveals that teachers whose classrooms are characterized by high percentages of engaged time produce learners who achieve better than teachers whose classrooms are characterized by lower percentages of engaged time (Armstrong, Henson, & Savage, 2001). The amount of time students are engaged in learning academic content is positively related to their achievement in that content area (Burden & Byrd, 1999). According to Stronge (2002), as students focus on academic engagement, the potential for behavior problems to occur is greatly reduced.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
2. Interrupts/obscures instruction ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 4a.)	A tally is recorded each time the teacher interrupts or obscures instruction by: • referring to irrelevant stimuli • using vague or indeterminate terms (pretty much, some, not many, not very, almost, could be, sometimes, somewhere) or uses incorrect information • using redundancies and false starts • frequently starting and stopping • over-correcting self • stringing questions together • repeatedly using a distracting word or phrase (uh, ok, at this point in time, "sh," etc.) A maximum of one tally is recorded for repeated use of a distracting word or phrase.	TALLY: The teacher begins a discussion about the plot development of Romeo and Juliet. After a few sentences, the teacher says, "Wait, you need to know something about Italy during that time period." Then after a few statements about the time period, the teacher brings up the controversy over whether or not Shakespeare really wrote the plays. A teacher says, without pausing; "Why are people prejudiced? Are they really out to discriminate? Are people basically bad?" (stringing questions together) During a math lesson, the teacher interrupts instruction to ask about a pupil's absence (referring to irrelevant stimuli). NOTE: Don't record a tally for each time an indeterminate term is used but rather when the term obscures the instruction.

REFERENCES: Interrupting instruction disrupts the momentum of a class by diverting student attention from the task at hand. A teacher interrupts instruction by using indeterminate terms and choppy speech patterns that obscure the central concepts the teacher hopes to communicate. Smith (1977) discovered that the use of "uh" depresses student achievement. Clarity of presentation correlated highly with student achievement (Brophy & Good, 1986; Walberg, 1985). Explanations communicate best when they are free from ambiguous, value, and imprecise terms (Armstrong, Henson, & Savage, 2001). According to Muijs and Reynolds (2001), the teacher should maintain the momentum during the lesson and avoid actions that can impede momentum such as "dangling" (teacher starts an activity but then stops it leaving it dangling), "flip-flops" (teacher starts an activity but then goes to another activity before finishing it), "over-dwelling" (teacher continues to explain instructions after students have grasped what they need to do), and "fragmentation" (teacher breaks down activities into too many steps).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
3. Fails to address misunderstandings ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 4a., 7c.)	A tally is recorded each time the teacher misses an opportunity to address student concerns or misunderstandings. A tally is also recorded if the teacher acknowledges a concern or misunderstanding, <u>but</u> does nothing to resolve the problem. Concerns or misunderstandings include uncertainty about class procedures, activities, or academic concepts or processes. The observer will note concerns or misunderstandings when students respond incorrectly, fail to complete activities, or by asking questions which reveal unaddressed concerns.	TALLY: The teacher tells the class there will be a test tomorrow on the 120-page poetry section of their literature book. Five different students ask, "Do we need to know about all of the poems and authors even those we haven't discussed?" Each time the teacher replies, "Yes," without further clarifications or explanations of her expectations. The teacher asks, “What is ½ plus ¼?” Several students give incorrect answers. The teacher says, “I can see you’re still confused. We’ll need to go over this again, but we have to move on now.” The teacher then ends the lesson and students transition to reading. DON’T TALLY: After the first student asks if they need to know all the poems, etc., the teacher responds, "Let me clarify and then discuss with you what my expectations will be for the test."

REFERENCES: Emmer, Evertson, and Anderson (1980) found that academic performance is higher when students' questions and concerns are answered or when feedback is volunteered by the teacher when there is an incorrect response. More effective teachers listen to concerns and clarify any misunderstandings the student might have (Emmer, Evertson, & Anderson, 1980). Feedback and opportunities for correction are essential steps in instruction (Block & Burns, 1976; Bloom, 1976; Rosenshine, 1983). The effective teacher provides supportive corrective feedback to incorrect responses (L.M. Anderson, Evertson, & Brophy, 1979; Stallings & Kaskowitz, 1974; Stallings, 1978; Stallings, Needles, & Stayrook, 1979; Rosenshine, 1983). Brophy (1997) suggests that when many students have the same question or misconception, it is worthwhile to clarify the problem to the entire class. Otherwise, it is usually best to provide private help to those who need it while allowing the rest of the students to work on the assignment without interruption.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
4. Fails to respond immediately to disruptive behavior ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 3b., 3c., 3d.)	A tally is recorded if the teacher <u>fails</u> to recognize disruptive behavior (social talk, excessive noise, or interruptions) or fails to immediately stop it from continuing. One tally is recorded each time disruptive behavior is allowed to disturb another student. A tally is <u>not</u> recorded if one student is talking to another, without disturbing others.	TALLY: One student is making noises, flipping pieces of paper at others, etc. A tally is recorded each time a new student's attention is diverted from the teacher to the disruptive student. A group of students is continually socializing and causing disruptions. A tally is recorded each time a new student is drawn into the disruption and diverted from the learning activity. DON'T TALLY: Two students are quietly socializing, but they are not disturbing other students. (This behavior may result in marking off task behavior on Indicator 1.) NOTE: This indicator focuses on what students are doing and the teacher's lack of response to that behavior.

REFERENCES: Effective teachers do not allow social talk, excessive noise, or interruptions during teacher-directed instruction (Evertson, Emmer, Sanford, & Clements, 1983). Less effective teachers tolerate more out-of-seat students, while more effective teachers require students to remain in their seats during instruction (Evertson, Emmer, Sanford, & Clements, 1983). In most cases, it is crucial for teachers to spot the misbehavior as quickly as possible and deal with it immediately (Borich, 1996; Arends, 1998). Much misbehavior can be ignored. When it is not disruptive there is no point in interrupting activities to call attention to it. If misbehavior continues or becomes disruptive, direct intervention is needed. "When students know what they are supposed to be doing and when the nature of their misbehavior is obvious, there is no need to question them. Return them to productive activity as quickly and non-disruptively as possible. When it is not possible to use non-disruptive techniques, call the students' names and correct their behavior by telling them what they are supposed to be doing or reminding them of the rules. Such intervention should be brief, direct, and focused on desirable behavior. Questions, threats, and nagging should be avoided," (Brophy, 1997). Slavin (1997) advocates that misbehavior should be corrected with the simplest, least intrusive intervention that will work.

DOMAIN I: MANAGING THE CLASSROOM
Engaging Students in Learning

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
5. Adjusts instruction ○ yes/no need ○ no (Supports UETS 2b., 3b., 5c., 7a., 7b., 7c.)	**Yes/no need** is marked if the teacher adjusts instruction to give students opportunities to participate in activities that are tailored to meet their needs. Adjusted instruction may be observed when teachers divide students into groups in order to provide more direct teaching for remediation, revise teaching strategies, reteach material, etc. This may also be observed when the teacher matches instruction to student performance. **Yes/no need** is also marked if there were no indications that the instruction needed to be adjusted as demonstrated by students participating, completing tasks with minimal help, and showing minimal off task behavior. **No** is marked if the teacher does <u>not</u> modify the instruction in response to poor student performance (apparent student confusion, the need for frequent clarifications, low success rates, high number of students off-task.)	**Yes**: In a guided reading group the teacher recognizes that students are still unable to create "ch" words. The teacher then reteaches the material. **Yes**: In a science lab the teacher notices groups of students are asking the same questions on the second step. The teacher gets the attention of all students and reviews how the second step should be completed. **Yes:** In a geography class the teacher adjusts the assignment for English Language Learners by telling them to draw pictures on the graphic organizer where the other students were writing out answers. **No**: The teacher distributes a worksheet and instructs the students to match the synonyms. Within three minutes, seven students request help reading the words. The teacher lets the students struggle through the assignment. **No**: While working on their individual practice, several students are off task. The teacher does not check with them to find out why they are not completing the assignment.

REFERENCES: Bloom (1976) found that one of the three major factors influencing achievement is the degree to which instruction is appropriate to the needs of the learner. Prepared curriculum rarely matches the diversity of learning styles among students. In order to generate this match, teachers must allow students to influence the development of curriculum (SCANS, 1992). Cognitive research indicates that many learning styles lead to similar learning outcomes. Consequently it is <u>not</u> important that students learn in a fixed fashion, but that they learn. Effective teachers are those who adapt and develop appropriately matched curricula for all learners (Curry & Samara, 1992). Since students learn at different rates, effective teachers plan academic enrichment and remediation opportunities for students. Effective teachers recognize individual and group differences among their students and accommodate those differences in their instruction by adapting instruction to meet student needs. The ability to improvise while teaching to meet the learning needs of all students is another sign of an effective teacher. Students are most engaged and achieve most successfully when instruction is appropriately suited to their achievement levels and needs (Stronge, 2002).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
6. Smooth transitions ○ yes ○ no ○ no transitions (Supports UETS 3c., 3d.)	**Yes** is marked if no time is wasted in making transitions from one activity to another. A transition may be a change in a format or activity. It may or may not involve a planned movement in the classroom. Students demonstrate that they have been prepared for a quick and efficient transition from one format or activity to the next by showing minimal misbehavior. The teacher facilitates smooth transitions by having materials prepared. **No** is marked if the teacher has to spend time disciplining students, retrieving materials, etc., during a transition, causing the transition time to be excessive. If any of several transitions takes an excessive amount of time, **no** is marked. The **no transitions** response is marked if no transitions were observed.	**Yes**: Students move from a lecture to group work quickly because a consistent routine for transitions has already been established. There is minimal talking as students move into groups. All necessary materials for the activity are quickly distributed to the groups. Transitions could include: • Getting out paper and pencil • Moving to carpet and back Changes in format could include: • Passing papers/exchanging papers • Opening textbook to a specific page **No**: Students are instructed to move into groups. After the instruction is given, students need to ask how to move into groups and what group they should go to. **No**: Two transitions during the observation are smooth, but one transition takes an excessive amount of time. NOTE: Time lost to lengthy transitions (more than a minute) should be recorded as **Minutes of nonacademic time**, Indicator 13. If no transitions occur during the observation mark the bubble for **no transitions** by this indicator. This is a summary indicator.

REFERENCES: The structure of transitions is facilitated by clear teacher directions to students on how to close the first activity, make changes, and begin the second activity. Such structure allows time for teacher corrective feedback during transitions and routine tasks (Gump, 1982). By reducing transition time, the teacher keeps students focused on learning activities. Research indicates that roughly 35% of class time is spent in transition activity (collecting and distributing papers, rearranging the room, cleaning up, etc.) In a study by Arlin (1979), it was found that during transitions students' off-task behavior (talking loudly, hitting, throwing things, etc.) occurred twice as frequently as during structured class activities. One way to ensure maximum time on task is to ensure that not too much time is wasted during transitions from one part of the lesson to the next. Transitions need to be as short and smooth as possible. A useful technique is cuing, alerting students to the fact that a lesson transition is about to occur (Muijs & Reynolds, 2001). A period when loud talk can occur is during lesson transitions. According to Borich (1996) it is best to institute a no-talking rule during transitions, as allowing low levels of talk is difficult and often unsuccessful.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
7. Positive learning climate ○ yes ○ no The teacher collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. (UMIE 3.2) (Supports UETS 2d., 3b.)	**Yes** is marked if the teacher listens to and responds to student questions, requires that students listen to each other in class interactions, encourages cooperation, and models friendly interactions with learners. The teacher engages learners in creating and maintaining a positive, supportive, and inclusive learning community that promotes learner inquiry and exploration. **No** is marked if the teacher makes any comment to or about a learner which is obviously personally demeaning or embarrassing to the learner. **No** is also marked if the teacher does not stop a student interaction which is discourteous. This would include students calling each other demeaning names, students saying demeaning things about one another or the teacher, repeated instances of students yelling out while another student has the floor, etc.	**Yes**: A teacher who promotes courtesy would remind one student not to talk out when another student is talking. **No**: A class in which students are encouraged not to talk, to work individually, and are discouraged from asking questions. This environment does not encourage interaction. NOTE: The focus of this indicator is on the ways in which the teacher encourages cooperation, interaction, and courtesy. This is a summary indicator.

REFERENCES: Effective teachers respect students' contributions to the class (Evertson, Anderson, C., Anderson, L.M., & Brophy, 1980). There is also evidence that negative affective teacher behaviors can discourage learning (Rosenshine, 1980; Soar & Soar, 1979; Borich, Kash, & Kemp, 1979; Dunkin & Biddle, 1974). Negative feedback should not include personal criticism (Brophy, 1981b). Negative feedback is negatively related to student achievement in secondary basic skills classes (Stallings, 1978). A meta-analysis conducted by Wang, Haertel and Walberg (1997) found classroom climate to be one of the most important factors to affect student achievement. Learning environment was also found to be related to achievement (Fraser, 1994). One of the main elements in developing a positive classroom climate is creating a warm, supporting environment in which students feel safe and are therefore willing to make a positive contribution to the lesson (Muijs &Reynolds, 2001).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
8. Responds consistently to behaviors ○ yes ○ no (Supports UETS 3b., 3c.)	**Yes** is marked if the teacher responds consistently to student behavior. **Yes** is selected unless blatant inconsistencies are observed. **No** is marked if the teacher responds inconsistently to student behavior.	The teacher states, "I will only call on those students who raise their hands." **Yes**: The teacher then only calls on students who have raised their hands and ignores students who call out. **No**: The teacher then responds to students who call out their answers. **No**: The teacher reprimands some students for calling out or socializing while accepting call outs or socializing from other students. NOTE: This is a summary indicator.

REFERENCES: Teachers who respond consistently to student behaviors demonstrate fairness and the importance of following rules and procedures. In an extensive study on classroom management procedure, Evertson, Emmer, Sanford, and Clements (1983) found that more effective classroom managers consistently used rules and procedures and were more consistent in responding to student behaviors. They recommended that teachers avoid inconsistency between stated and practiced procedures. Credibility provides structure that students want and need. If they can depend on what teachers say, students will be less likely to test their teachers and more able to accept responsibility for their own behavior. When teachers establish fair rules and enforce them consistently, rule breakers can get angry only with themselves (Brophy, 1997). Borich (2000) says that consistency is a key reason why some rules are effective while others are not.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
9. Applies low-key tactics for misbehavior ○ **low:** over use/no use ○ **moderate:** uses to reduce misbehavior ○ **high:** uses to promote positive behavior/no need (Supports UETS 3c.)	A **low** score is given if the teacher uses low-key tactics excessively and the misbehavior continues or if the teacher does not use low-key tactics for misbehavior. A **moderate** score is given if the teacher uses low-key tactics to reduce misbehavior. A **high** score is marked if the teacher uses low-key tactics that prompt the student(s) to use a positive behavior. A "high" score is also marked if there was no need to use low-key tactics. Low-key tactics include: making a brief request, using proximity control, making eye contact and hold it until the misbehavior stops, using nonverbal signals (a finger to the lips), stating the students' name, or reinforcing a student using the desired behavior. Response to routine misbehavior should be brief, non-dramatic, and should not slow down classroom activity.	Billy and Patricia are talking during instruction. **Low:** The teacher says, "Billy and Patricia" several times during the lesson, or the teachers says, "Billy and Patricia, how many times do I have to tell you not to talk? You wasted our time yesterday with your talking. If you don't stop talking, I will have to change your seats." **Moderate:** The teacher says, "Billy and Patricia." Later in the lesson the teacher moves next to Billy and Patricia while continuing to teach. **High:** The teacher makes a brief request, "Billy, will you please read the next paragraph?" making it difficult for Billy to continue talking and promoting a positive behavior. Or, the teacher tells attentive students sitting near Billy and Patricia, "Ed and Sue, thank you for listening. This information will help you on the test." NOTE**:** Statements reinforcing the <u>appropriate</u> behavior of students who are not the target of the low key tactic would be recorded as **Reinforces desired behavior**, Indicator 43. This is a summary indicator.

REFERENCES: Effective teachers use proximity control (moving closer to misbehaving students) to minimize disruptive behavior and encourage participation (Emmer, 1987; Evertson, 1980, 1982; Weber, Crawford, Roff, & Robinson, 1983; Classroom Process Research Committee, 1984). Calling attention to misbehavior highlights deviancy, diverts attention from instruction (Davis & Thomas, 1989) and may result in increased off-task behavior (Gump, 1982). Ineffective managers use threats and lengthy corrective responses to misbehavior (Hinley & Ponder, 1981). Doyle (1984) found that in classes with a high incidence of inappropriate and disruptive student behavior, successful managers focused on the curriculum, talking about work rather than misbehavior. Less successful managers focused on the misbehavior and productive work ceased (Wittrock, 1986). Effective teachers use three or four praise statements for every negative statement or consequence delivered. (Rhode, Jenson, & Reavis, 1992). Minor episodes of misbehavior need to be handled so that the flow of the lesson is not interrupted. Nonverbal responses allow teachers to indicate to a student that an inappropriate behavior has been noted. Nonverbal signals include direct eye contact, hand signals, and facial expressions (Armstrong, Henson & Savage, 2001). Researchers and educators agree that teachers should move from low to high-intervention when developing a plan to address misbehavior (e.g., Charles, 1996; Levin & Nolan, 1996; Wolfgang, 1995).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
10. Identifies initiators of disruptive behavior ○ **low**: does not identify initiators ○ **moderate**: identifies initiators ○ **high:** few or no disruptions (Supports UETS 3b., 3c., 3d.)	A **low** score is given if the teacher ignores the initiator(s) of disruptive behavior, or targets bystanders rather than the actual initiator(s) of the disruption; also mark this bubble if the disruptive student(s) does not respond to the teacher's intervention. A **moderate** score is given if several disruptions occur, but the teacher correctly identifies the initiator(s) of disruptive behavior and those students respond to the teacher's intervention. A **high** score is given if the teacher has very few or no disruptions and quickly halts the disruptions by identifying initiators.	**Low**: The teacher says to a disruptive student, "Come on; let's get to work." In a moment, the student continues the disruptive behavior and the teacher does not intervene. **Moderate**: Two students are socializing and ask a third student what he thinks. The teacher asks the first two students to find the answer to the next problem. The students do. Later in the class, the same two students resume their discussion and ask the third student a question. The teacher intervenes and stops the disruption. Along with these disruptions, other disruptions occur. **High**: The high is distinguished from the moderate in that the same two disruptions as presented in the moderate example occur, but no other disruptions happen during the class. NOTE**:** This is a summary indicator.

REFERENCES: Targeting the actual initiators of disruptive behavior demonstrates that the teacher knows what is going on throughout the classroom (Brooks, 1985). This principle has been dubbed "with-it-ness" which requires frequent eye contact and scanning of the group to communicate awareness (Kounin, 1970; Davis & Thomas, 1989). Effective teachers cite the specific offender and the rule, which has been broken (Emmer, Evertson, & Anderson, 1980). An important skill is the ability to spot misbehavior quickly and to identify the right student as the initiator. Kounin (1970) referred to this skill as “with-it-ness,” a teacher knowing what’s going on in all parts of the classroom all of the time and communicating this awareness to students. Stronge (2002) states that effective teachers have a heightened awareness of all actions and activities in the classroom.

DOMAIN I: MANAGING THE CLASSROOM
Managing Time and Routines

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
11. Uses management routines ○ no need for routines ○ **low**: no routines used ○ **moderate**: routines require repeated instructions ○ **high**: students follow routines efficiently (Supports UETS 3c.)	The **no need for routines** response is marked if management of the class did not require the use of any routines. A **low** score is given if management routines (such as collecting or distributing papers) do not exist or exist but lead to increased off-task behavior and wasted time. A **moderate** score is given if management routines exist, but repeated explanations are required for the students to carry out those routines. A **high** score is given if students follow classroom routines efficiently without needing detailed explanations.	Routines include: collecting/distributing papers, reporting scores, taking roll, dividing into groups, handling transitions, taking the lunch count, lining up, moving to centers, raising hands, and getting needed materials, etc. **Low**: Papers are given to one student who randomly distributes the papers, purposely not giving papers to some students, throwing the paper to others, etc. Students call out, "Where is my paper?" This takes five minutes and the teacher must get the handout for some students. **Moderate**: The teacher explains to the students at the head of each row that they need to take a paper and pass the rest back. The teacher reminds students several times to take one paper and pass the rest back. **High**: The teacher doesn't say anything but gives papers to the first student in each row, the papers are quickly distributed and each student is able to start working. NOTE: Time spent in dealing with management routines (more than one minute) should be recorded as **Minutes of nonacademic time**, Indicator 13. This is a summary indicator.

REFERENCES: Classroom rules establish standards for student behavior. They are essential for effective management. (Evertson, Emmer, Clements, & Worsham, 2000). Rules provide guidelines for appropriate behaviors so that teaching and learning can take place. Consequently, they need to be realistic, fair, and reasonable (Burden & Byrd, 1999). Procedures need to be well established so that students follow them without having to be told. This frees the teacher to devote energy to instruction. If procedures are poorly established, teachers must spend time and energy reminding students, for example, how to turn in their work, to wait for help until they are finished with another student, or to avoid disrupting the discussion to go and sharpen a pencil (Jacobsen, Eggen & Kauchak, 2002).

DOMAIN I: MANAGING THE CLASSROOM
Engaging Students in Learning

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
12. Classroom management ○ **low**: limited, negative, or ineffective strategies ○ **moderate**: implements management strategies ○ **high**: differentiated strategies/maintains engagement The teacher utilizes positive classroom management strategies including the resources of time, space and attention effectively. (UMIE 3.3) (Supports UETS 3b.)	A **low** score is given if the teacher uses limited, negative, or ineffective management strategies. The teacher ignores disruptive behavior that diverts student attention from an academic task. A low is also given if the teacher's interventions fail to stop the disruptive behavior or stop the behavior only momentarily. A **moderate** score is given if the teacher implements management strategies and encourages learners to be engaged with the content. The teacher intervenes to manage the class and to deal with disruptive behavior. The moderate score identifies the teacher who switches abruptly back and forth between instruction and discipline. The interventions are successful in stopping the behavior. A **high** score is given if the teacher uses differentiated management strategies or conducts the class with little or no need to apply any management procedures. If management procedures are used, they are minimal and preventative. The teacher reinforces appropriate behavior by providing a model, explicit explanations of expectations, etc. which are interwoven in the delivery of instruction, maintaining student attention through active engagement.	**Low**: Two students are talking in the back of the classroom and call out to two students in the hallway. The two students in the hallway enter the classroom, which attracts the attention of six more students in the classroom. The teacher ignores the disruption. **Moderate**: While working with a small group, the teacher stops instruction three times during class period to remind different students who are out of their seats talking loudly that it is a time to be working and not talking. In each case, the student who was talking does not disrupt the class again. **High**: During a discussion, which students are very interested in, the teacher responds to a student's comment with, "That is a good point. I appreciate your holding on to it until I called on you. What do you think would happen if…" The teacher uses statements calling attention to positive behavior several more times during the class period. This represents the teacher's proactive approach to managing a situation where student behavior could interrupt learning. NOTE: This is a summary indicator.

REFERENCES: Successful teachers are unlikely to make management errors such as switching abruptly back and forth between instruction and discipline (Davis & Thomas, 1989). Effective classroom managers are able to increase student engagement in learning and make good use of every instructional moment. Effective teachers manage and attend to the needs of all students within the classroom (Stronge, 2002). Brophy (1997) found that teachers who approached classroom management as a process of establishing and maintaining effective learning environments tended to be more successful than teachers who placed more emphasis on their roles as authority figures or disciplinarians.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
13. Minutes of nonacademic time [ ] ⓪①②③④⑤⑥ ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 3d.)	Record the number of minutes lost to nonacademic activities during the observation. Nonacademic activities include socializing, lengthy management routines, disorderly or disruptive transitions, extended disciplinary interruptions, and other halts in instruction. If the majority of students are not engaged in an academic activity, nonacademic time is recorded. Academic activities are defined as activities related to outcome measures. This indicator is designed to measure how well the teacher maximizes available time for instruction for the majority of the students.	Nonacademic time can be tracked in the **Notes** section or tallied, by the minute, in the box next to the indicator on the observation form. At the end of the observation, all nonacademic time is totaled and the appropriate bubbles marked. DO NOT subtract minutes of nonacademic time from **Time in Class** on the front of the form. TALLY: After correcting an assignment as a group, the teacher takes five minutes to call on students individually to report their scores. No assignment is given to students to do during this time. Tally 5 **Minutes of nonacademic time**. The teacher stops instruction to remind a tardy student to be on time and spends two minutes reviewing the consequences of being tardy. Tally 2 **Minutes of nonacademic time**. DON'T TALLY: After correcting an assignment as a whole group, the teacher initiates a new learning activity. As the students work, the teacher calls on individual students to report their scores. No **Minutes of nonacademic time** are recorded. A student enters the class late. The teacher continues the lecture. When the students have begun independent work, the teacher moves to the tardy student and quietly reviews the consequences of being tardy. No **Minutes of nonacademic time** are recorded. NOTE: This is a summary indicator.

REFERENCES: Academic Learning Time, defined as the time students are engaged with materials or activities related to the outcome being measured (usually achievement tests), is highly related to measures of student achievement (Berliner, 1984; Davis & Thomas, 1989). According to Stallings, 80% of class time should be spent in academic activities. Researchers have found that learners in classes with teachers who maximize the amount of class time used for instruction perform better than those in classes where less time is spent on instruction (Good & Brophy, 2000). In some classrooms, as much as 50% of available time is devoted to nonacademic tasks. This situation deprives learners of much time needed for working on academic tasks. It can have strong, negative, long-term influence on achievement (Armstrong, Henson & Savage (2001).

DOMAIN II: DELIVERING INSTRUCTION

The teacher effectively structures, presents and conveys knowledge and skills, and monitors student acquisition of the knowledge and skills

14. Factual questions - UETS 3b., 4a., 4c., 7b., 7d.
15. Explains academic concepts - UETS 4a., 4d., 4e.
16. Demonstrates skills/procedures - UETS 4a., 4c., 4d.
17. Illustrates relationships - UETS 4a., 3d.
18. Emphasizes important points - UETS 4a., 4d.
19. Reviews- UETS 4a., 5d.
20. Pre-assessment - UETS 5a., 5d., 7c.
21. Advance organizer - UETS 3d.
22. Teaching/learning strategies - UETS 2e., 3e., 4d., 6b., 6c., 7d., 7g.
23. Structure and sequence of activities - UETS 2e.
24. Energy and enthusiasm
25. Goals, objectives, and expectations - UETS 2e., 4a., 4b., 6b.
26. Instructional delivery - UETS 2e., 3e., 4a., 6b., 6c., 7g.
27. Higher-order questions - UETS 2d., 3b., 3c., 4a., 4c., 7d., 7e., 7f., 7h.
28. Wait time - UETS 2d., 3b., 7d., 7h.
29. Sustains interactions - UETS 2d., 7d., 7h.
30. Task-oriented peer interaction - UETS 6c., 7d.
31. Problem solving - UETS 2d., 3b., 3f., 4c., 6d., 7e., 7f.
32. Cause-effect analysis - UETS 2d., 3f., 6d., 7e., 7f.
33. Authentic learning experience - UETS 2d., 3f., 4c., 6d., 6e., 7e., 7f.
34. Brainstorming and use of ideas - UETS 2d., 3f., 4c., 6d., 7e., 7f.
35. Prepares students for activities - UETS 3d., 4e.
36. Supervises independent practice - UETS 3d., 5a.
37. Correctives - UETS 4e., 7c.
38. Monitors student performance - UETS 5c., 7b.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
14. Factual questions ⓪①②③④⑤ ⓪①②③④⑤⑥⑦⑧⑨ The teacher uses a variety of questioning strategies to promote engagement and learning. (UMIE 7.6) (Supports UETS 3b., 4a., 4c., 7b., 7d.)	The teacher asks factual questions to assess student learning. A tally is recorded for each factual question asked. Factual questions require that the student recognizes or recalls information such as facts, definitions, names, details, etc. The questions deal with academic content, not procedures or personal experiences. If the teacher asks the <u>same</u> factual question to several different students, one after the other, tally the question once. Do not tally rhetorical questions.	TALLY: Show me an AB pattern. What is a denominator? How many Justices are there on the Supreme Court? Flash cards used may each be tallied as a factual question. If many are used as drill they may also count for **Guided practice**, Indicator 47. DON'T TALLY: How do we record patterns? (procedure) What is something you are afraid of? (personal experience) What do you need to do when you know you are going to miss a test? (procedure) How do species become extinct? (higher order) NOTE: Not every question asked during an observation period will be tallied. Some questions are neither factual nor higher-order. Also, if the content of the lesson is a procedure, e.g. the class rules, then questions about the procedure are treated as factual questions.

REFERENCES: Brophy and Good (1986) found that low-level or factual questions facilitate learning, even of higher-level objectives. Research indicates that effective teachers ask more questions than do those who are less effective (Eggen and Kauchak, 1997; Hamilton and Brady, 1991; Pratton and Hales, 1986). If the goal is fact-level learning, a high percentage of low-level questions are appropriate. For more complex goals, higher-level questions are required. Students with limited backgrounds about a topic should be asked many low-level questions, and the number of higher-level questions should increase as their background improves (Kauchak & Eggen, 1998). Good and Brophy (1997) found that a large number of questions is one indicator of active teaching and a well-organized and interactive lesson. Research reveals that questions should be asked at regular intervals and addressed to a large number of class members (Good & Brophy, 2000).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
15. Explains academic concepts ⓪① ⓪①②③④⑤⑥⑦⑧⑨ The teacher bases instruction on accurate content knowledge using multiple representations of concepts. (UMIE 4.1) The teacher supports students in learning and using academic language accurately and meaningfully. (UMIE 4.2) (Supports UETS 4a., 4d., 4e.)	An academic concept is a key idea students must understand to meet the objective of the lesson. The teacher models and teaches the language of the discipline and requires learners to correctly use and apply the language. The teacher uses multiple representations and explanations. A tally is recorded each time the teacher explains an academic concept by <u>defining it and</u> by doing one of the following: • providing examples and non-examples (what is and what is not) • describing rules that apply • pointing out distinctive attributes • comparing and contrasting it with related concepts	TALLY: The teacher introduces the concept of symmetry by saying, "Symmetry is a balance of opposite parts in size, shape and position." The teacher then demonstrates how to determine whether a picture is symmetrical or asymmetrical by folding the picture and asking students if there is balance from one side of the fold to the other. Those that demonstrate balance are placed together in one category and those that are not balanced are placed together in another category. DON'T TALLY: The teacher introduces the concept of symmetry by providing the definition. Then moves on without distinguishing it or describing the rules that apply to symmetry. In a review the teacher asks a student to define symmetry and then moves on. NOTE**:** Record only one tally for each academic concept presented.

REFERENCES: Teacher definitions of academic terms, accompanied by examples, non-examples, synonyms, and classifications are related to student achievement (R.C. Anderson, 1972; Johnson & Stratton, 1966). The lack of non-examples during instruction is related to incomplete concept learning (Tennyson, Woodley, & Merrill, 1972). When defining concepts, examples are most effective if they differ widely in variable attributes and non-examples are most effective if they exhibit a number of criterion attributes (Klausmeier, 1976; Klausmeier, Ghatala, & Frayer, 1976; Tennyson, Woodley, & Merrill, 1972). Research supports the value of examples in concept learning (Eggen & Kauchak, 2001). The use of non-examples is also important. By noting what positive examples have in common and contrasting them with negative examples, students are often able to figure out the essential characteristics for themselves (Jacobsen, Eggen & Kauchak, 2002). Research indicates that providing students with concrete examples to illustrate abstract ideas improves students' ability to understand those ideas (Eggen and Kauchak, 1997).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
16. Demonstrates skills/procedures ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 4a., 4c., 4d.)	A tally is recorded each time the teacher does one of the following in presenting a skill or procedure: • models the skill or procedure students are expected to perform OR • uses manipulatives, visual representations, or hands-on material to demonstrate a skill or procedure students are expected to perform The distinguishing feature of this indicator is that the teacher goes through the physical process of demonstrating a skill or procedure that students are expected to perform.	TALLY: The teacher demonstrates a strategy for editing written work for capitals, organization, punctuation and spelling by "thinking aloud" - that is, verbalizing the steps one goes through when making corrections on an example of writing for the class. The teacher works a math problem on the board explicitly showing and explaining each step involved. DON'T TALLY: The teacher explains two ways to approach choosing the answer to a reading comprehension exercise in a multiple choice format but does not guide the students through the process step by step. NOTE: Demonstrating a skill/procedure may occur for the total class, groups or for an individual student.

REFERENCES: By modeling skills, teachers help students view the processes and products that they are expected to perform and produce. In a study of math classes, Good, Grouws and Ebmeier (1983) found that more effective teachers spent at least 50% of class time on demonstrations and guided practice. In modeling skills, the teacher explains the skill and demonstrates how it is performed, also called the development phase (Murphy et al, 1986), the presentation phase (Rosenshine, 1983), and input and modeling (Hunter, 1984). Effective teachers have two goals in explaining a skill; first, to enable students to understand the skill and how it works; second, to enable students to understand its usefulness and importance. In explaining a skill, the teacher describes what the skill is, how it is applied, why it is useful, and when it should be used. In modeling the skill, the teacher uses actual examples to illustrate the skill (Kauchak & Eggen, 1998).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
17. Illustrates relationships ⓪① ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 4a., 4d.)	A tally is recorded each time the <u>teacher</u> illustrates relationships by tying new information to concepts the students understand. This may be done by: • providing multiple examples of the new idea • presenting previously learned material in a new situation (e.g., creating a story from a list of vocabulary words) • discussing subject matter as it relates to students' lives (e.g., working with fractions in a cooking context) • explaining the subject matter in a context beyond the school (telling a story, which illustrates how the concept applies to life)	TALLY: The teacher introduces adjectives and then identifies twenty adjectives in a poem the students have to read. In a writing activity where the goal is to clearly report on a topic in memo format, the teacher explains why and how memos are used in business. The teacher introduces subtraction with decimals and then helps students make the connection between subtraction of decimals and receiving correct change in a transaction. The teacher uses the internet as a research tool for historical or current events. DON'T TALLY: The teacher shows students how to derive the area of a square. The students then figure the area of five different squares.

REFERENCES: By illustrating relationships between subject matter the teacher helps students gain a deeper understanding of the concepts. Learning and memory are increased through associations and by relating new ideas to past knowledge and experience (Wittrock, 1986). Improving comprehension in learners involves helping them see the relationships between or among parts (Wittrock, 1986). Linden and Wittrock (1981) taught elementary children how to relate texts to their own experience and knowledge. These students scored much higher on reading comprehension tests than students who did not know how to make such connections. Dooling and Christiansen (1977), Pichert and Anderson (1977), and Au (1977) derived similar results. Paris, Lindauer, and Cox (1977) found that children who were taught how to construct stories out of sentences they learned demonstrated greater comprehension of those sentences. Wang and Walberg (1985) cited good examples and skills taught through meaningful application as highly important variables for learning.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
18. Emphasizes important points ⓪① ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 4a., 4d.)	A tally is recorded each time the teacher alerts students to an important part of the lesson by: • saying "this is important", "listen carefully", "remember this", "get this", "learn this", etc. • underlining important points or highlighting by drawing or posting information • drawing attention to key points by repeating them throughout the lesson • using a PowerPoint presentation that highlights important points Tally once per important point. If the teacher reiterates the same point several times (to emphasize it), only tally the point once. Important points are points of the lesson, not important parts of classroom procedures.	TALLY: "Keep in mind the order of operations when solving this problem." "Make sure you reference the evidence in the articles, as well as provide an argument and counterargument in your essay." DON'T TALLY: "It's important that everyone have a piece of paper," (a procedure). NOTE: **Emphasizes important points** is recorded when the teacher focuses student attention on important points of the lesson rather than simply gaining the attention of the students, which is recorded as **Gets student attention**, Indicator 41.

REFERENCES: Mayer (1983) found that repetition of important points was highly related to student achievement. Student achievement gains also correlate positively with detail and redundancy in teacher explanations (Rosenshine, 1983). During the lesson the teacher needs to emphasize the key points of the lesson. At the end of the lesson, the main points should again be summarized either by the teacher or students. Teachers should build a certain amount of redundancy into the lesson in the form of repeating and reviewing general rules and key concepts in order to facilitate student retention and understanding of the topic. This is important for more demanding topics or rules (Muijs & Reynolds, 2001).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
19. Reviews ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 4a. 5d.)	A tally is recorded each time the teacher reviews or summarizes concepts or skills of a previous lesson or the current lesson. A tally is recorded <u>per review</u> or summary rather than <u>per item</u> contained in the review or summary. A review is examining the lesson, discussion, etc. again. A summary is to reduce the lesson, discussion etc. to a few concise words. Reviews and summaries are conducted to help students remember concepts, information, etc., that have already been taught. This may be done by: • involving the class in recalling or discussing the content OR • the teacher providing the review Reviews or summaries may take place at the beginning, in the middle, or at the end of a lesson. A tally is <u>not</u> recorded for merely referring to the current or previous lesson.	TALLY: "In language arts today we learned about the 'at' (chunk) words. Who can tell me a word with an 'at' chunk in it?" "Yesterday we discussed the order in which ingredients are combined to make muffins. Who can tell me which ingredients we mix together first? What is mixed together next?" etc. DON'T TALLY: "Yesterday we learned how to multiply polynomials, today we will divide them." The teacher proceeds with the lesson. NOTE: **Reviews** may also be **Pre-assessments**, Indicator 20.

REFERENCES: A review involves reteaching and is intended to reinforce previously learned material and to give new meaning to the material. Reviews can be in the form of summaries at the end of a lesson, unit or term; quiz games; outlines; discussions; questioning sessions. Daily reviews at the start of a class help teachers determine if students have the necessary pre-requisite knowledge or skills for the lesson (Burden & Byrd, 1999). Weekly and monthly reviews help check student understanding, insure that the necessary prior skills are adequately learned, and also check on the teacher's pace (Rosenshine, 1986).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
20. Pre-assessment ○ yes ○ no (Supports UETS 5a., 5d., 7c.)	**Yes** is marked when the teacher determines if students have the prerequisite skills and/or knowledge for understanding new concepts, materials, or tasks before introducing them. The pre-assessment may take one of many forms: • an oral question/answer period • a written test • completion of a written assignment The pre-assessment may be administered to the entire class, groups, or individuals. The teacher must check for prerequisite knowledge and skills before introducing new ideas that require prerequisite knowledge. **No** is marked if the teacher does not conduct a pre-assessment.	**Yes**: Before reading a book on plants in guided/shared reading, the teacher has students fill out a chart for what they already know about plants. **Yes**: Prior to introducing subjects and predicates, the teacher shares several sentences and asks the students to identify the nouns and verbs in the sentences. **Yes**: Prior to choosing a woodworking project, the teacher asks the students to identify the "hardness" of each type of wood and what types would be useful for what kinds of projects. **No**: The teacher starts a new lesson without checking for student prerequisite knowledge. NOTE: **Pre-assessment** may also be **Reviews**, Indicator 19.

REFERENCES: Pre-assessments are used prior to introducing new content in order to reveal students' prerequisite skills. Effective teachers try to prevent errors and misconceptions by assuring that students demonstrate "mastery of the critical prerequisite skills" before presenting new material (Hofmeister & Lubke, 1989). “An inappropriate curriculum will cause low success levels" (Davis & Thomas, 1989). Effective teachers attempt to understand "students' thought processes" (Knight & Waxman, 1991; Pressley, Goodchild, Fleet, Zajchowski, & Evans, 1989). The purposes of pre-assessment are to determine if students have the prerequisite skills and to establish whether or not students have already mastered the lesson’s objectives. The teacher finds out what students already know and adapts the instruction accordingly (Jacobsen, Eggen & Kauchak, 2002). Pre-assessment can help teachers gauge students’ prior knowledge of the material so that the teacher can take into account the abilities of their students and the students’ strengths and weaknesses as well as their interest levels (Stronge, 2002).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
21. Advance organizer ○ yes ○ no (Supports UETS 3d.)	**Yes** is marked if the teacher provides a brief overview of the lesson that helps students anticipate what they will be learning, informing them where the lesson is going. This may consist of an overview of the new material, relating it to previously learned material or a preview of the lesson content that includes general principles, an outline, or questions which helps prepare students for learning. The advance organizer may be stated, posted, handed out to students, or a combination of these. **No** is marked if the teacher does not provide an advance organizer.	**Yes**: Before reading a mystery, the teacher explains to the class that they will read the mystery together, answer questions about the content of the story as a class, and then break into small groups to write a two page critique of the mystery. **Yes**: Before describing twenty penalties that can occur during hockey games, a P.E. teacher tells the students, "Today we are going to discuss the difference between minor and major penalties. I will describe 15 minor penalties and five major penalties. At the end of the period, I will show you twenty slides and ask you to name the penalty illustrated and state whether it is major or minor." **Yes**: The teacher discusses the qualities of what makes a good friend before having the students rate the importance of specific friendship qualities and then writing a classified advertisement for a friend. **No**: The teacher states, "Yesterday, we talked about igneous rocks, today we will talk about sedimentary rocks." NOTE: In some instances, an **Advance organizer** may also be a **Teaching/learning strategy**, Indicator 22 or **Goals, objectives, or expectations**, Indicator 25.

REFERENCES: Students who have partial or incorrect knowledge about content tend to recast new information they encounter to conform to their prior knowledge, unless teachers intervene to help students reconcile new and old information (Lysakowski & Walberg, 1983; Alvermann, Smith, & Readence, 1985). Effective lectures begin with advance organizers or previews that include general principles, outlines, or questions, which establish a learning set (Good & Brophy, 1991). Advance organizers can be used to introduce a lesson in the form of generalization, a definition, a story, or some information that enables the learner to relate the lesson materials to previous knowledge. An advance organizer provides an overview and focus. Advance organizers help students by focusing their attention on the subject being considered, informing them where the lesson is going, relating new material to content already understood, and providing structure for the subsequent lesson (Burden & Byrd, 1999).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
22. Teaching/learning strategies ○ yes ○ no (Supports UETS 2e., 3e., 4d., 6b., 6c., 7d., 7g.) (Supports UMIE 7.6)	**Yes** is marked if the teacher uses a teaching or learning strategy to aid students in acquiring and processing new information. Teaching strategies are tools used by the teacher during presentation of content material, which promote effective processing of information by the students. Learning strategies are techniques taught to students that can be used independently to promote effective processing of information. **No** is marked for routine teacher lectures from a book or notes, or if the teacher does not use a teaching or learning strategy. Strategies include: questioning to engage all learners in appropriately differentiated high-level learning, graphic organizers, study guides, outlines, class-wide peer tutoring, use of student projects, cooperative learning, self-monitoring, verbal rehearsal, mnemonics, work associations, key words, imagery links, note taking, use of interactive white board, response cards, video clips, etc.	**Yes**: Prior to a lecture, the teacher hands out an outline of the lecture with key words missing, tells the students to follow the outline during the lecture, and instructs students to fill in the blanks as each point is covered. (Teaching strategy) **Yes**: Before students begin independent reading, the teacher reviews good reading strategies. The teacher then says, "Point to the beginning letter and get your mouth ready to say the sound." (Learning strategy) **Yes**: After completing a lecture on the parts of flowers, the teacher says, "You can remember these parts by developing a mnemonic. Let's see if we can come up with one example together." (Learning strategy) **No**: The teacher pulls out note cards prior to beginning a lecture and refers to the notes throughout the lecture to remember key points. **No:** The teacher uses the scientific method in conducting an activity but fails to identify it as a strategy or to point out that it is a strategy that can be used over many activities. NOTE: In some instances, a **Teaching/learning strategy** may also be an **Advance Organizer**, Indicator 21.

REFERENCES: Effective, experienced teachers are better able to apply a large range of teaching strategies and demonstrate more depth and differentiation in learning activities. Research indicates that instructional planning for effective teachers includes using advance organizers, graphic organizers, and outlines to plan for effective instructional delivery. Considering student attention spans and learning styles is important when designing lessons. Flexibility and adeptness with a variety of teaching strategies contribute to teacher effectiveness. Effective teachers are constantly searching for group instruction strategies that are as effective as one-on-one tutoring. Teachers who successfully employ a range of strategies reach more students because they tap into more learning styles and student interests. They can also use different strategies to ensure that concepts are well understood. Effective teachers routinely combine instructional techniques that involve individual, small group, and whole-class instruction. This allows them to monitor and pace instruction based on the individual needs of students. Strategies that promote achievement include direct teaching, guided and independent practice, concept mapping and graphic organizers (Stronge, 2002). Research indicates that a major difference between high and low ability students is their knowledge and use of learning strategies (Eggen and Kauchak, 1997).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
23. Structure and sequence of activities ○ yes ○ no (Supports UETS 2e.)	**Yes** is marked if the structure and sequence of lessons is such that the students master prerequisite concepts prior to moving on in the curriculum. The teacher checks that sufficient instruction has been given before the students are given practice activities. Students are informed about where they are in the lesson and why. This may be done through the use of transition statements. **No** is marked if practice activities are given without sufficient instruction or if the majority of the students are unable to respond to questions or complete assignments because they show signs of not understanding the material (e.g. asking many questions about how to proceed, many students off-task, students saying they don't understand how, etc.).	**Yes**: The teacher moves from a description of igneous rocks to a description of sedimentary rocks by saying: "That completes the description of igneous rocks. Who can tell me three characteristics of igneous rocks?" On completing this activity, the teacher says "Now let's examine the second group of rocks, sedimentary rocks." **Yes**: A teacher leads a discussion about how Congressmen are elected and then moves to directions on how to complete a mock election activity by saying, "That's the way Congressmen get elected. Please look at the handout titled Mock Election, and we'll discuss our next activity." **No**: The teacher says, "Yesterday we talked about igneous rocks. Here is a worksheet on sedimentary rocks. You have twenty minutes to complete it." NOTE: This is a summary indicator.

REFERENCES: Kallison (1986) found that making lesson organization and sequence explicit was positively associated with gains in achievement. Teachers highlighted the organizational structure of a lesson through transition statements. Rosenshine (1986a) found that effective teachers give more explanations and examples, check for understanding, and provide sufficient instruction before conducting guided practice or engaging students in independent practice. Hunter (1985) recommended that teachers closely analyze students' performance in order to appropriately structure and sequence activities. Lessons should have a clear structure so students can understand the lesson and how it relates to what they already know. Material should be presented in small steps matched to the students' level, which are practiced before going on to the next step. Teachers need to focus on one point at a time, avoid digressions and ambiguous phrases (Muijs & Reynolds, 2001).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
24. Energy and enthusiasm ○ **low**: disinterested delivery ○ **moderate**: some energy and enthusiasm ○ **high**: very energetic and enthusiastic	A **low** score indicates a disinterested, delivery with speech patterns that are not cheerful or dynamic. A **moderate** score indicates use of vocal energy with variations in speech and occasional use of body language. A **high** score indicates energetic and enthusiastic speech, varied and dramatic body movements, or clearly discernable interest in the subject matter.	**Low**: The lecture is memorized and delivered in monotone punctuated by sighs and lengthy pauses. **Moderate**: The use of vocal energy, enthusiasm, and displays of personal interest in the subject is demonstrated by the teacher during the observation. **High**: The teacher's voice shows surprise, suspense, joy, and other feelings. The teacher makes material interesting to students by relating it to personal experiences, showing a sincere interest in the subject, and displaying vigor and a dynamic voice throughout the observation. NOTE**:** The focus of this indicator is on the energy and enthusiasm of the teacher not the enthusiasm level of the students. This is a summary indicator.

REFERENCES: When teachers are enthusiastic about their subject matter, students are more likely to pay attention and develop enthusiasm of their own. Ultimately they are also more likely to achieve at higher levels (Rosenshine, 1970; Rosenshine & Furst, 1973). Teacher enthusiasm has been related to higher achievement (Good & Brophy, 1997). Enthusiasm has two important dimensions: interest and involvement with the subject matter, and vigor and physical dynamism. Enthusiastic teachers are often described as stimulating, dynamic, expressive, and energetic. Enthusiasm can be conveyed in a variety of ways: gestures, eye contact, voice inflection, and movement round the room. A teacher who is enthusiastic in the classroom often manages to develop enthusiastic students (Burden & Byrd, 1999).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
25. Goals, objectives, or expectations ○ **low:** no statement of goals, objectives, or expectations ○ **moderate:** states goals, objectives, or expectations ○ **high:** relates activities to goals, objectives, or expectations (Supports UETS 2e., 4a., 4b., 6b.)	A **goal** is a broad, long-term aim. An **objective** is a short-term step necessary for reaching the goal. An **expectation** is the standard that must be met for the objective or goal to be accomplished. A **low** score is given if the teacher fails to state or write the goals, objectives, or learning expectations of a lesson. A **moderate** score is given if the teacher states or writes the goals, objectives, or learning expectations of the lesson. A **high** score is given if the teacher explicitly states the goals, objectives, or expectations and relates the goals or objectives or expectations to the learning activity.	**Goal**: When we finish this unit we will be able to solve story problems with distracters. **Goal**: We are beginning our discussion on World War II today. When we finish, you will be able to identify the causes and effects of this war on the history of the world. **Objective**: Our first step will be identifying the operation we should use (add, subtract, multiply, divide) to solve a story problem. **Objective**: Today we'll begin by focusing on the events that caused the war. **Expectation**: Before we move on to the next step, each of you will be able to correctly identify the operation in four story problems within three minutes. **Expectation**: By the end of the week you all will need to submit and have "passed off" an essay describing three events that led to the war and in what way they contributed to the war starting. I'll give you more details on how to do this at the end of the period. **Low:** No goal, objective, or expectation stated **Moderate:** The teacher has an "I Can" statement written on the board such as, "I can solve multi-step word problems." During the lesson, the teacher only provides examples that are single step in nature. **High:** The teacher shares the goal, objective, or expectation with the students, all of the activities in the lesson support the objective, and the teacher refers to the objective throughout the lesson. NOTE: This is a summary indicator.

REFERENCES: Students should be accountable for being involved in lessons and learning all the material. It is helpful to ask a question or require the students to periodically make some kind of response (Good & Brophy, 1997). Informing learners of the objective early in the lesson helps them organize their thinking in advance of the lesson by providing "mental hooks" on which to hang the key points. The best way to communicate the objective is to provide examples of tasks that the teacher expects students to be able to perform after the lesson (Burden & Byrd, 1999). Explaining the objectives to the students provides a "road map" for them and gives them a better idea of what to expect during the lesson. This enables the students to see how ideas are interrelated (Borich, 1996; Jacobsen, Eggen, & Kauchak, 1993). Students are more likely to stay on task when they are held academically accountable for their work. (adapted from Emmer et al. (1997), Evertson et al. (1997), and Jones and Jones (1998).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
26. Instructional delivery ○ **low:** difficulty conveying content information ○ **moderate:** basic instruction or integration ○ **high:** integrates elements of instruction The teacher bases instruction on accurate content knowledge using multiple representations of concepts. (UMIE 4.1) (Supports UETS 2e., 3e., 4a., 6b., 6c., 7g.)	A **low** score is given if the teacher has difficulty conveying concepts or conveys inaccurate content or information. The teacher does not integrate elements of instructional delivery or the amount of instruction observed is inadequate as indicated by the inability of students to begin or complete tasks. A **moderate** score is given if the teacher demonstrates knowledge in the content and teaches the basics of the discipline. The teacher integrates only some elements of instructional delivery. A **high** score is given if the teacher helps to deepen learners' understanding by designing learning experiences where learners evaluate, create, and think critically about the content. The teacher integrates the elements of instructional delivery. The lesson is related to objectives. Throughout the lesson the teacher explains key concepts and reviews main ideas and sub-parts as appropriate. Examples and demonstrations are used when necessary to enhance student understanding. Activities used help the students understand the objective of the lesson.	**Low**: Most of the elements of instructional delivery are missing or presented haphazardly. **Moderate**: Instruction provided by the teacher is minimal. Only one or two examples are given before students are expected to work independently. The pace of the lesson may be too fast or too slow based on the needs of the students. **High**: Presentation of academic concepts is clear. Key points are emphasized and examples offered. The teacher may use outlines or overviews to structure the lesson. The activities help the students accomplish the objective of the lesson. The observer and students know what is being taught and why. NOTE: Elements of instructional delivery include: goals, expectations, questions, demonstrations, applications, reviews, etc. Reviewing Indicators 14–25 may be used to inform this decision. This is a summary indicator.

REFERENCES: Effective teachers provide very clear and explicit directions, instructions, questions, and expectations so that the students know what is expected of them (Burden & Byrd, 1999). To be clear, Borich (1996) suggests that teachers: (a) inform learners of the objective (b) provide advance organizers (c) check for learning and reteach if necessary (d) give directions slowly and distinctly (e) know the ability levels of students and teach to those levels (f) use examples, illustrations, and demonstrations to explain and clarify (g) provide a review or summary of important points. According to Stronge (2002), "effective communication in teaching requires teachers to clearly understand subject matter and how to share that subject matter with students in a way that they come to own it and understand it deeply.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
27. Higher-order questions ⓪① ⓪①②③④⑤⑥⑦⑧⑨ The teacher uses a variety of questioning strategies to promote engagement and learning. (UMIE 7.6) (Supports UETS 2d., 3b., 4a., 4c., 7d., 7e., 7f., 7h.)	The teacher incorporates higher level thinking questions to promote learner engagement. A tally is recorded for each question asked that requires students to use a higher order thinking skill. These include questions that require students to: • compare and contrast • determine cause and effect • give evidence to support a hypothesis • systematize or analyze information • provide criteria to judge the merit of problems, solutions, products, or ideas • support an opinion or judgment • integrate information into different contexts or generalize across contexts	TALLY: Using a set of sentences students identify the causes or the effects. “Brian, this sentence is a cause. What could be the effects?” (cause and effect) “Class, using the attributes of rocks we have discussed, who can look at this new rock and explain what type of rock it is?” (systematize or analyze information) “Sandra, why are you against a light rail system?” (support an opinion) DON’T TALLY: "How do you feel about capital punishment?" (opinion) "What do you need to do if you are going to miss a test?" (procedure) “What type of rock is this?” (factual question) NOTE: Not every question asked during an observation period will be tallied. Some questions are neither factual nor higher-order. Questions requiring a “yes” or “no” response are not higher-order. If students are required to provide information as to why they answered “yes” or “no”, then it may become higher-order. If a higher-order question is asked as a review (students have discussed the question before), and therefore students are simply recalling the information, it is tallied as a factual question.

REFERENCES: Asking higher-level questions that required students to interpret and evaluate information resulted in greater student involvement in classroom activities (Ciardiello, 1986). Recent summaries of research reveal inconsistent results regarding the effects of higher-level questions on learner achievement (Good & Brophy, 2000). Research has now established that asking higher-level questions, by itself, does not ensure academic success. Learners must have the knowledge base necessary to engage in complex thinking skills. Whether higher level or lower level questions are “best” seems to be determined by variables associated with the particular goals established for a specific lesson and with variables related to the individual instructional context (Good & Brophy, 2000).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
28. Wait time ⓪① ⓪①②③④⑤⑥⑦⑧⑨ The teacher uses a variety of questioning strategies to promote engagement and learning. (UMIE 7.6) (Supports UETS 2d., 3b., 7d., 7h.)	A tally is recorded each time the teacher asks a question or designates a task and pauses for at least three seconds before calling on a particular student to respond. The observer should note a silence following a question. A tally is not recorded if students blurt out comments or the teacher rapidly calls on an individual student.	TALLY: Before posing a question, the teacher tells the students to raise their hands when they know the answer. After stating the question, the teacher waits until the majority of the students have their hands raised and then calls on a student to respond. The teacher states the question and pauses before pulling a stick with a student's name to respond. The teacher poses a question and asks students to write about their thoughts and ideas, waits to let them write, and then calls on students to share their ideas. DON'T TALLY: The teacher calls on one student, poses the question and gives the student time to think before responding. The teacher poses a question and some students immediately call out the answer. NOTE: **Wait time** is counted for factual or higher-order questions but not for questions about procedure or personal experiences. **Wait time** may be counted when the teacher is asking students to demonstrate a task.

REFERENCES: Wait time and group alerting tactics increase student involvement in thinking processes. When teachers pause after stating questions (a form of wait time), students are encouraged to work through problem solving processes. The group alerting tactic is used when the teacher states a question or proposes an academic task before specifying who should respond; this increases student anticipation of their personal involvement, which boosts engagement rates. Feldman (2003) found that when wait time is expanded to three seconds, students answers became substantially longer and contained more examples of speculative thinking. Effective teachers wait at least five seconds after asking the question before calling on a student. The average teacher waits for less than one second before calling on a student or answering the question themselves (Burden & Byrd, 1999). Allowing call-outs can increase management problems and higher-achieving students can dominate the class interaction forcing reticent students out of participating (Kauchak & Eggen, 1998).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
29. Sustains interactions ⓪① ⓪①②③④⑤⑥⑦⑧⑨ The teacher uses a variety of questioning strategies to promote engagement and learning. (UMIE 7.6) (Supports UETS 2d., 7d., 7h.)	A tally is recorded each time the teacher sustains dialogue with a student by asking follow-up questions about the student's contribution. A tally is recorded only if the teacher elicits continued participation by a student, not merely for every restatement of student responses. The sustained interaction may occur when the teacher is working with the total class, a group, or with a student individually. No matter how many exchanges there are between the teacher and student, only one tally is marked for the interaction.	TALLY: During a discussion of a book the class is reading the teacher asks, "If a house is not lived in for six months what happens to the floors and furniture?" A student replies, "It gets dusty." The teacher asks the same student, "Then what would the mice in this story need to do if they didn't want anyone to know they were living in the house?" The student replies, "Cover their footprints with dust." The teacher says, "Yes, what else would they do?" etc. (Mark one tally). DON'T TALLY: The example is the same as above, except when the student says, "It gets dusty," the teacher replies, "Right" and then moves on to a different item. A student asks the teacher, "Which is the denominator and which is the numerator?" After explaining the difference, the teacher asks the same student, "In this problem, which is the denominator and which is the numerator?" (The teacher must elicit the sustained dialogue.) NOTE**:** When a teacher **Sustains interactions** by asking questions, the questions should also be tallied as **Factual questions**, Indicator 14 or **Higher-order questions**, Indicator 27, as appropriate.

REFERENCES: Teachers who sustain interactions with students by rephrasing questions or responses produce higher student achievement rates than those who do not (L.M. Anderson, Evertson, & Brophy, 1979; Clark & Elmore 1979). Sometimes a student's response is correct but is insufficient because it lacks depth. It is important for the teacher to have the student supply additional information to have better, more complete answers. This strategy is called probing. Probing provides an opportunity for the student to process information, to deal with the why, the how, and the basis for their answers (Jacobsen, Eggen & Kauchak, 2002).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
30. Task-oriented peer interaction ○ yes ○ no (Supports UETS 6c., 7d.)	**Yes** is marked if a teacher-initiated, whole class, learning task provides an opportunity for students to have an academic interaction with a classmate or small group. **No** is marked if there is no teacher-initiated, whole class, learning task requiring peer or small group interaction. **No** is marked if the interaction is one student or a small group of students instructing or presenting to the remainder of the students in the class.	**Yes**: Students work in pairs to practice multiplication tables. Using flashcards, one takes the role of the teacher and the other the role of the student. When all the cards have been reviewed, the students switch roles. **Yes**: The teacher asks students to pair-share 3 ways guinea pigs are similar to turtles. **No**: The teacher states, "You may choose to work with someone or not." **No**: A student gives a book report to the entire class and answers questions from the students at the conclusion. **No**: The teacher instructs the students to pass their papers to the student behind them and then the class corrects the papers. NOTE: When a student makes a report to the class or demonstrates how to complete a problem in front of the class this is recorded in **Student demonstrations of knowledge or skills**, Indicator 44.

REFERENCES: Group work can be used to involve students in higher-level learning tasks such as problem solving or inquiry. The teacher must ensure that all members of the group participate; lower achievers or less aggressive students often defer to the higher achievers resulting in reduced involvement by less able students (Kauchak & Eggen, 1998). According to Kauchak & Eggen, Learning and Teaching, Research Based Methods (1998), "group work provides an effective strategy for promoting high levels of student involvement by engaging students in tasks to be solved in a group." When combined with skilled questioning, it can also help students develop social skills and promote the development of higher order thinking skills." Research on cooperative learning strategies indicates that cooperative learning produces cognitive, affective, and interpersonal benefits (Johnson & Johnson, 1994; Slavin, 1995). Slavin (1995) found that cooperative learning strategies can improve students achievement as a result of increased student motivation, greater time-on-task, and active involvement. He also found that students' self-esteem increased. When cooperative learning is used, students' initial learning, retention, and transfer of concepts tend to be higher than when students work individually (Johnson & Johnson, 1994; Johnson, Johnson, & Johnson-Holubec, 1990).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
31. Problem solving ○ yes ○ no The teacher provides multiple opportunities for students to develop higher-order and meta-cognitive skills. (UMIE 7.2) (Supports UETS 2d., 3b., 3f., 4c., 6d., 7e., 7f.)	The teacher uses instructional strategies that incorporate higher-order thinking skills and provides opportunities for learners to make decisions in various contexts. **Yes** is marked if the teacher presents an activity in which a problem is posed. There the teacher supports the students through the process of identifying a solution or solutions. The support offered is some combination of the following: • providing additional instruction • giving cues (either visual or oral) • reframing suggestions for arriving at a solution • supplying additional questions to be considered • modeling This support is temporary and is removed when the students show increased competency and self-sufficiency. **No** is marked if the teacher asks a question, students respond, and the teacher confirms or disconfirms and then the cycle is repeated. **No** is also marked if no problem-solving activity occurs during the observation.	**Yes**: The teacher poses a problem about buying drinks for a class party. There are 36 students and they have $10.00 to spend. Given a price list, students will determine which options will meet their budgetary constraints. The teacher walks the students through the problem solving process, using questioning and prompts to help them come to a solution. **Yes**: After learning distinguishing attributes of a variety of science samples the students are given unlabeled samples and have to determine what they are. **No**: The teacher asks a student, "What is the circumference of the earth?" The student replies, "18,000 miles." The teacher says, "No." The teacher asks another student, "What is the circumference of the earth?" **No**: The teacher assigns a worksheet with ten story problems. The students work through each with a partner. **No:** In a cooking class the teacher hands students a recipe for making muffins. The students follow the recipe. NOTE: Questions which lead students to analyze and problem solve can also be recorded as **Higher-order questions**, Indicator 27.

REFERENCES: Langer and Applebee (1986), and Palinscar and Brown (1984) have demonstrated that scaffolding techniques enable students to grasp solutions and, with practice, internalize the process. The procedures have been successfully applied in reading (Palinscar & Brown, 1986), composition (Scardamalia & Bereiter, 1984), and mathematics (Schoenfeld, 1985). Effective teachers stress the importance of higher mental processes, such as problem-solving techniques, analytical thinking skills, and creativity. These skills enable students to relate their learning to real-life situations and incorporate concepts into long-term memory (Stronge, 2002). When the teacher feels the students have a basic understanding of the skill, students are ready for teacher-directed practice. The teacher provides additional examples and gives student support to ensure that they can make progress on their own, referred to as *scaffolding* (Kauchak & Eggan, 1998). Other names for this phase include *monitored practice* (McGreal, 1985), *checking for understanding,* and *guided practice* (Hunter, 1984).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
32. Cause-effect analysis ○ yes ○ no The teacher provides multiple opportunities for students to develop higher-order and meta-cognitive skills. (UMIE 7.2) (Supports UETS 2d., 3f., 6d., 7e., 7f.)	The teacher uses instructional strategies that incorporate higher-order thinking skills and provides opportunities for learners to understand and make inferences pertaining to cause-effect analysis. **Yes** is marked if the teacher engages students in an activity during which they: • hypothesize about possible causes or potential effects of an action **OR** • predict the outcomes of variable inputs The teacher involves the students in viewing the situation as the result of complex cause-effect relationships. **No** is marked if no cause-effect analysis occurs during the observation.	**Yes**: "What would happen if we didn't have rules in the classroom?" "What if we didn't have traffic laws in our state?" **Yes**: "What factors motivated Iago to destroy Othello's life in Othello?" A discussion follows. **Yes**: "If the train increased its speed to 80 mph what would happen?" The students make predictions. **No**: "What are the rules in the classroom?" **No**: "What did Iago do to destroy Othello's life?" **No**: "Increase the speed in this problem to 80 mph and find the answer." NOTE: Questions that require students to analyze cause and effect can also be recorded as **Higher-order questions**, Indicator 27.

REFERENCES: The ability to perceive systemic change stimulates individual adaptability and initiative. When students visualize how occurrences contribute to society and how society affects them personally, they can more easily anticipate and cope with change. Such insights promote individual responsibility. If students are to become capable of consciously directing their lives, they must be exposed to the dynamics of their world through curriculum that reflects complex interrelationships of cause and effect (SCANS, 1992; Senge & Lannon-King, 1991; Forrester, 1990). Social, organizational, and technological systems determine trends in lifestyle opportunities. Through an understanding of systems, students can learn how to function within them including: distinguishing trends, predicting impacts, correcting malfunctions, and modifying and evaluating systems in relation to specified goals (SCANS, 1993). See also Schlicter, 1979; Taylor, 1967; Seghini, 1979.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
33. Authentic learning activity ○ yes ○ no The teacher provides multiple opportunities for students to develop higher-order and meta-cognitive skills. (UMIE 7.2) (Supports UETS 2d., 3f., 4c., 6d., 6e., 7e., 7f.) (Supports UMIE 6.1)	The teacher uses instructional strategies that incorporate higher-order thinking skills and provides opportunities for learners to demonstrate understanding utilizing one or more practical applications of the content. **Yes** is marked if the teacher incorporates authentic learning experiences to ensure meaningfulness. The teacher provides students with an activity that applies learning to their personal experience, future lives, potential work situations, or real-world problems. This must be an extensive activity (exceeding 2 minutes) requiring students to apply the concepts they are learning to real-life situations. **No** is marked if no application activity is provided during the observation.	**Yes**: After presenting how to find the area of a rectangle, a geometry teacher involves the class in measuring the room to determine how many square feet of carpet would be needed to re-carpet the floor. **Yes**: After a discussion of the nutritional content of packaged foods, students are directed to study the labels of three food items at home and bring back the results. **No**: The teacher demonstrates how to find the area, in square feet, of a rectangle. The students then practice finding the area of five other rectangles.

REFERENCES: Wittrock (1981) demonstrated that students learn more when they can associate new information with past experiences, meaning that if activities are related to their lives, students will learn more. In classes where future life opportunities as well as out-of-school applications and job-relevance of course content were discussed, students reported more independent learning, greater school enjoyment, and better peer relationships (IBRIC, 1984). Student background knowledge plays an important role in all types of learning. What students already know influences what and how much they will learn in the future (Ormrod, 1995). Stronge (2002) states that students have higher achievement rates when the focus of instruction is on meaningful conceptualization, especially when it builds on and emphasizes their own knowledge of the world. Researchers have consistently found improved learning to be associated with instruction that allows learners to engage in application activities (Good & Brophy, 2000).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
34. Brainstorming and use of ideas ○ yes ○ no The teacher provides multiple opportunities for students to develop higher-order and meta-cognitive skills. (UMIE 7.2) (Supports UETS 2d., 3f., 4c., 6d., 7e., 7f.)	The teacher uses instructional strategies that incorporate higher-order thinking skills and provides opportunities for learners to develop multiple ideas regarding the content. **Yes** is marked if the teacher allocates time for one or more activities where students express (orally or in written form) many varied ideas. The activity can be structured (where the students either take turns expressing alternative ideas or recording their individual ideas on paper) or unstructured (where students call out their ideas). To receive credit, strings of student ideas must be compiled and used to meet the goals and objectives of the class. **No** is marked if no brainstorming activity occurs or if the students generate a list of ideas, but these ideas are not compiled and/or used to meet the goals and objectives of the class.	**Yes**: The teacher asks students for words that come to mind when they think of spring. After a list is developed, the teacher asks students to use the list to write a poem in iambic pentameter, which they had recently studied. **No**: The teacher asks students for words or phrases that come to mind when they think about their fathers. After the list is generated, the teacher praises the students for all the excellent thoughts they contributed and then begins a lesson on math without any further reference to the word list. **No**: The teacher asks the students to recall all the facts they can about osmosis. The facts are written on the board as students say them. NOTE: Student ideas collected during the brainstorming must be utilized during the lesson.

REFERENCES: Innovation and creativity are vital to increasing productivity and standards of living. Consequently, innovation and creativity promote our economic well being (Reich, 1988). Also, organizational research indicates that when employers encourage workers to generate innovative ideas, worker satisfaction increases (Segal, 1992). By encouraging students to think creatively, placing value on student thoughts, and motivating students to evaluate their own ideas, teachers promote student ownership of education, which increases student responsibility and satisfaction. (See also Schlicter, 1979; Taylor, 1967; Seghini, 1979). Brainstorming is a technique used to elicit large numbers of imaginative ideas or solutions to open-ended problems. Students should be encouraged to expand their thinking beyond the routine sort of suggestions. After all the ideas are presented, the students then focus on evaluating solutions (Ornstein & Lasley, 2000).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
35. Prepares students for activities ○ **low**: no directions/no work ○ **moderate**: states directions ○ **high**: directions and understanding (Supports UETS 3d., 4e.)	A **low** score is given if the teacher does not state directions about how to complete an activity or assignment or if there are no activities or assignments observed. A **moderate** score is given if the teacher states directions or demonstrates how to complete assignments or activities but does not check for understanding of the directions. A **high** score is given if the teacher states directions or demonstrates how to complete assignments or activities, specifies the completion time or date, and checks to make sure students understand what to do. The teacher may check for understanding by asking a student or students what they are to do or by asking the students to do the first item or items and then, as a class, correcting the item(s) before moving on with the lesson.	**Low**: The teacher tells the students to read the directions and complete the assignment. **Moderate**: The teacher demonstrates how to complete the assignment by circling the adverbs in several sample sentences. The teacher asks, "Are there any questions?" The students are then directed to complete the assignment. **High**: The teacher demonstrates how to complete the assignment by circling the adverbs in several sample sentences. A student is then asked to demonstrate and explain to the class how to do the first sentence. When the teacher feels the students know and understand the material, a due date is assigned. NOTE: This is a summary indicator.

REFERENCES: Teacher efforts to identify and help individual students who do not understand directions for activities correlate positively with student engagement (Doyle, 1985). Effective teachers show students how to do the task (Hines, Cruickshank, & Kennedy, 1985). More effective teachers prepared students for independent seatwork during guided practice and demonstration (Evertson, Emmer, & Brophy, 1980; Fisher et al., 1978). Successful teachers also had students work as a group on the first few seatwork problems before releasing them for individual seatwork (L.M. Anderson, Evertson, & Brophy, 1979). Successful independent practice requires both adequate preparation of the students, and effective teacher management of the activity. Neither preparation nor management alone is sufficient (Rosenshine & Stevens, 1986).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
36. Supervises independent practice ○ no independent practice ○ **low:** doesn't circulate ○ **moderate:** circulates, but limited assistance ○ **high:** circulates and assists students (Supports UETS 3d., 5a.)	The **no independent practice** response is marked if no independent practice was observed. A **low** score is given when the teacher does not circulate among students during independent practice. A **moderate** score is given when the teacher circulates, but does not assist any or only a few students. A moderate score is also given if the teacher circulates, but does not check student work during individual or group work or if the teacher spends too much time with one student. A **high** score is given when the teacher circulates to make sure the assigned work is being done and inspects individual papers frequently, but does not limit assistance to a few students.	If no independent practice is assigned during the observation, mark **no independent practice** response for this indicator. **Low**: The teacher assigns independent practice and then sits at the desk reading email. **Moderate**: The teacher allows students to come to the table for help rather than circulating and assisting them in their seats. This results in a circle of students waiting for help. **High**: Several times during independent practice, the teacher circulates, checking student work. **High**: A teacher calls the majority of the students to the table individually to conference with them on their writing. NOTE: During independent practice, students may be working either as individuals or in groups independent of the teacher. This is a summary indicator.

REFERENCES: Circulating during seatwork and group work diminishes the opportunity for students to engage in off-task behavior and eliminates incentives for students to finish their assignments as rapidly as possible without regard to the quality of their performance (Berliner, 1986; Davis & Thomas, 1989). Teachers minimize disruptions and inappropriate behavior during seatwork and maintain engagement by actively monitoring seatwork but keeping individual contact to a minimum (Doyle, 1984, 1986; Berliner, 1984). Research indicates that interaction with individuals should normally be less than 30 seconds during seatwork (Rosenshine, 1983). Guidelines for successfully implementing seatwork come from a variety of sources (Anderson, 1985; Jones & Jones, 1998; Rosenshine & Stevens, 1986; Weinstein, 1996; Weinstein & Mignano, 1997). The following recommendations represent a synthesis from these sources: seatwork is intended to practice or review previously presented material; devote no more time to seatwork than is allocated to content development activities; give clear instructions, explanations, questions, feedback, and sufficient practice before the students begin seatwork; work through the first few problems together with the students before having them continue independently; circulate from student to student during seatwork, actively explaining, observing, asking questions, and giving feedback (Methods for Effective Teaching, 1999).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
37. Correctives ○ no correctives needed ○ **low:** supplies answers ○ **moderate:** identifies misunderstandings ○ **high:** gives prompts and reteaches (Supports UETS 4e. 7c.)	Mark **no correctives needed** if no incorrect student responses were observed. A **low** score is given if the teacher responds to incorrect responses by giving the answer, calling on other students without clarifying the error, or not identifying that the responses are incorrect. A **moderate** score is given if the teacher responds to incorrect responses by telling students what part of their response is inadequate or giving nonspecific encouragement, long explanations, or inappropriate prompts. A **high** score is given if the teacher responds to incorrect responses by rephrasing questions, providing prompts to lead students to the correct answer, or briefly reteaching the material to those who don't understand while preserving the pace of the lesson.	**Low**: A student gives a wrong answer and the teacher says, "Does anyone else know the answer?" **Moderate**: The teacher gives a long, detailed explanation of how to work a problem when only a part of the solution was incorrect, or the teacher gives a prompt such as, "You'll get it right next time." **High**: The student misspells the word "receive." The teacher asks the student what the rule is about 'i' and 'e' together. The student says, "'I' before 'e' except after 'c'." The teacher says, "That's right. Now look at the way you spelled receive and tell me how you will change it." NOTE: In many instances, correctives will also be recorded in **Academic feedback**, Indicator 40. If no incorrect student responses were observed, then mark **no correctives needed**. This is a summary indicator.

REFERENCES: "Teachers who produced high academic achievement gains were more likely than other teachers to sustain the interaction with the original respondent by rephrasing the question or giving clues rather than terminating it or giving the answer or calling on someone else" (L.M. Anderson, Evertson, & Brophy, 1979; Clark & Elmore, 1979). Effective teachers provide supportive corrective feedback to incorrect student responses (L.M. Anderson, Evertson, & Brophy, 1979; Stallings & Kaskowitz, 1974; Stallings, 1978, Stallings, Needels, & Stayrook, 1979; Rosenshine, 1983). The importance of feedback, giving students information about the accuracy or appropriateness of a response, is well-documented (Weinert & Helmke, 1995). Stronge (2002) says that feedback is one of the most powerful modification techniques for increasing learning outcomes in students. Effective teachers provide feedback in a timely manner and ensure that it relates specifically to the criteria of the task. Studies found that the amount of time between the activity and the feedback has a critical effect on student achievement. The longer the delay in giving feedback, the less likely students will respond to the feedback and the less likely learning will be enhanced. Effective teachers provide feedback that is primarily corrective by providing specific explanations of what students are doing correctly, what they are not doing correctly, and how to fix it (Stronge, 2002). Kauchak and Eggen (1998) state that "the value of feedback and practice in improving learning is one of the most consistent findings from research on teaching" (Good and Brophy, 1997; Rosenshine and Stevens, 1986; Rutherford and Algren, 1990).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
38. Monitors student performance ○ **low:** does not monitor ○ **moderate:** monitors performance ○ **high:** monitors and guides performance (Supports UETS 5c. 7b.)	A **low** score is given if the teacher generally does not monitor student performance or understanding. A **moderate** score is given if the teacher monitors how well students are acquiring new knowledge and skills. The teacher actively observes the performance or understanding of most students, but feedback is lacking in depth. A **high** score is given if the teacher monitors and actively guides student acquisition of new knowledge and skills by prompting, elaborating, or reteaching based on student performance. Through the monitoring of student performance, the teacher directs instruction to help all students achieve increased levels of performance and understanding.	**Low**: The teacher moves through instruction without stopping to assess student understanding. **Moderate**: The teacher moves through instruction, stopping to assess student understanding. The teacher asks questions, scans the room, and generally assesses student performance, but does not provide guidance based on student responses. The teacher corrects students without prompting or reteaching. **High**: The teacher moves through instruction, stopping to assess student understanding. The teacher asks questions, scans the room, assesses student performance, and provides guidance based on student responses. The teacher systematically checks on all students, prompting and reteaching as necessary, circulating, and engaging in one-to-one contacts with students about their work. NOTE**:** This is a summary indicator.

REFERENCES: Effective teachers continually monitor understanding and performance of students. This may occur when the teacher asks specific questions or asks the students to summarize a particular point. The teacher reteaches any misunderstood aspect of the lesson. Teachers should not assume understanding if they ask broad questions such as, "Are there any questions?" nor should they assume understanding if only a few volunteers answer questions correctly. All students need to be monitored individually (Rosenshine, 1986a). When, after careful monitoring, the teacher discovers that many learners are not performing at an acceptable level, the teacher should stop the independent practice activity and engage in reteaching to clear up misunderstandings. Successful reteaching is tightly focused, dealing with only those points that seem to be causing problems for learners. Teachers whose classes are characterized by high percentage of academic learning time monitor learners carefully to ensure that the learners understand the lesson. These teachers frequently ask learners what they are doing and circulate through their classrooms as learners work on assigned tasks, providing corrective feedback to those students who are experiencing difficulties (Armstrong, Henson & Savage, 2001).

DOMAIN III: INTERACTING WITH STUDENTS

The teacher actively encourages all students to participate and gives students feedback about their performance

39. Student participation - UETS 2a., 3d., 3f., 5b., 7h.
40. Academic feedback - UETS 2d., 3b., 5b.
41. Gets student attention - UETS 3d.
42. Encourages reluctant students - UETS 2a., 7a., 7h.
43. Reinforces desired behavior - UETS 3b., 3c.
44. Acknowledges learning efforts - UETS 2a., 2d.
45. Student demonstrations of knowledge or skills - UETS 2c., 3f., 4c., 6c., 6d., 7f.
46. Practices communication skills - UETS 2e., 3f., 6d., 7d.
47. Guided practice - UETS 7c.
48. Checks for understanding - UETS 2e., 5c., 7b., 7c.
49. Learning environment - UETS 7a.

DOMAIN III: INTERACTING WITH STUDENTS
Encouraging Participation

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
39. Student participation ⓪①②③④⑤⑥⑦⑧⑨ ⓪①②③④⑤⑥⑦⑧⑨ The teacher uses a variety of questioning strategies to promote engagement and learning. (UMIE 7.6) (Supports UETS 2a., 3d., 3f., 5b., 7h.)	Actively engages all learners through questioning. A tally should be made in the box each time the teacher initiates an interaction with a different student about the academic content of the class. Each student is only counted once, following a first response to a teacher request verbally or with a demonstration. Participation is counted only if it occurs as an individual; one student at a time. The teacher must initiate the interaction. Record each new student who participates.	Participating in class may include individual responses to teacher questions, volunteered responses or comments, or demonstrating skills, etc. Choral and group responses are not recorded on this indicator. TALLY: While circulating during independent practice, the teacher stops at Ana's desk to ask her what character she is writing about. The teacher has had no prior interactions with Ana during this class period. The teacher asks, "Think of a word that starts with the letter 'b'." The teacher then calls on ten students, one after the other, to give a response to this same question. Tally this as ten student participations. (This counts as one tally under **Factual questions**, Indicator 14.) DON'T TALLY: All students in a band class play a piece at the teacher's request. (This is not a one-on-one interaction.) The teacher asks all students to turn to their neighbor and report three things they know about a bear's habitat. (Pair-shares are not a one-on-one interaction with a teacher.) NOTE: The focus of this indicator is on the teacher interacting with students on a one-on-one basis.

REFERENCES: Teachers increase anticipation, interest, and interaction by engaging all students in class activity. This requires proposing thought provoking questions before designating who should respond and randomly selecting a variety of students to participate so that all students anticipate their personal involvement in the on-going activity (Kounin, 1970; Davis & Thomas, 1989). The time the students spend engaged in the teaching and learning activity is an important contributor to classroom success. To encourage student involvement in activities and lesson, effective teachers use varying strategies including calling on students in random order, providing any necessary additional clarification and illustration, and finding something positive to say when students do respond or interact. Teachers who use positive reinforcement are more likely to actively engage students in learning. Effective teachers vary instructional strategies, types of assignments, and activities to increase student involvement (Stronge, 2002).

DOMAIN III: INTERACTING WITH STUDENTS
Providing Feedback

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
40. Academic feedback ⓪①②③④⑤ ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 2d., 3b., 5b.)	A tally is recorded each time the teacher provides academic feedback. This includes: • acknowledgement of correct responses and strategies ("That's right," "Correct," etc.) • providing short statements to students who are correct but unsure of themselves (e.g., "That's correct," "Good," etc.) • briefly re-explaining the steps used to arrive at the correct answer or about specific strengths of the response • correcting partially correct or incorrect responses A tally is <u>not</u> recorded if the teacher responds to an incorrect response by saying, “That's wrong,” “No”, etc. and moves on. A tally is not recorded for “Okay,” in response to a student’s answer.	The teacher asks the students to complete the factoring of an algebraic equation. Larry is asked to write the equation and factor it on the board. Larry completes the problem writing the values for x and y in parenthesis. The teacher says: TALLY: “Okay. I can see where you are going with that. Good thinking!” OR "Larry you have completed the factoring correctly; however, there is something about the way you've written the values for x and y that is incorrect. Can you see it?" DON’T TALLY: "That's wrong. Can anyone else show us how to do it?" “Okay.” When the teacher repeats back exactly what the student said (parroting).

REFERENCES: Feedback is more likely to be effective when specific rather than global, and when used with dependent or anxious rather than confident students and when delivered in ways that focus attention on the content or accomplishment. During the initial stages of learning new material, student errors often stem from unclear ideas about facts or processes. Process feedback that shows the student how to achieve the correct answer is effective (Good & Grouws, 1977). Fisher and colleagues (1980) found that academic feedback was more strongly and consistently related to student achievement and learning than any other teaching behavior. Feedback on student performance should be constructive and prompt. A long delay between behavior (or performance) and results diminishes the relationship between them (Ornstein & Lasley, 2000). Research reveals that student ideas and contributions, especially when in the context of the naturally occurring dialogue of the classroom, are more strongly and consistently related to student engagement than simply approving a student’s answer with “Good,” (Good & Brophy, 1997).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
41. Gets student attention ⓪① ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 3d.)	A tally is recorded each time the teacher uses a technique or procedure to get students' attention before proceeding with the lesson. The technique may be verbal or non-verbal. A tally is only recorded if the procedure or technique increases student attentiveness.	TALLY: The teacher says, "All eyes on me, please," or "I need your attention," or "Make sure you have your book open to...." The teacher uses nonverbal signals, such as raising a hand or waiting quietly until students are quiet, as a means to get student attention. DON'T TALLY: The teacher says, "Larry, look at me." NOTE: In contrast to **Emphasizes important points**, Indicator 18, this indicator deals with student behavior. When the teacher stops instruction to gain student attention before going on, **Gets student attention** is tallied. When a teacher emphasizes a point of instruction to focus students, tally **Emphasizes important points**, Indicator 18. If a teacher uses a student's name to get that individual's attention, this is **Applies low-key tactics**, Indicator 9, NOT **Gets student attention**. If the teacher uses an attention-getting device repeatedly to manage student behavior, it is captured in **Applies low-key tactics**, not **Gets student attention**.

REFERENCES: Slavin (1997) defines attention as focusing on certain stimuli while screening out others. Securing and maintaining attention is an important responsibility. If students are not engaged in the learning process, it is unlikely that they will learn the material (Burden & Byrd, 1999). Students should understand that they are expected to give full attention to lessons at all times. According to Jones & Jones (1998), the following are approaches designed to secure the students attention and reduce distractions that might occur at the beginning of a lesson: select a cue for getting attention (verbal and non-verbal), do not begin until everyone is paying attention, remove distractions. Eggen & Kauchak (1997) group attention-getting strategies into four categories: physical, provocative, emotional, emphatic.

DOMAIN III: INTERACTING WITH STUDENTS
Encouraging Participation

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
42. Encourages reluctant students ⓪① ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 2a., 7a., 7h.)	A tally is recorded each time the teacher recognizes a student who is not participating or volunteering comments and solicits that student's involvement in the lesson. A tally is not recorded if the teacher is not patient and/or embarrasses the student while soliciting their involvement.	During a class discussion, the teacher recognizes that three students have not said anything. TALLY: The teacher asks each of them what they think and provides prompts if necessary. DON'T TALLY: The teacher says to the three, "Don't you have anything at all to contribute to this discussion?" During seatwork, a student says, "I can't do this." TALLY: The teacher helps the student break the task into smaller parts, makes sure the student understands the directions, or works through part of the assignment with the student. DON'T TALLY: The teacher says, "If that assignment isn't done by the end of class, you'll have to do it after school." NOTE: The same teaching behavior may be tallied as both **Acknowledges learning efforts**, Indicator 44 and **Encourages reluctant students**.

REFERENCES: Encouraging reluctant students communicates high expectations and provides more direct instruction. Low teacher expectations (expressed by requiring less work, extending fewer opportunities to practice new material, and interacting less with students) negatively impact student achievement (Good & Brophy, 1991). Effective teachers call on students whose hands are not raised to check their understanding and encourage their participation (Rosenshine, 1983). Brophy and Evertson (1976) assert that it is best to get reluctant students to respond and participate in any way possible. By calling on students who are not volunteering their comments, the teacher encourages shyer students to have more interaction and more practice (L.M. Anderson, Evertson, & Brophy, 1979). Research indicates that calling on non-volunteers can be effective as long as students who are called on can answer the question most of the time. It is unacceptable to embarrass them with their inability to answer the questions. Calling on non-volunteers increases the likelihood that low-achieving students will be included in the discussion and that the teacher will really see if students understand the material (Ornstein & Lasley, 2000).

DOMAIN III: INTERACTING WITH STUDENTS
Providing Feedback

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
43. Reinforces desired behavior ⓪① ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 3b., 3c.)	A tally is recorded if the teacher offers **specific** praise to individuals, sub-groups, or the entire class to reinforce acceptable behavior. A tally is based only on specific statements about following rules or procedures. A tally is not recorded for general statements such as "Good job," or for academic praise.	TALLY: The teacher says to the class, "When we were walking back from recess, everyone stayed in a straight line and was very quiet. You were very well behaved," OR, "I appreciate that you have your notebooks open and ready to write." The teacher says, "Good job, Tina. You brought your book today." DON'T TALLY: The teacher says, "John, the time you spent on this assignment really shows. Your work shows you really thought about the assignment and took care in completing it." (Acknowledges learning efforts) NOTE: Praise related to academic performance is recorded as **Academic feedback**, Indicator 40. Statements that acknowledge students' learning efforts (rather than efforts to follow rules and procedures) are recorded as **Acknowledges learning efforts**, Indicator 44.

REFERENCES: Less effective teachers seldom provide clear feedback as to whether teacher expectations have been met (L.M. Anderson, Evertson, & Emmer, 1979). Praise regarding correct behavior is given by effective classroom managers (Evertson, Emmer, Sanford, & Clements, 1983). When used appropriately, teacher attention and praise can reinforce desired behavior by helping students to know that their efforts are seen and appreciated. This is especially likely if the praise is delivered in natural, genuine language that includes a description of the specific behavior being commended (Good & Brophy, 1991). Small, frequent rewards are more effective than large, infrequent ones. Praise is a particularly powerful reward, especially if delivered in a natural voice to students for specific achievements (Good & Brophy, 1997). Verbal praise is one of the most common forms of reinforcement. Teachers should use many different praise statements, including those that mention more specifically what the student did that was praiseworthy (Burden & Byrd, 1999).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
44. Acknowledges learning efforts ⓪① ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 2a., 2d.)	A tally is recorded for each statement or nonverbal gesture a teacher makes to acknowledge or praise the effort a student has made in learning new material. The statement should help the student understand that effort, as well as ability, is linked to success. This may include a variety of verbal and nonverbal reinforcements. A tally is <u>not</u> recorded for non-specific statements.	TALLY: Verbal reinforcements may include: "John, you accomplished a lot today. This was a difficult assignment and you stayed with it until you got it right." or "Sally, you worked very hard today. Your persistence really paid off." Nonverbal reinforcements may include tangible reinforcers (e.g., a sticker, positive written comments, etc. which point out the student's effort) or the use of a student's work as an example of what can be accomplished when a student puts forth the effort. DON'T TALLY: Non-specific statements such as "Good job," or "Nice work." NOTE: Statements such as "Good job," or "Nice work," can be recorded as **Academic feedback**, Indicator 40, but are <u>not</u> tallied as **Reinforces desired behavior**, Indicator 43. The distinction between **Reinforces desired behavior** and this indicator is that **Reinforces desired behavior** focuses on students following classroom rules and procedures, whereas **Acknowledges learning efforts** focuses on the student's persistence and/or effort.

REFERENCES: Students attend more fully in a positive learning environment. Responding positively to their efforts is one way to accomplish this. Positive and encouraging statements are important for all students (Burden & Byrd, 1999). Students who feel that they can master the required learning and succeed often stay on task and actually do succeed. Teachers can help build the confidence that success is possible by focusing on improvements, recognizing contributions, building on strengths, showing confidence in students, acknowledging the difficulty of a task, and focusing on past successes to point out things students do correctly (Burden & Byrd, 1999; Albert, 1989). One of the best ways to establish a positive learning environment is to respond positively to students' efforts. Teachers should make many more positive and encouraging statements than negative statements (Burden & Byrd, 1999).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
45. Student demonstrations of knowledge or skills ○ yes ○ no (Supports UETS 2c., 3f., 4c., 6c., 6d., 7f.) (Supports UMIE 7.1)	**Yes** is marked if the teacher's role varies from instructor to coach, facilitator, or collaborator to allow students to share their knowledge or skills with others through some type of demonstration. The students must perform a skill or give an oral presentation of knowledge. Oral presentations may be prepared in advance or extemporaneous and should demonstrate the student's skills in integrating information and explaining it to other students. **No** is marked if there are no student demonstrations of knowledge or skills during the observation.	**Yes**: Student demonstrations may include working problems on the board, document camera, oral presentations, role plays, oral explanations of solutions found, positions taken in a class discussion, etc. **No**: Standardized tests, quizzes, written papers, and show and tell do <u>not</u> qualify as skill demonstrations. Brief oral responses to factual or higher-order questions do not qualify as oral presentations. NOTE: Show and tell is recorded as **Practices communication skills**, Indicator 46.

REFERENCES: Student demonstration of knowledge or skills involves the student performing the skill or giving an oral presentation of knowledge. By performing skills or relaying information, students become aware of their abilities. Demonstrating skills and knowledge more thoroughly ingrains new concepts into the consciousness of learners, helping them to capture learning. "Hands on involvement is essential in internalizing ideas and establishing them as one's own mental modes" (Forrester, 1990, p.6). Rosenshine and Stevens (1986) found that student demonstrations improve learning because it allows students to practice the new skill in a controlled environment, allowing them to become more confident in the skill. It also allows the teacher to check for understanding and reteach if necessary. Two studies (L.M. Anderson, Evertson, & Brophy, 1979; Good & Grouws, 1979) found that in classrooms with more student demonstrations of knowledge, the achievement level was higher than in those with fewer demonstrations.

DOMAIN III: INTERACTING WITH STUDENTS
Encouraging Participation

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
46. Practices communication skills ○ yes ○ no The teacher supports and expands learners' communication skills through reading, writing, listening, and speaking. (UMIE 7.3) (Supports UETS 2e., 3f., 6d., 7d.)	**Yes** is marked if the teacher teaches reading, writing, listening, and speaking skills for effective communication and promotes communication to further the understanding of content. The teacher provides opportunities for learners to initiate and sustain effective communication skills in one or more of the following ways: • identifying and stating others' needs • restating the main points of an idea from a passage, text, or article, or expressed by another • role playing • descriptive activities (listing various ways to describe something, similes, comparisons, etc.) • expressive activities (show and tell, very important person, relating personal experiences, showing feelings or thoughts without words, describing a point of view, etc.) • engaging in negotiating processes **No** is marked if communication is teacher centered and communication skills are not taught, developed, or practiced during the observation.	**Yes:** After a student gives an explanation of the water cycle, the teacher asks another student, "Will you please restate, in your own words, what Jo just said." Three students role play the use of refusal skills after a lesson on tobacco awareness. The teacher puts the students into pairs or groups for the specific purpose of discussing, convincing others, to articulate ideas, to plan how to present information to the class or another group, to negotiate, etc. **No:** The teacher directs students to talk to one another for the last five minutes of class. **No**: The teacher gives pairs of students a completely scripted role play to perform to each other without discussing any skill demonstrated in the role play. NOTE: Not every peer interaction is an example of practicing communication skills. A primary purpose of any interaction recorded in this indicator should be to enhance communication skills.

REFERENCES: In a society which hinges on relationships, communication skills are necessary for efficiency and individual fulfillment. Listening to and understanding what others say and do is very important (SCANS, 1993). Through communications activities, students learn that their peers possess valuable information and that knowledge can be acquired through personal relationships (SCANS, 1993; Marshall & Tucker, 1992). Marshall and Tucker (1992) state that the capacity to communicate effectively in work-groups, resolve conflicts, and assume responsibility, enhance the social and economic value of an individual. These skills help to diffuse conflicts, animosities, and ignorance in the work place and community (SCANS, 1993). An understanding of interpersonal dynamics allows students to become more flexible and interactive as they learn to understand the perspectives and ideas of others and to express their own ideas and feelings clearly.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
47. Guided practice ○ yes ○ no (Supports UETS 7c.)	**Yes** is marked if the teacher provides guided practice of new concepts, tasks, procedures, etc., after they have been taught. Guided practice involves students answering a high number of questions while the teacher frequently checks for understanding, correcting errors as they are made, to ensure a high success rate. **No** is marked if no guided practice occurs during the observation. Guided practice sessions often include structured question and answer periods with random versus ordered turns and choral versus individual responses. Guided practice may also include repeated demonstrations by the students during which the teacher stops the students when errors are made and provides the students with instruction that helps them correct the error.	**Yes**: The teacher has the class practice multiple math problems using individual white boards to record their response to each problem. The teacher scans student responses to provide feedback and information for corrections needed. **Yes**: The teacher practices decoding words with long vowel sounds with students. The group is shown 35 different words with long vowel sounds and asked to read them in unison. When an error is made, the teacher stops and asks several different students to re-read the word correctly and then has the whole group read it again. **Yes**: The Spanish teacher reviews vocabulary with flash cards. Students answer with choral responses. **Yes**: The teacher points to words on the "Word Wall" and elicits a choral response. The teacher reviews and corrects words as needed. **Yes**: During an orchestra class, the teacher has the students play a piece and stops them each time he hears an error, provides the students with information about the error, and then has them repeat the piece. **No**: The teacher asks students as a group to read a list of words with long vowel sounds. Half of the students respond with the wrong word. The teacher continues on down the list.

REFERENCES: The effective teacher monitors student responses in order to ascertain whether students are performing successfully (Stallings & Kaskowitz, 1974; Rosenshine, 1983). Success rates should be 80% when practicing new material and above 90% when reviewing. In general, teachers should teach material in small steps in order to decrease errors and practice until over-learning occurs (Brophy, 1980). The purpose of guided practice is to supervise the students' practice of a skill and to provide the reinforcement necessary to progress new learning from short-term memory into long-term memory (Burden & Byrd, 1999).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
48. Checks for understanding ○ yes ○ no (Supports UETS 2e., 5c., 7b., 7c.)	**Yes** is marked if the teacher checks for understanding of information being presented. The teacher does this periodically during the delivery of material to determine whether adjustments need to be made in pace, clarity, etc., to enhance student understanding. Checking for understanding may be done by: • questioning • brief written exercises which are immediately corrected • choral responses • brief demonstrations by the students • breaking into groups to review the information, etc. **No** is marked if the teacher only asks general questions, calls on volunteers, or does not check for understanding during the observation.	This may include guided practice, choral responses, cooperative student groups, etc. **Yes**: After a discussion of important events in Beethoven's life and on symphonies he wrote, the teacher asks the students to listen to selected symphonies. The teacher asks students, "If the symphony was written before Beethoven lost his hearing, put your thumbs up. If it was written after, put your thumbs down." **Yes**: After a math lesson on odd and even numbers, the students do a pair share by organizing a list of numbers into odds and evens. The teacher circulates, checking the students' lists. **No**: Credit is not given if the teacher asks general questions such as "Does everyone understand?" or "Are there any questions?" or if the teacher only calls on volunteers. NOTE**:** This is a summary indicator.

REFERENCES: It is important to check for student understanding throughout the lesson. The evaluation may include checking for comprehension by questions or activities in which the students are quizzed about the content of the lesson. Student responses will give feedback about student mastery and will help the teacher decide whether to continue with the lesson or reteach some part. Review questions at the start of a lesson also provide a gauge concerning student understanding (Burden & Byrd, 1999). A number of studies indicate that teachers who ask a large number of questions are more effective in obtaining student achievement gain (Wilen, 1991). Rosenshine (1983) also notes that checking for understanding requires a variety of questioning techniques and active student participation. The wrong way to check for student understanding is to ask few questions, call on volunteers, or ask "Are there any questions?" (Rosenshine, 1983).

DOMAIN III: INTERACTING WITH STUDENTS
Encouraging Participation

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
49. Learning environment ○ **low:** low or ineffective interaction ○ **moderate:** limited interaction ○ **high:** high student interaction (Supports UETS 7a.)	A **low** score is given if the teacher says or does anything to embarrass a student or if the environment is such that there are limited opportunities for students to interact with the teacher or other students on academic tasks. A **moderate** score is given if there are opportunities for students to interact with the teacher or other students on academic tasks. The majority of the students are interested in the task and eager to participate. A **high** score is given if there are many observed interactions between the teacher and students, or between students on academic tasks, and the majority of the students are very interested in the task and eager to participate. The teacher attempts to interact with each student, and the students are focused on the task. Types of interaction are: instruction/explanation, discussion/review, reading aloud, practice/drill, etc.	**Low:** The teacher tells the students to work independently for the full class period. The students are reminded not to talk to one another or to get out of their seats. The teacher remains in the back of the room working on the computer. **Moderate:** The first 20 minutes of a class the teacher lectures on the solar system with little student interaction. This is followed by ten minutes of independent work with little teacher interaction. The last ten minutes of class the students spend in cooperative groups. There are interactions among students, but few between the students and the teacher. **High:** The teacher leads a discussion during the class in which the majority of the students participate several times, responding to the teacher's questions and to points raised by other students. OR After a short discussion, the teacher puts the students into groups where there are many interactions among students and between the students and the teacher. NOTE: This is a summary indicator. **Task-oriented peer interaction,** Indicators 30 and **Student participation**, Indicator 39 may be used to inform this decision.

REFERENCES: Tobin and Fraser (1987) found that exemplary teachers maintained a favorable classroom learning environment. Students learned in environments that were safe (the teachers did not embarrass the students), interactive (the teachers maximized the involvement of students by encouraging participation), and positive (teachers were sensitive to the needs and feelings of students). The effective teacher will create an environment where all ideas are welcome and where students can give and receive constructive criticism in a supportive climate (Borich, 1996; Jacobsen, Eggen, & Kauchak, 1993). A good learning climate is warm, supportive, pleasant, encouraging, and helpful. Such a climate encourages work and promotes a sense of enjoyment and accomplishment for everyone (Charles, 1996). Research indicates that academic achievement and student behavior are influenced by the quality of the teacher-student relationship (Jones & Jones, 1998). Slavin (1997) states, "Love of learning, confidence in learning, and cooperative attitudes are important objectives that teachers should have for students."

DOMAIN IV: PLANNING

The teacher plans to maximize academic learning time and to monitor and adjust instruction based on student needs

50. Rules and consequences - UETS 3
51. Learning goals - UETS 6
52. Varied assessments - UETS 5
53. Feedback - UETS 5
54. Assessment of student performance - UETS 5
55. Cross-disciplinary instruction - UETS 6
56. Learning differences - UETS 2
57. Student-directed learning - UETS 1
58. Technology and resources - UETS 7
59. Plans for substitute

INDICATOR	DECISION RULES FOR INTERVIEWERS	EXAMPLES & INSTRUCTIONS
50. Rules and Consequences *The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation. (UETS 3)* The teacher develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures. (UMIE 3.1) (Supports UMIE 3.2) ❑ Not Effective ❑ Minimally Effective ❑ Effective ❑ Highly Effective	**Not Effective:** The teacher is unable to show a daily schedule or evidence of written rules, classroom routines, expectations, and procedures. The learning environment is disorganized; room arrangement does not allow for easy transitions or circulation. Management strategies are negative or ineffective. **Minimally Effective:** A daily schedule is evident, and the teacher shows written rules and how they have been presented to one class. Rules may be for how students are to act in the class or for academic expectations. The teacher shows expectations that include consequences for following and breaking class rules. These consequences correspond to the rules presented. The teacher demonstrates that students have acknowledged rules and consequences for the class. Evidence shown must be for the current academic year. **Effective:** All the requirements of minimally effective, plus the teacher shows a plan of how management strategies are differentiated for individual students, and shows evidence of the roles/responsibilities students play in the classroom structures and systems. **Highly Effective:** All the requirements of effective, and the teacher shows classroom-based data regarding student behavior used to make informed modifications to the learning environment.	**Not Effective:** No schedule evident Limited classroom management strategies Disorganized learning environment Negative or ineffective strategies **Minimally Effective:** A daily schedule is evident Classroom rules, expectations, and procedures are in place Provides opportunities for learners to interact with others Positive classroom management strategies Organized learning environment **Daily Schedule**: The teacher presents a schedule used to inform students of the events for one school day. **Rules**: The teacher presents an example such as a written list of the rules, a poster of rules, a pictorial representation of the rules, or a disclosure statement including rules for behavior or academic expectations. **Expectations**: The teacher presents an example such as a written list of consequences for both following and breaking class rules, a poster of the consequences, a lesson plan listing consequences and how they are presented to students, or a disclosure statement including consequences (consequences may be academic consequences such as a deduction of points for late assignments), etc. **Acknowledgement**: The teacher presents an example such as a list of rules and consequences with student signatures (e.g., a "Bill of Rights"), a sheet of paper with student signatures indicating they have heard rules and consequences, a signed disclosure statement, a poster of rules with student signatures, a quiz or assignment on rules and consequences which includes a student's name, a signed note from home saying the parents went over the rules and consequences with their child, etc. **Effective:** Differentiated management strategies Student involvement **Differentiated Management Strategies**: The teacher presents a plan showing how management strategies are differentiated for individuals and/or groups of students. Strategies may include seating arrangements, groupings of students, point systems, behavior charts/contracts. **Student Involvement:** The teacher presents evidence of student roles/responsibilities such as a list of student assignments for classroom jobs, routines, or procedures OR a plan of student participation in the creation of rules, consequences, or classroom management plan. **Highly Effective:** Collects and analyzes classroom-based data on student behavior **Classroom-based Data**: The teacher presents data collected regarding student behavior and how the data has been used to make modifications to the learning environment.

REFERENCES: Effective classroom managers post rules for student behavior and devote time to explaining those rules (Emmer, Evertson, & Anderson, 1980; Sanford & Evertson, 1980; Evertson & Emmer, 1982). Effective managers specify and give reasons for consequences when classroom rules are broken (Evertson, Emmer, Sanford, & Clements, 1983). More effective rules delineate both positive and negative behaviors in order to encourage students to act appropriately, instead of merely discouraging them from acting inappropriately (What Works, 1987). Students must know the consequences of following behavioral rules and know that the consequences will be applied. Rules should be consistently enforced according to the pre-determined consequences. Effective classroom managers also involve parents in improving the behavior of certain students. The probability of disruptive behavior decreases when teachers set definite behavior limits and clear standards for student behavior (Sanford & Evertson, 1980).

INDICATOR	DECISION RULES FOR INTERVIEWERS	EXAMPLES & INSTRUCTIONS
51. Learning Goals *The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context. (UETS 6)* The teacher demonstrates knowledge of the Utah Core Standards and references it in short- and long-term planning. (UMIE 6.1) (Supports UMIE 4.1, 7.1) ❑ Not Effective ❑ Minimally Effective ❑ Effective ❑ Highly Effective	**Not Effective:** The teacher is unable to show a lesson plan/learning activity that aligns with the core standards for the class subject matter. The teacher is unable to show evidence of how goals and objectives are shared with students as per **Goals, objectives, and expectations,** Indicator 25. **Minimally Effective:** The teacher is able to show a lesson plan/learning activity that aligns with a core standard for one class (secondary) or one subject area (elementary). The teacher is able to articulate how goals and objectives are shared with students. **Effective:** All the requirements of minimally effective, plus the teacher shows a variety of at least three lesson plans/learning activities addressing the same core standard. Activities are systematically organized, adapted, and aligned to the core standards. **Highly Effective:** All the requirements of effective, and the teacher shows the use of data (how students performed on the above learning activities) to make needed adjustments. At least one of the activities provided shows an authentic learning experience.	**Not Effective:** Lesson plan/learning activity and materials not aligned to Standards Unfamiliar with the Core Standards **Minimally Effective:** A lesson plan/learning activity based on standards Goals and objectives shared with students **Standards**: The teacher identifies the goals and objectives from the Core Standards for the subject or an Individualized Educational Plan (IEP). **Goals and Objectives:** The teacher articulates how goals and objectives are shared with students by: • a lesson plan that includes the goal or objective and how it will be shared with students. • "I Can" statement(s) posted for the lesson • goal and/or objective posted for the lesson **Effective:** Systematically plans instruction based on standards **Variety of lesson plans/learning activities:** The teacher presents, from one Core Standard, three different lesson plans/learning activities. Activities may include: • teacher-directed reviews • presentations of new material • opportunities to practice or apply the new material in different ways • opportunities for applying content independently • activities which guide the student from concrete to abstract **Highly Effective:** Collects and analyzes classroom-based data Chooses appropriate strategies to meet individual student needs Motivates learners to extend and share their own knowledge beyond core content **Use of data to make adjustments in instruction:** The teacher is able to show data collected from the activities shown and adjustments in instruction based on the performance of students in the learning activities. Adjustments might include additional lesson plans for re-teaching and/or enriching the learning activities based on student needs. **Authentic learning experiences:** The teacher is able to show an activity that provides students with a learning experience that applies to their personal situations, future lives, or potential work. This must be an extensive activity (exceeding two minutes) requiring students to apply the concepts they are learning to real life situations.

REFERENCES: Effective teachers explicitly link learning activities to specific learning objectives and more broadly defined desired student outcomes (Hofmeister & Lubke, 1989). The Academic Learning Time (ALT) model requires that learning activities be tied to outcome measures, that is, all meaningful activities are tied to instructional assessments and student outcome goals (Berliner, 1984). Good and Grouws (1979) found that when teachers increased their emphasis on the following five teaching functions, their students achieved more than students of teachers not emphasizing these teaching functions: (1) check the previous day's work and re-teach where necessary; (2) present new content or skills, proceeding rapidly, but in small steps, while giving detailed instructions and explanations; (3) have students practice the materials while providing feedback and corrections; (4) have students do independent practice; (5) provide weekly and monthly reviews.

DOMAIN IV: PLANNING
Preparing Instruction

INDICATOR	DECISION RULES FOR INTERVIEWERS	EXAMPLES & INSTRUCTIONS
52. Varied Assessments *The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.* *(UETS 5)* The teacher uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction. (UMIE 5.1) ❑ Not Effective ❑ Minimally Effective ❑ Effective ❑ Highly Effective	**Not Effective:** The teacher is unable to show assessments were used to measure the effectiveness of instruction and to make adjustments. **Minimally Effective:** The teacher shows three different assessments from one content area used to measure and monitor student progress toward the attainment of content standards. **Effective:** All the requirements of minimally effective, plus the assessments shown are a combination of formative and summative measures. The teacher articulates how assessments are used to make on-going adjustments in instruction for at least one of these assessments. *NOTE: Adjustments in instruction must be made for the students that were assessed for the examples the teacher showed in this indicator.* **Highly Effective:** All the requirements of effective, and at least **one** of the assessments shown is a **common assessment**. Teacher shows evidence of collaboration with colleagues using assessment results to target intervention, enrichment, or adjustments to future instructional/assessment practices, based on data.	**Not Effective:** No adjustments to instruction based on data No pre-assessment or enrichment for advanced learners **Minimally Effective:** Uses assessments to evaluate the outcomes of teaching **Types of assessments include:** research papers, student presentations, student demonstrations, individual or group projects, homework assignments, pre-assessments, quizzes, tests, essays, math benchmarks, guided reading, lexile levels, etc. **Effective:** Use of formative and summative assessments Makes on-going adjustments in instruction based on assessments **Formative Assessments** are assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student achievement. • Performance tasks • Rubrics • Exit tickets • Checklists • Anecdotal notes • Quizzes • Running records • Pre-tests **Summative Assessments** refer to the assessment of the learning and summarize the development of learners at a particular time. • Tests • Essays • Performance tasks • Rubrics **Adjustments in Instruction** refers to adjustments in instruction such as: • Intervention activities • Enrichment activities • Re-teaching activities • Adjustments in planning **Highly Effective:** At least one common assessment Collaboration on assessment data

REFERENCES: Effective teachers recognize that different students have different learning styles and that different assessment techniques favor different learning styles (Wang & Walberg, 1985). More effective teachers vary assessment techniques to help students express their learning in different ways and gain a more valid understanding of real student progress. Feedback to students about their work is important in improving achievement. Brophy and Good (1986) state, "Performance on assignments should be monitored for completion and accuracy and students should receive timely and specific feedback."

DOMAIN IV: PLANNING
Preparing Instruction

INDICATOR	DECISION RULES FOR INTERVIEWERS	EXAMPLES & INSTRUCTIONS
53. Feedback *The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.* *(UETS 5)* The teacher engages students in understanding and identifying the elements of quality work. (UMIE 5.2) ❑ Not Effective ❑ Minimally Effective ❑ Effective ❑ Highly Effective	**Not Effective:** The teacher is unable to show feedback on three student work samples. **Minimally Effective:** The teacher shows non-descriptive feedback on three student work samples. **Effective:** All the requirements of minimally effective, plus the feedback is descriptive. The feedback from at least one of the student work samples should result in student reflection leading to increased quality work and mastery. *NOTE: Feedback should be timely and promote both student improvement and summarize student performance.* **Highly Effective:** All the requirements of effective, and the teacher shows evidence of an opportunity for students to self-assess **or** receive peer feedback leading to increased quality work and mastery.	**Not Effective:** Ineffective feedback Untimely feedback **Minimally Effective:** Non-specific or limited feedback **Feedback**: The teacher presents one of the following examples of feedback for three student work samples: • returned essay with a grade of C+ but no comments • a completed, graded project without evidence of feedback on performance • a test or assignment with a total score but missed items are not identified **Effective:** **Descriptive Feedback**: The teacher presents examples of student work samples along with the feedback given to the students for each, such as: • an essay returned to a student with written comments about performance • a scoring guide/rubric for an assigned project with points and comments • a test or assignment with errors on specific items clearly marked with comments **Student Reflection:** • student reflective journals/goal setting to increase content mastery • multiple drafts of a writing project based on teacher feedback • student product that has been corrected or re-done based on feedback **Highly Effective:** The teacher presents examples of student self-assessment or peer feedback such as: • Rubric scored by student or peers • Student interviews • Shared electronic document • Peer reviewed assignment/presentation • Student survey • Data notebook analysis • Personal goals/ratings • Cooperative-learning team evaluations/ratings

REFERENCES: Effective teachers recognize that different students have different learning styles and that different assessment techniques favor different learning styles (Wang & Walberg, 1985). More effective teachers vary assessment techniques to help students express their learning in different ways and gain a more valid understanding of real student progress. Feedback to students about their work is important in improving achievement. Brophy and Good (1986) state, "Performance on assignments should be monitored for completion and accuracy and students should receive timely and specific feedback."

INDICATOR	DECISION RULES FOR INTERVIEWERS	EXAMPLES & INSTRUCTIONS
54. Assessment of Student Growth and Performance *The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met. (UETS 5)* The teacher documents student progress and provides descriptive feedback to student, parents, and other stakeholders in a variety of ways. (UMIE 5.3) ❑ Not Effective ❑ Minimally Effective ❑ Effective ❑ Highly Effective	**Not Effective:** The teacher is unable to show evidence of student growth and unable to show an average of one or more assessments per week over a grading period. **Minimally Effective:** The teacher is able to show evidence of only one of the following: (1) Evidence of student growth over a period of time. Student growth data must include a learning goal based on a Utah Core Standard(s), pre- and post-assessment, and a target wherein the majority of the class demonstrates growth. OR (2) Shows an average of one or more assessments per week over a grading period. (Records should be for the most recently completed grading period.) **Effective:** The teacher is able to show both (1) evidence of student growth over a period of time. Student growth data must include a learning goal based on a Utah Core Standard(s), pre- and post-assessment, and a target wherein the majority of the class demonstrates growth. Student growth data will be approved by the site administrator on a yearly basis. And (2) shows an average of one or more assessments per week over a grading period. (Records should be for the most recently completed grading period.) **Highly Effective:** All the requirements of effective, and the teacher provides documentation of regular, effective, teacher-initiated communication between home and school conveying descriptions of learner progress and the teacher shows evidence of collaboration with parents, colleagues or other stakeholders to improve student performance.	**Not Effective:** Does not document student growth and performance **Minimally Effective:** The teacher presents evidence of student growth using a student growth performance form. **OR** The teacher presents assessment records such as one of the following: • scores recorded in a grade book with dates • a computer-generated or handwritten tracking sheet with scores and dates with an average of one or more per week • tracking sheet with dates and notations indicating how students performed (a check, a plus or minus sign, etc.) **Effective:** The teacher shows BOTH evidence of student growth performance and assessment records. **Highly Effective:** The teacher shows regular, effective, teacher-initiated communication between home and school conveying descriptions of learner progress such as: • note in student planner • class newsletter • daily/weekly contract • phone log/email communication regarding student progress • weekly progress report • class website/blog updated regularly The teacher shows evidence of collaboration such as: • phone log/email regarding student progress showing a series of communications • documentation of collaboration with other stakeholders (administration, special education, counselors, teacher specialists, mentors, district personnel) concerning student performance • common pre- and post-test comparison data • IEP/504 collaborations • PLC notes concerning student performance

REFERENCES: Frequent and systematic monitoring of students' progress helps students, parents, teachers, administrators, and policy makers identify strengths and weaknesses in instruction and student learning (Bennett, 1987). Student performance is monitored more by effective teachers (Berliner, 1979). Effective monitoring requires a teacher to perform diagnosis activities in order to assign appropriate work to students. Frequent diagnosis allows teachers to help students achieve consistently high success rates in their school work. Effective teachers make instructional decisions that adjust instruction based on the needs and the performance of their students; whereas, ineffective teachers present instructional material on a random or a rigid, scheduled basis and fail to adjust for student performance (Brophy and Good, 1986). Such decision making requires a teacher to constantly monitor student performance.

INDICATOR	DECISION RULES FOR INTERVIEWERS	EXAMPLES & INSTRUCTIONS
55. Cross-disciplinary Instruction *The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context. (UETS 6)* The teacher integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge. (UMIE 6.2) ❑ Not Effective ❑ Minimally Effective ❑ Effective ❑ Highly Effective	**Not Effective:** The teacher is unable to show evidence of a learning activity that focuses on more than one discipline at a time. **Minimally Effective:** The teacher is able to show a learning activity that includes the transfer of knowledge and skills from one content area to another. **Effective:** All the requirements of minimally effective, plus the teacher shows evidence that the learning activity purposefully engages learners in application of content knowledge. **Highly Effective:** All the requirements of effective, and the teacher shows evidence of collaboration with colleagues to influence cross-disciplinary teaching practices.	**Not Effective:** Focuses on one discipline at a time **Minimally Effective:** Introduces cross-disciplinary concepts Provides opportunities for students to use knowledge in various ways The teacher presents a learning activity that provides examples such as: • learning about symmetry in science • reading about science or social studies content in language arts • the use of fractions in cooking **Effective:** Engages learners in application of content knowledge The teacher presents a learning activity that applies content knowledge across disciplines such as: • utilizing primary source documents to teach reading skills • integrating health concepts to develop a personal fitness plan • using a reader's theatre in learning about a math concept • creating and performing songs/rap about westward expansion • writing about the water cycle from the perspective of a raindrop **Highly Effective:** Collaborates with colleagues The teacher shows evidence of collaboration such as: • PLC notes describing plans for multi-department learning experience • plans for a school-wide, multi-disciplinary activity • a collaboratively planned activity that establishes links between disciplines

REFERENCES: UETS and UMIE

INDICATOR	DECISION RULES FOR INTERVIEWERS	EXAMPLES & INSTRUCTIONS
56. Learning Differences *The teacher understands individual learner differences and cultural and linguistic diversity. (UETS 2)* The teacher allows students different ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all. (UMIE 2.1) ❑ Not Effective ❑ Minimally Effective ❑ Effective ❑ Highly Effective	**Not Effective:** The teacher does not acknowledge individual learner differences or cultural and linguistic diversity. **Minimally Effective:** The teacher applies understanding of learner diversity to encourage all learners to reach their full potential and is able to present documentation that different requirements have been used, **and** an activity has been changed from the activity of the majority of students to accommodate for learner differences or cultural and linguistic diversity. **Effective:** All the requirements of minimally effective, plus the teacher maintains high expectations and shows techniques, strategies, or cultural responsiveness for a range of learners' developmental, cultural, or linguistic needs. **Highly Effective:** All the requirements of effective, and the teacher contributes to a school-wide culture that is sensitive to learner differences and cultural and linguistic diversity.	**Not Effective:** No evidence of differentiation for individuals, groups, or adjustments to plans Not accepting of differences or unaware of personal biases Inappropriate strategies **Minimally Effective:** Identifies diverse learning strengths and needs Uses limited instructional strategies Adjusts instruction in response to learner needs **Shows varied requirements (same assignments, same work, adjusted amounts assigned)**: • a roll book showing differences in amount of work or points required for students to complete a course or assignment • a contract adjusting work requirements for a student's performance • copies of graded assignments where different assessment benchmarks were used • an Individualized Educational Plan (IEP) **Shows modified activities (change of assignment, different from what is assigned for all)**: • a list of projects that shows varying degrees of difficulty, that can be accessed by various language proficiency levels, from which the students can choose • a list of cooperative learning groups specifying how group organization accommodates students with different ability levels, language proficiency levels or cultures • a lesson plan specifying modifications in activities for some students • an example of a handout modified for student learning differences or language proficiency levels • an example of materials supplied to students based on their particular abilities **Effective:** Allows multiple ways for students to demonstrate learning, including non-verbal and minimal-linguistic assessment for non- and limited-English proficient students Chooses appropriate accommodations, resources, materials, and uses a variety of instructional strategies The teacher shows evidence, techniques, strategies, and cultural responsiveness for a range of learners' needs such as: • sensitivity to cultural differences in planning instruction • regular use of posted content and language objectives • scaffolding of activities to address developmental, cultural and linguistic needs of students • classroom materials that counteract stereotypes • bringing in parents and/or community members to strengthen diversity appreciation. **Highly Effective:** The teacher shows evidence of contributing to a school-wide culture that is sensitive to learner differences and cultural diversity such as: • resources shared with other staff members to address cultural differences throughout the school • a school-wide program that promotes understanding of cultural/learner differences

REFERENCES: To maximize learning time, teachers should differentiate their curriculum to meet the varied needs of students (Berliner 1984). Differentiated curriculum engages more students in more personally meaningful activities. Mackenzie (1983) notes that effective schooling provides appropriate levels of difficulty for learning tasks, opportunities for individualized work, and a wide variety of opportunities to learn. More effective teachers stimulate the pursuit of higher aspirations and promote the development of independence and self-direction in learning (McLeod and Cropley, 1989). One of three major factors influencing achievement is the degree to which instruction is appropriate to the needs of the learner (Bloom, 1976). Effective teachers adapt and develop appropriately matched curricula for all learners (Curry and Samara, 1992).

INDICATOR	DECISION RULES FOR INTERVIEWERS	EXAMPLES & INSTRUCTIONS
57. Student-directed Learning *The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development. (UETS 1)* *The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation. (UETS 3)* (UMIE 1.1, 3.1, 3.2, 3.3, 7.1) ❑ Not Effective ❑ Minimally Effective ❑ Effective ❑ Highly Effective	**Not Effective:** The teacher is unable to show evidence of learning experiences based on individual student's strengths, interests, and needs. **Minimally Effective:** The teacher shows evidence of a whole-class learning experience in which students have done one of the following: • planned the goals, timelines, or priorities in completing an activity specified by the teacher • determined the materials to use in reaching an objective presented by the teacher • identified the process needed to accomplish the task described by the teacher • produced a product unique to themselves given the materials or resources presented to them by the teacher **Effective:** All the requirements of minimally effective, plus the teacher shows evidence of individualizing the learning experiences based on developmental levels of individual learners. **Highly Effective:** All the requirements of effective, and the teacher shows evidence of the data used to determine individualized learning experiences.	**Not Effective:** Not learner focused Activity has no student choice element The teacher shows lesson plan/activity that does not show consideration for individual student's strengths, interests, and needs. **Minimally Effective:** Creates whole-class learning experiences The teacher presents a whole-class lesson plan/activity that is based on students' strengths, interests, and needs. **Effective**: Identifies appropriate developmental levels of individual learners Appropriately differentiates learning experiences **Differentiation:** The practice of making lessons different to accommodate the different students in a single classroom. Altering lessons so that all students in the classroom will benefit regardless of academic level. The teacher presents evidence of individualizing learning experiences such as: • differentiated, self-selected centers/lab activities • differentiated report expectations • differentiated problem-solving tools (templates, graphic organizers, strategies) • differentiated, flexible groupings to complete a project • differentiated reading selections used in the learning experience **Highly Effective:** Uses data to create appropriate learning experiences The teacher is able to show data used to determine individualized learning experiences such as: • reading/writing levels • English language proficiency levels • IEP goals • summative and/or formative assessment data

REFERENCES: Student engagement increases when they determine what they will learn and how. Students must learn how to learn as well as memorize facts. Student-directed learning teaches students how to set goals, prioritize activities, and identify and solve real problems. When students direct their own learning, they develop planning and management skills that are vital to success in the work force; successful workers are able to plan and manage tasks. "Learning and doing must become a single activity" if students are to gain skills important in the work place (SCANS, 1992). Marshall and Tucker (1992) found that the most valuable employees in the current economic environment were those who were self-governing and able to manage their own work without extensive supervision. Students who are allowed to participate in designing their own learning activities also perceive a greater role in the educational process. By bringing their own experiences and concerns into the activities, students can learn content while solving real problems (SCANS, 1992).

INDICATOR	DECISION RULES FOR INTERVIEWERS	EXAMPLES & INSTRUCTIONS
58. Technology and Resources *The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways. (UETS 7)* The teacher uses a variety of effective technology and resources to support learning. (UMIE 7.4) The teacher develops learners' abilities to find and use information to solve real-world problems. (UMIE 7.5) ❑ Not Effective ❑ Minimally Effective ❑ Effective ❑ Highly Effective	**Not Effective:** The teacher is unable to show evidence of the use of technology in supporting student learning. **Minimally Effective:** The teacher shows evidence of the use of various media and technology in supporting student learning. **Effective:** All the requirements of minimally effective, plus the teacher supports content and skill development by discriminately using multiple media and technology resources to extend learner content knowledge and skill development. The teacher knows how to evaluate these resources for quality, accuracy, and effectiveness. The teacher provides opportunities for students to use multiple technologies and sources of information. **Highly Effective:** All the requirements of effective, and the teacher shows evidence of technology use to enhance student engagement in higher–level content/thinking or skill development **and** shows evidence of establishing a process for students to critically analyze information.	**Not Effective:** Does not use technology to support instruction Repetitive use of single technology Limited choice of sources **Minimally Effective:** Uses technology to support instruction Exposes learners to various media and technology resources The teacher describes the use of technology during instruction such as: • a document camera, projection unit, tablet, computer, digital camera, calculators, etc. • a presentation • instructional media (video clips, DVD, internet) **Effective:** Uses various technologies to support content and skill development Uses technology to enhance student engagement Provides opportunities for learners to use multiple sources of information and technology The teacher articulates their process used for selecting and evaluating specific technology and resources such as: • determining appropriate apps for classroom use • selecting websites to support classroom instruction • describing the reasons for selecting one device over another The teacher describes multiple opportunities for students to use technologies such as: • students completing teacher-created lessons or assignments online • students using tablets, computers, e-readers for learning activities • students have been exposed to state and district provided databases **Highly Effective:** Uses technology to enhance student engagement in higher–level content and skill development such as: • students use technology to analyze and apply information to solve problems • students create technology projects based on student-established criteria • students create and evaluate technology projects to share publicly The teacher shows evidence that students are able to: • identify sources of information • identify accuracy of information • identify how to best use the information • use technology appropriately and responsibly

REFERENCES: UETS and UMIE

INDICATOR	DECISION RULES FOR INTERVIEWERS	EXAMPLES & INSTRUCTIONS
59. Plans for Substitutes a) Shows planned activities ○ yes ○ no b) Shows management information ○ yes ○ no	**Planned activities: Yes** is marked if the teacher presents a written substitute plan of what should be done and shows activities prepared for a substitute for an unplanned day of absence. **Management information: Yes** is marked if the teacher presents at least <u>two</u> pieces of information that help the substitute manage a class over the school day. Plans, activities, and management information shown must be for the current academic year.	**Yes** (**Shows planned activities**): The teacher presents a written plan that directs a substitute as to <u>appropriate learning activities</u> or where to find activities for one emergency day absence. **Yes** (**Shows management information**): The teacher presents a plan or list that explains to a substitute <u>two</u> or more of the following: • classroom management procedures and policies • students in the class who can help the substitute • seating charts • names of teachers who can help the substitute • additional or alternative activities to do • emergency evacuation procedures NOTE**:** Plans should be for future use for an unplanned absence. The examples for **Plans for substitutes** may be for activities that build upon the content currently being covered by the teacher <u>or</u> for activities that can be carried out by a substitute at any time.

REFERENCES: Academic learning time is positively correlated to student achievement (Berliner, 1984; Davis & Thomas, 1989); therefore, time allotted to instructional materials related to outcome measures should be maximized to increase student achievement. Maximizing academic learning time requires advance planning by administration and teachers (Block, 1980). Effective teachers prepare to maximize academic learning time when special activities shorten class periods, the teacher is called out of the room, or the teacher is ill. Effective teachers provide clear guidance to substitutes so that academic learning time may be maximized when the teacher is absent.

DOMAIN V: PROFESSIONAL GROWTH AND RESPONSIBILITIES

The teacher participates in professional development activities and fulfills duties outside of the classroom

60. Reflection and continuous growth - UETS 8
61. Communication - UETS 1
62. Collaboration - UETS 9
63. Administrative requests - UETS 10
64. Compliance - UETS 10

DOMAIN V: PROFESSIONAL GROWTH AND RESPONSIBILITIES
Enhancing Skills

INDICATOR	DECISION RULES FOR INTERVIEWERS	EXAMPLES & INSTRUCTIONS
60. Reflection and Continuous Growth The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner. *(UETS 8)* The teacher adapts and improves practice based on reflection and new learning. (UMIE 8.1) (Also supports UMIE 4.1, 4.2) ❑ Not Effective ❑ Minimally Effective ❑ Effective ❑ Highly Effective	**Not Effective:** The teacher does not show participation in a professional learning activity <u>during the past year</u>. **Minimally Effective:** The teacher shows participation in a professional learning activity <u>during the past year</u> and has implemented new instructional techniques, methods, or materials that are based on the knowledge gained in the professional learning activity. **Effective:** <u>All the requirements of minimally effective</u>, plus the teacher shows evidence of data collection measuring the effectiveness of new strategies. **Highly Effective:** <u>All the requirements of effective</u>, and the teacher shows evidence of collaboration with colleagues to apply and evaluate new instructional practices.	**<u>Not Effective:</u>** No participation in professional learning **<u>Minimally Effective:</u>** Participates in professional learning Considers new ideas to improve teaching – using current education practices **Shows professional learning activity**: The teacher presents evidence of a learning activity such as: • a record of conference or convention attendance • a degree earned • a book or article read • a formal or informal professional development activity (an example of informal is one team member instructing other team members in a new technique, etc. during a team or department meeting) • an enrollment record for a university class • a record of attendance at a district workshop • a document of membership in a professional group **Application of professional learning**: The teacher presents evidence of application of professional learning in instruction such as: • a copy of new materials • a lesson plan selected for student needs • a new teaching strategy selected for student needs • a student project **<u>Effective:</u>** **Evidence of data**: The teacher presents evidence of data collection measuring the effectiveness of new strategies such as: • pre- and post-testing • benchmarks • student assignment/project • survey • quiz **<u>Highly Effective:</u>** **Evidence of Collaboration**: The teacher presents evidence of collaboration on new instructional practices such as: • PLC minutes about new instructional practices • lesson plans created • common assessments

REFERENCES: Students benefit when their teachers expand their job-relevant knowledge. It is also important for teachers to continually enhance their abilities by keeping up-to-date with current research findings. They must be able to learn all of the time as the knowledge required to do their work changes with new challenges and new technology (A Nation Prepared, 1986). Effective teachers implement new ideas, methods and materials in their curriculum based on their research findings. New techniques and materials must be evaluated to determine how they are influencing student learning.

INDICATOR	DECISION RULES FOR INTERVIEWERS	EXAMPLES & INSTRUCTIONS
61. Communication *The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development. (UETS 1)* The teacher collaborates with families, colleagues, and other professionals to promote student growth and development. (UMIE 1.2) ❑ Not Effective ❑ Minimally Effective ❑ Effective ❑ Highly Effective	**Not Effective:** The teacher does not show evidence of a communication about a student's positive performance or a communication about a possible problem with a student. **Minimally Effective:** The teacher interacts with families, related to learner growth and development. The teacher shows evidence of a communication about a student's positive performance. The teacher also shows a communication about a possible problem with a student. *NOTE: Communication may be for one or more students regarding academics or behavior and must be for the current academic year.* **Effective:** All the requirements of minimally effective, plus the teacher collaborates with families or colleagues, focusing on individual learner growth and development and the teacher works effectively to solve concerns with stakeholders to promote student learning. **Highly Effective:** All the requirements of effective, and the teacher collaborates with district personnel or community resources to address the unique needs of students.	**Not Effective:** Does not show communication for a positive performance or a possible problem. **Minimally Effective:** Specific documentation of communication Responds to learner, family, and community concerns **Shows contact about positive performance**: The teacher presents evidence of a positive communication such as: • a copy of a postcard, certificate, or letter sent home for at least one student • an email to a parent/guardian • a record for at least one student of a telephone call or log which designates the reason for the call, who was contacted, and when the call was made **Shows contact about possible problems**: The teacher presents evidence of communication about a possible problem such as: • a copy of a deficiency notice or letter sent home to at least one student • a record for at least one student of a telephone call or log which designates the reason for the call, who was contacted, and when the call was made • an email to a parent/guardian **Effective:** The teacher presents evidence of collaboration to address students' growth and development such as: • jointly-created plan between special education and regular education to meet student needs • a plan developed between teacher and school administration or counselors • PLC minutes and notes concerning learner growth and development • a series of emails corresponding with a parent to address an individual student's needs • a copy of a behavioral contract for one student that has been signed by the parent The teacher consistently responds to feedback from stakeholders to promote student learning • Results from the most current stakeholder survey **Highly Effective:** Engages families and colleagues in supporting student's individual growth and development The teacher shows evidence such as: • documentation of collaboration with district personnel/community resources • proof of completion of a course relating to unique student needs • a resource used (book, pamphlet) and how it was implemented in the classroom

REFERENCES: Effective classroom managers involve parents in improving the behavior of certain students. Parental involvement should supplement rather than replace the teacher's management of student behavior. Teachers who effectively monitor attendance and other behavioral indicators have higher average class attendance leading to increased academic learning time; effective monitoring includes communicating behavioral problems to school administration and parents. Parental involvement also helps children learn more effectively. Parents can become involved by being made aware of their child's progress and the content of their learning (Mackenzie, 1983). Effective teachers also support each other and gain cooperation from parents and students regarding the school's norms for student behavior (USOE, 1984). Effective schooling also recognizes and rewards outstanding academic effort and achievement. Effective teachers inform parents about their child's educational progress including information about what learning objectives should be met and where the child is in relation to those objectives. (USOE, 1984).

INDICATOR	DECISION RULES FOR INTERVIEWERS	EXAMPLES & INSTRUCTIONS
62. Collaboration *The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.* *(UETS 9)* The teacher participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community. (UMIE 9.1) ❑ Not Effective ❑ Minimally Effective ❑ Effective ❑ Highly Effective	**Not Effective:** The teacher does not show evidence of collaborative efforts carried out with colleagues to help students. **Minimally Effective:** The teacher shows evidence of cooperation and professional relationships with colleagues to fulfill required duties. **Effective:** All the requirements of minimally effective, plus the teacher shows evidence of participating in collaborative decision-making and accepting responsibility for the success of all learners. **Highly Effective:** All the requirements of effective, and the teacher provides evidence of assuming a leadership role in the development of a shared productive educational culture and other initiatives throughout the school.	**Not Effective:** Does not participate in decision making **Minimally Effective:** Documentation of cooperation with colleagues The teacher provides evidence of cooperation with colleagues such as: • schedule of recess duty assignments • a schedule of events or classes where teachers work with other teachers' classes • materials collected for other teachers • a copy of materials made for other teachers • a file used to share materials among a group of teachers • a lesson plan or materials used to instruct classroom assistants in how to work with students **Effective:** Specific documentation of discussion, results, and implementation of collaboration with colleagues The teacher presents and discusses a product of collaboration such as: • PLC minutes • an activity that was jointly planned • teachers work with other teachers' classes for intervention /enrichment purposes • curriculum materials that were jointly developed • a lesson plan or materials developed in collaboration with classroom assistants in how to work with students • a copy of a behavior management plan developed collaboratively • common formative assessments **Highly Effective:** Assumes a leadership role in developing a shared productive educational culture The teacher presents evidence of leadership within the school such as: • a presentation prepared and presented to build school culture • an initiative/special program/project benefiting the school • an assignment to implement school-wide goals

REFERENCES: Students benefit academically when their teachers share ideas, cooperate in activities, and assist one another's intellectual growth. Good instruction flourishes when teachers collaborate in developing goals that emphasize student achievement. Effective schools have a climate of staff collegiality and use mutual support as a means of improving pupil achievement. School leaders in such schools set aside time for faculty interaction and provide specific opportunities for teachers and administrators to work together on such tasks as setting school policies, improving instructional practice, selecting textbooks, and strengthening discipline (Bennett, 1987). When teachers work together strong collegiality and professional relations develop, along with higher enthusiasm for teaching. School attitudes and student achievement are also positively impacted. High staff interaction also improves innovation rates and curriculum complexity and variety (Davis & Thomas, 1989). Cooperation, as stated, includes the sharing of ideas, materials, and methods; staff involvement in school-wide problem solving; and the coordination of school and department goals (USOE, 1984).

INDICATOR	DECISION RULES FOR INTERVIEWER	EXAMPLES & INSTRUCTIONS
63. Administrative Requests *The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in the Utah State Board Rule R277-515.* *(UETS 10)* Responds to complaints ○ yes ○ no ○ no written complaints in past year	*NOTE: This indicator requires administrative documentation in order to mark a "no".* **Responds to complaints:** **Yes** is marked if the teacher has responded to all written administrative requests to resolve complaints over the past calendar year and the teacher works effectively to solve concerns with stakeholders to promote student learning. **No** is marked if the administrator presents a record of the teacher not responding to written administrative requests to respond to complaints within the past calendar year or the teacher has not worked effectively to solve concerns with stakeholders to promote student learning. **No written complaints in past year** is marked if the teacher has received no written administrative requests to respond to complaints within the past year and has no record of stakeholder concerns.	**DEFINITIONS**: Complaints refers to a written communication **from an administrator** to a teacher about a concern from a parent, colleague, student, etc., requesting a response from the educator. Complaints may also include administrative documentation that a teacher has not submitted written information in accordance with deadlines. Written information refers to information on grades, surveys, attendance records, test materials, inventory records, etc. **Yes**: According to administrative records the teacher has responded to all written requests to resolve complaints. OR Administrative records note that a written request to respond to a complaint was given to the teacher. The teacher presents a copy of a letter, certificate, or a telephone log (designating who was called, the date of the call, and what was discussed) for each written request to respond to a complaint. **No**: The administrator presents a copy of a note or memo describing a meeting where a request to resolve a complaint was made, AND there is no record of a response from the teacher.

REFERENCES: The smooth flow of information helps students, parents, teachers, administrators, and policy makers identify strengths and weaknesses in instruction and student learning (What Works, 1987). Effective teachers resolve problems in a cooperative manner (Mackenzie, 1983). Student development requires unity and coordination; positive relationships between teachers, parents, and administrators must be maintained. Teachers who humiliate, embarrass, or treat students unfairly have a strong negative impact on student development. College students identified interactions with teachers as the primary source of growth-inhibiting experiences (Branan, 1972).

INDICATOR	DECISION RULES FOR INTERVIEWER	EXAMPLES & INSTRUCTIONS
64. Compliance *The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in the Utah State Board Rule R277-515.* *(UETS 10)* The teacher is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives. (UMIE 10.1) The teacher is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development. (UMIE 10.2) Is present for required meetings/duties ○ yes ○ no Compliance ○ yes ○ no	*This indicator requires administrative documentation in order to mark a "no".* **Is present for required meetings/duties**: **Yes** is marked if there are no written administrative records showing that the teacher has a pattern of unexcused absences for required meetings and/or duties during the past year. **No** is marked if the administrator presents written administrative records that show the teacher has a pattern of unexcused absences from required meetings and/or duties over the last year. **Professional and ethical behavior:** **Yes** is marked if there are no written administrative records showing the teacher is out of compliance with laws, rules, policies, and directives within the past calendar year. **No** is marked if the administrator presents a record of the teacher out of compliance with laws, rules, policies and directives within the past calendar year.	**No** (**Is present for required meetings/duties**): The administrator presents attendance records that note a pattern of unexcused absences from required meetings and that have been previously brought to the educator's attention; OR The administrator presents a note, which has been previously brought to the educator's attention, indicating that the teacher missed an agreed upon function or did not fulfill an assigned duty. **No** (**Professional and ethical behavior):** The administrator presents documentation of a letter of concern or a letter of reprimand related to professional moral and ethical behavior such as: • testing ethics • student-teacher relationships • confidentiality • professional demeanor • professional appearance • inappropriate use of technology • punctuality • support of school goals

REFERENCES: Effective teachers recognize their role as members of an integrated, interdependent education system; they accept and perform duties outside of the classroom; they help establish a safe environment for student development. They help create a positive schooling environment for the growing number of students whose environment outside of school does not support intellectual growth and responsibility (A Nation Prepared, 1986). Effective teachers extend their influence beyond the classroom (SCANS, 1992), meaning that they are cooperative partners involved in school-wide planning and problem-solving. Effective teachers contribute to effective schooling that requires total staff involvement in school improvement, goal-focused activities to provide educational unity, and shared consensus on values and goals (Mackenzie, 1983).

BIBLIOGRAPHY

BIBLIOGRAPHY

Alvermann, D.E., Smith, L.C., & Readence, J.E. (1985). Prior knowledge activation and the comprehension of compatible and incompatible text. *Reading Research Quarterly*, *20*(4), 420-436.

American Association of School Administrators. (1982). *Time on task*. Arlington, VA: Author.

Anderson, B.O. (1978). The effects of long wait time on high school physics pupils' response length, classroom attitudes and achievement. *Dissertation Abstracts International*, 39, 3493A. (University Microfilms No. 78-23, 871)

Anderson, J.R. (1989). A theory of human knowledge. *Artificial Intelligence*, 40, 313-315.

Anderson, L. (1985). What are students doing when they do all that seatwork? In C.W. Fischer & D.C. Berliner (Eds.), *Perspectives on Instructional Time* (pp. 189-202.) New York Longman.

Anderson, L.M., Evertson, C.M., & Brophy, J.E. (1979). An experimental study of effective teaching in first grade reading groups. *The Elementary School Journal*, *79*(4), 193-223.

Anderson, L.M., Evertson, C.M., & Brophy, J.E. (1982). *Principles of small-group instruction in elementary reading*. (Occasional paper No. 58). East Lansing: Michigan State University, Institute for Research on Teaching.

Anderson, L.M., Evertson, C.M., & Emmer, E.L. (1979). *Dimensions in classroom management derived from recent research*. In S. Dasho (Chair), Perspectives on classroom management research. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco. (ERIC Document Reproduction Service No. ED 175 860)

Anderson, R.C. (1972). Learning concepts from definitions. *American Journal of Educational Research*, 7, 385-390.

Andrews, G., & Debus, R. (1978). Persistence and causal attribution of failure. Modifying cognitive attributions. *Journal of Educational Psychology*, 70, 154-166.

Arends, R.I. (1998) *Learning to Teach*. Boston, MA: McGraw-Hill.

Arlin, M. (1979). Teacher transitions can disrupt time flow in classrooms. *American Educational Research Journal*, 16, 42-56.

Armbruster, B.B., Anderson, T.H., & Ostertog, J. (1987). Does text structure/summarization facilitate learning from text? *Research Reading Quarterly*, 22.

Armstrong, David G., Henson, Kenneth T., and Savage, Tom V. (eds.) (2001) *Teaching Today, An Introduction to Education* (6th ed.) Upper Saddle River, NJ: Merrill, Prentice Hall

Au, K. (1977, December). *Cognitive training and reading achievement*. Paper presented at the meeting of the Association for the Advancement of Behavior Therapy, Atlanta, GA.

Ausubel, D. (1963). *The psychology of meaningful verbal learning*. New York: Grune and Stratton.

Ausubel, D., & Youssef, M. (1965). The effect of spaced repetition on meaningful retention. *Journal of General Psychology*, *73*, 147-150.

Becker, N.C. (1977). Teaching reading and language to the disadvantaged - What we have learned from field research. *Harvard Educational Review, 47*, 518-543.

Bennett, William J., U.S. Department of Education. (1987). *What works: Research about teaching and learning*. Washington DC: U.S. Government Printing Office.

Bereiter, C., & Bird, M. (1985). Identification and teaching of reading strategies. *Cognition and Instruction, 2*(2), 131-156.

Berliner, D.C. (1979). Tempus educar. In P. Peterson & H. Walberg (Eds.), *Research on teaching: Concepts, findings, and implications*. Berkeley, CA: McCutchan.

Berliner, D.C. (1984). The half-full glass: A review of the research on teaching. In P. Hosford (Ed.), *Using what we know about teaching*. Alexandria, VA. Association for Supervision and Curriculum.

Berliner, D.C. (1986, November-December). When kids "do seatwork", what do they do? *Instructor*, 14-15.

Berliner, D.C. & Tikunoff, W. (1976). The California Beginning Teacher Evaluation Study, Overview of the ethnographic study. *Journal of Teacher Education*, 27(1), 24-30.

Berliner, D.C. & Tikunoff, W. (1977). Ethnography in the classroom. In G. Borich and K. Fenton (Eds.) *The Appraisal of teaching: Concepts and process*. Reading, MA: Addison-Wesley.

Block, J.H., & Burns, R.B. (1976). Mastery learning. In L.S. Shulman (Ed.), *Review of Research in Education*, Vol. 4. Itasca, IL: Peacock.

Bloom, B.S. (1976). *Human characteristics and school learning*. New York: McGraw-Hill.

Borich, Gary D. (1996) *Effective Teaching Methods*. 3rd ed. New York: McMillan.

Borich, G.D., Kash, M.M., & Kemp, F.D. (1979). *What the teacher effective research has to say about teaching practices and student performance*. Austin, TX: Southwest Educational Development Laboratory. (ERIC Document Reproduction Service No. ED 189 077)

Borich, G. D. (2000). Effective Teaching Methods. 4th ed. Merrill: Upper Saddle River, N.J.

Branan, J.M. Negative Human Interaction, Journal of Counseling Psychology, Vol. 19 (1) Jan. 1972 pages 81 – 82

Brooks, D.M. (1985). Beginning the year in junior high: The first day of school. *Educational Leadership, 42*(8), 76-78.

Brophy, D. E. (1997). Motivating Students to Learn, Mc Graw-Hill, Humanities Social.

Brophy, J. (1980). *Recent Research on Teaching*. East Lansing, Michigan: Institute for Research on Teaching, Michigan State University.

Brophy, J. (1981a). Teacher praise: A functional analysis. *Psychological Review*, 88(2), 93-134.

Brophy, J. (1981b). On praising effectively. *Elementary School Journal*, 81(5), 269-278.

Brophy, J. (1986). *On motivating students*. (Occasional Paper No. 101). Lansing, Ml: Michigan State University for Research on Teaching. (ERIC Document Reproduction Service No. ED 276 724)

Brophy, J., & Evertson, C. (1974). *Process-product correlations in the Texas Teacher Effectiveness Study: Final Report.* (Report No. 74-4). Austin, TX: The University of Texas, Research and Development Center for Teacher Education. (ERIC Document Reproduction Service No. ED 091 394)

Brophy, J., & Evertson, C. (1976). *Learning from Teaching: A Developmental Perspective*. Boston: Allyn & Bacon.

Brophy, J., & Good, T.L. (1986). Teacher behavior and student achievement. In M.C. Wittrock (Ed.), *Handbook of Research on Teaching (3rd ed.)* (pp. 328-375). New York: Macmillan.

Burden, Paul R. and Byrd, David M. (eds.) (1999) *Methods for Effective Teaching*. Needham Heights, MA: Allyn & Bacon.

Capie, W., Ellett, C., & Johnson, C. (1980). *Relating pupil achievement gains to ratings of secondary student teacher performance*. Paper presented at the Eastern Educational Research Association, Norfolk, VA. (ERIC Document Reproduction Service No. ED 185 023.78)

Capie, W., Tobin, K.G., and Bowell, M. (1980). *Using science achievement to validate ratings of student teacher competencies*. Paper presented at the National Association for Research in Science Teaching, Boston. (ERIC Document Reproduction Service No. ED 186 261)

Carnegie Corporation (1986) *A Nation Prepared: Teachers for the 21st Century. The Report of the Task Force on Teaching as a Profession*. Carnegie Forum on Education and the Economy, Hyattsville, MD.

Carver, R.P. (1973). Effect of increasing the rate of speech presentation upon comprehension. *Journal of Educational Psychology, 65*, 118-126.

Charles, C. M. (1996). *Building Classroom Discipline* (5th ed.). New York: Longman.

Ciardiello, A.V. (1986). Teacher questioning and student interaction: An observation of three social studies classes. *The Social Studies, 77*, 119-122.

Clark, C.M., & Elmore, J.L. (1979). *Teacher Planning in the First Weeks of School*. Research Series No. 56. E. Lansing: Institute for Research on Teaching, Michigan State University.

Classroom Process Research Committee (1984). *Research on Effective Schools/ Classroom Processes*. Paper presented for the Utah State Office of Education, Salt Lake City, Utah.

Cooley, W., & Leinhardt, G. (1980). The instructional dimensions study. *Educational Evaluation and Policy Analysis, 2*, 7-25.

Curry, James, & Samara, John. (1992). *Middle School Curriculum Institute 1992-1993*. Paper written for The Curriculum Project. Austin, TX.

Davis, B. G., (1988). Sourcebook for Evaluating Teaching. University of California, Berkeley.

Davis, G.A., & Thomas, M.A. (1989). *Effective Schools and Effective Teachers*. Massachusetts: Allyn & Bacon.

Denham, C., & Lieberman, A. (Eds.). (1980). *Time to Learn*. Washington, DC: National Institute of Education.

DeTure, L.F., & Miller, A.P. (1985). *The effects of a written protocol model on teacher acquisition of extended wait time*. Paper presented at the annual meeting of the National Science Teachers Association, Cincinnati, Ohio.

Dooling, D.J., & Christiansen, R.E. (1977). Episodic and semantic aspects of memory for prose. *Journal of Experimental Psychology: Human Learning and Memory, 3*, 428-436.

Doyle, W. (1984). How order is achieved in classrooms: An interim report. *Journal of Curriculum Studies, 16(3)*, 259-277.

Doyle, W. (1985). Effective secondary classroom practices. In R.M.J. Kyle (Ed.), *Reading for excellence: An effective schools sourcebook*.

Doyle, W. (1986). Classroom organization and management. In M.C. Wittrock (Ed.), *Handbook of research on teaching*, (3rd ed.). (pp. 392-432). New York: Macmillan.

Dunkin, M.J., & Biddle, B.J. (1974). *The study of teaching*. New York: Holt, Rinehart and Winston.

Durkin, D. (1978-79). What classroom observation reveals about reading comprehension instruction. *Reading Research Quarterly, 14*, 481-533.

Edmonds, R.R. (1979). Effective schools for the urban poor. *Educational Leadership, 37*, 15-27.

Eggen P. & Kauchak, D. (1997). Educatinoal Psychology: Windows on Classrooms (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Eggen P. & Kauchak, D. (2001) Educational Psychology: Windows on Classrooms (5th ed., pp. 82, 91). Upper Saddle River, NJ: Merrill/Prentice Hall.

Ellett, C.D., Capie, W., & Johnson, C.E. (1981). *Further studies of the criterion-related validity of the Teacher Performance Assessment Instruments*. Athens, GA: Teacher Performance Assessment Project.

Emmer, E.T. (1987). Classroom management and discipline. In V. Richardson-Koehler (Ed.), *Educators' Handbook: A Research Perspective*. New York: Longman.

Emmer, E.T., Evertson, C.M., & Anderson, L.M. (1980). Effective classroom management at the beginning of the school year. *The Elementary School Journal, 80(5)*, 219-231.

Emmer, E.T., Evertson C.M., Clements, B.S., & Worsham, M.E. (1997). *Classroom Management for Secondary Teachers* (4th ed.). Boston, MA: Allyn & Bacon

Emmer, E.T., Evertson C.M., Clements, B & Worsham, M. (2000). *Classroom Management for Secondary Teachers* (5th ed.). Needham Heights, MA: Allyn & Bacon.

Emmer, E.T., Evertson, C., Sanford, J.,Clements, B., & Worsham, M. (1982). *Organizing and Managing the Junior High Classroom*. Austin, Tx: Research and Development Center for Teacher Education, University of Texas.

Emmer, E.T., Evertson, C.M., Sanford, J.P., Clements, B.S., & Worsham, M.E. (1984). *Classroom management for secondary teachers*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Evertson, C.M. (1980). *Differences in instructional activities in high and low achieving junior high classes*. Austin, TX: The University of Texas, Research and Development Center for Teacher Education. (ERIC Document Reproduction Service No. ED 195 546)

Evertson, C.M. (1982). Differences in instructional activities in higher- and lower achieving junior high English and Math classes. *Elementary School Journal, 82*, 329-350.

Evertson, C.M., Anderson, C., Anderson, L.M., & Brophy, J. (1980). Relationships between classroom behaviors and student outcomes in junior high mathematics and English classes. *American Educational Research Journal, 17*, 43-60.

Evertson, C.M., & Emmer, E. (1982). Effective management at the beginning of the school year in junior high classes. *Journal of Educational Psychology, 74(4)*, 485-498.79

Evertson, C.M., Emmer, E.T., & Brophy, J.E. (1980). *Predictors of effective teaching in junior high mathematics classrooms*. (Report 4069). Austin, TX: The University of Texas, Research and Development Center for Teacher Education.

Evertson, C.M., Emmer, E.T., Clements, B.S., & Worsham, M.E. (1997). *Classroom Management for Elementary Teachers* (4th ed.). Boston, MA: Allyn & Bacon.

Evertson, C.M., Emmer, E., Clements, B. & Worsham, M. (2000). *Classroom Management for Elementary Teachers* (5th ed.). Needham Heights, MA: Allyn & Bacon.

Evertson, C.M., Emmer, E.T., Sanford, J.P., & Clements, B.S. (1983). Improving classroom management: An experiment in elementary classrooms. *The Elementary School Journal, 84*, 173-188.

Feldman, Sandra (2003). The right line of questioning. *Teaching PreK-8*, Jan. 2003, Vol. 33, Issue 4, p.8.

Fisher, C.W., Berliner ,D.C., Filby, N.N., Marliave, R., Cahen, L.S., & Dishaw, M.M. (1980). Teaching behaviors, academic learning time, and student achievement: An overview. In C. Denham & A. Lieberman (Eds.), *Time to Learn* (pp.7-32). Washington DC: National Institute of Education.

Fisher, C.W., Filgy, N., Marliave, R., Cahen, L., Dishaw, M., Moore, J., & Berliner, D. (1978). *Teaching behaviors, academic learning time and student achievement: Final report of Phase III-B, Beginning Teacher Evaluation Study*. San Francisco: Far West Laboratory.

Fister, S., & Kemp, K. (1993). Translating research: Classroom application of validated instructional strategies. In R.C. Eaves & P.J. McLaughlin (Eds.) *Recent Advances in Special Education and Rehabilitation*. Stoneham, MA: Andover Medical Publishers.

Forrester, J.W. (1990). System dynamics as a foundation for pre-college education. In G.P. Richardson, D.F. Anderson, & J.D. Sterman (Eds.), *Volume I: System Dynamics*. (pp.367-380). Lincoln, MA: System Dynamics Society.

Fraser, D. (1994). Becoming familiar with classroom life. In C. McGee and D. Fraser (Eds.), The professional practice of teaching. (pp.15-34). Palmerston North: Dunmore Press.

Good, T., & Brophy, J. (1991). *Looking in Classrooms*. (5th ed.). New York: Harper-Collins Publishing.

Good, T., & Grouws, D.A. (1977). *Teacher's manual: Missouri mathematics effectiveness project*. Columbia, MO: University of Missouri, Center for Research in Social Behavior.

Good, T., & Grouws, D.A. (1979). The Missouri mathematics effectiveness project: An experiment studying fourth-grade classrooms. *Journal of Educational Psychology, 71(3)*, 355-362.

Good, T.L. & Brophy, J.E. (1997) *Looking in Classrooms* (7th ed.). New York: Longman

Good, T.L. & Brophy, J.E. (2000) *Looking in Classrooms* (8th ed.). New York: Longman

Good, T.L., Grouws, D., & Ebmeier, M. (1983). *Active mathematics teaching*. New York: Longman.

Gump, V.P. (1974). Operating environments in schools of open and traditional design. *School Review, 82(4)*, 575-593.

Gump, V.P. (1982). School settings and their keeping. In D. Duke (Ed.), *Helping teachers manage classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development. (ERIC Document Reproduction Service No. ED 218 710)

Guthrie, J.T., Samuels, S.J., Marzuta, V., Seifert, M., Tyler, S.J., & Edwall, G. (1976). *A Study of the Locus and Nature of Reading Problems in the Elementary School: Final Report, Section II*. Newark, DEL: International Reading Association.

Hamilton, R. & Brady, M. (1991). Individual and classwide patterns of teachers' questioning in mainstreamed social studies and science classes. *Teaching & Teacher Education*, 7 (3) 253-262.

Harris, V.W., & Sherman, J.A. (1973). Effects of peer tutoring and consequences on the math performance of elementary classroom students. *Journal of Applied Behavior Analysis, 6*, 587-597.

Hinely, R., & Ponder, G. (1981). *A study of the development of classroom routines and academic performance expectations in three tenth grade classrooms*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Dallas, TX. (ERIC Document Reproduction Service No. ED 200 534)

Hines, C.V., Cruickshank, D.R., & Kennedy, J.J. (1985). Teacher clarity and its relationship to student achievement and satisfaction. *American Educational Research Journal, 22(1)*, 87-99.

Hofmeister, A., & Lubke, M. (1989). *Implementing Effective Teaching Research*. Logan, Utah: Utah State University, College of Education.

Hunter, M. (1984). Knowing, teaching, and supervising. In P.L. Hosford (Ed.), *Using What WE Know About Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Hunter, M. (1985). What's wrong with Madeline Hunter? *Educational Leadership, 42(5)*, 57-60.

Hutchins, C.L. (1983). *Quality Schools: A Review of the Research on Effective Schools and Effective Teaching*. Kansas City, Missouri: Midcontinent Regional Educational Laboratory.

Institute for Behavioral Research in Creativity. (1984). *Utah Statewide Educational Assessment Program*. Report for the Utah State Office of Education. Salt Lake City. UT: Author.

Jacobsen, D.A., Eggen, P.D. & Kauchak, D.P. (1993). *Methods for Teaching: A Skills Approach* (4th ed.). Columbus, OH: Merrill Publishing

Jacobsen, David A. Eggen, Paul, and Kauchak, Donald (eds.) (2002) *Methods for Teaching: Promoting Student Learning* (6th ed.). Upper Saddle River, NJ: Merrill, Prentice Hall.

Jenkins, J.R., Mayhall, W.F., Peschka, C.M., & Jenkins, L.M. (1974). Comparing small group and tutorial instruction in resource rooms. *Exceptional Children, 40(4)*, 245-250.

Johnson, M., & Bailey, J.S. (1974). Cross-age tutoring: First graders as arithmetic tutors for kindergarten children. *Journal of Applied Behavior Analysis, 7(2)*, 223-231.

Johnson,D., & Johnson, R. (1975). *Learning Together and Alone*. Englewood Cliffs, NJ: Prentice Hall.

Johnson, D., & Johnson, R. (1994). *Learning Together and Alone. Cooperation, Competition, and Individualization* (5th ed.). Needham Heights, MA: Allyn & Bacon.

Johnson, D., Johnson, R., & Johnson-Holubec, E. (1990). *Circles of Learning: Cooperation in the Classroom* (3rd ed.). Edina, MN: Interaction Book Co.

Johnson, D.M., & Stratton, R.P. (1966). Evaluation of five methods of teaching concepts. *Journal of Educational Psychology, 57*, 48-53.

Jones, V.F. & Jones, L.S. (1998). *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems* (5th ed.). Boston, MA: Allyn & Bacon

Kallison, J.M., Jr. (1986). Effect of lesson organization on achievement. *American Educational Research Journal, 23(2)*, 337-347.

Kauchak, Donald P. and Eggen, Paul D. (1998). *Learning and Teaching, Research-Based Methods* (3rd ed.). Needham Heights, MA: Allyn & Bacon

Kennedy, J.J., Bush, A.J., Cruickshank, D.R., & Haefele, D. (1978). *Additional Investigations into the Nature of Teacher Clarity*. Paper presented to the annual meeting of the American Educational Research Association, Toronto, Canada, March 1978. College of Education, Ohio State University, Columbus, Ohio.

Klausmeier, H.J. (1976). Instructional design and the teaching of concepts. In J.R. Levin & V.L. Allen (Eds.). *Cognitive Learning in Children*. New York: Academic Press.

Klausmeier, H.J., Ghatala, & D. Frayer. (1976). *Conceptual Learning and Development: A Cognitive View*. New York: Academic Press.

Knight, S.L., & Waxman, H.C. (1991). Students' cognition and classroom instruction. In H.C. Waxman & H.J. Walberg (Eds.), *Effective Teaching: Current Research*. Berkeley, CA: McCutchan Publishing Corporation.

Kounin, J.S. (1970). *Discipline and group management in classrooms*. Huntington, NY: Robert Krieger.

Kounin, J. (1970). *Discipline and Good Management in the Classroom*. New York: Holt, Rinehart and Winston.

Lancioni, G.E. (1982). Normal children as tutors to teach social responses to withdrawn mentally retarded schoolmates: Training, maintenance, and generalization. *Journal of Applied Behavior Analysis, 15(1)*, 17-40.

Land, M.L. (1979). Low-inference variables and teacher clarity: Effects on student concept learning. *Journal of Educational Psychology, 71*, 795-799.

Langer, J.A., & Applebee, A.N. (1986). Reading and writing instruction: Toward a theory of teaching and learning. In E.Z. Rothkopf (Ed.) *Review of Research in Education*. Vol.13. Washington DC: American Educational Research Association.

Lard, M., & Smith, L. (1979). *Low inference teacher clarity variables: Effects on student achievement*. Paper presented at annual meeting of American Educational Research Association, San Francisco.

Leeper, H., & Thomas, C. (1978). Young children's preferences for listening rates. *Perceptual and Motor Skills, 47*, 891-898.

Levin, J. & Nolan, J.F. (1996). *Principles of Classroom Management: A Hierarchiacal Approach* (2nd ed.). Boston, MA: Allyn & Bacon.

Linden, M., & Wittrock, M.C. (1981). The teaching of reading comprehension according to the model of generative learning. *Reading Research Quarterly, 17*, 44-57.

Lovitt, T., Fister, S., Freston, J., Kemp, K., Moore, R., Schroeder, B., & Baurenschmidt, M. (1990). Using precision teaching techniques: Translating research. *Teaching Exceptional Children, 22(11)*, 16-19.

Luiten, J.L., Ames, W., and Ackerman, G. (1980). Meta-analysis of the effects of advance organizers on learning and retention. *American Educational Research Journal, 17(2)*, 211-218.

Lysakowski, R.S., & Walberg, H.J. (1983). Cues, participation, and feedback in instruction: A quantitative synthesis. *American Educational Research Journal*.

MacKenzie, D.E. (1983). Research on school improvement: An appraisal of some recent trends. Educational Researcher 12, 5 – 16.

Maddox, H. and Hoole, E. (1975). Performance decrement in the lecture. *Educational Review, 28*, 17-30.

Marshall, R., & Tucker, M. (1992). *Thinking for A Living*. New York: Harper-Collins Publishers.

Mayer, R.E. (1983). Can you repeat that? Qualitative effects of repetition and advance organizers from science prose. *Journal of Educational Psychology, 75*, 40-49.

McCleod, J. and Cropley, A. (1989). Fostering Academic Excellence. New York: Pergamo.

McCord, C.R. (1944). Speech factors as related to teaching efficiency. *Speech Monography, 11*, 52-64.

McDonald, F.J. (1976). Report on phase II of Beginning Teacher Evaluation Study. *Journal of Teacher Education, 27(1)*, 39-42.

McGee, C., & Fraser, D. (Eds.). (1994). The professional practice of teaching. Palmerston North: Dunmore Press.

McGreal, T. (1985). *Characteristics of Effective Teaching:* Paper presented at the first annual Intensive Training Symposium, Clearwater, FL.

McKenzie, G. (1979). Effects of questions and testlike events on achievement and on-task behavior in a classroom concept learning presentation. *Journal of Educational Research, 72*, 348-350.

Medley, D. (1977). *Teacher competence and teacher effectiveness*. Washington, DC: American Association of Colleges for Teacher Education. (ERIC Document Reproduction Service No. ED 143 629)

Muijs, Daniel and Reynolds, David (2001) *Effective Teaching, Evidence and Practice*. London: Paul Chapman Publishing.

Murphy, J., Weil, M., & McGreal, T. (1986). The basic practice model of instruction. *Elementary School Journal*, 87, 83-95.

Noli, P. (1980). A principal implements BTES. In C. Denham & A. Lieberman (Eds.), *Time to Learn*. (pp.2213-222). Washington DC: U.S. Department of Education, National Institute of Education.

Okey, J., Capie, W., Ellett, C.D., and Johnson, C.E. (1978). *Teacher performance validation studies*. Paper presented at the annual meeting of the Georgia Educational Research Association.

Ormrod, J. (1995). *Human Learning* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall

Ornstein, Allan C. and Lasley, Thomas J. II (2000). *Strategies for Effective Teaching* (3rd ed.). Boston, MA: McGraw-Hill

Palincsar, A.S., & Brown, A.L. (1984). Reciprocal teaching of comprehension - fostering and comprehension - monitoring activities. *Cognition and Instruction, 1(2)*, 117-175.

Palincsar, A.S., & Brown, A.L. (1986). Interactive teaching to promote independent learning from text. *The Reading Teacher, 39(8)*, 103-108.

Paris, S.G., Lindauer, B.R., & Cox, G.L. (1977). The development of inferential comprehension. *Child Development, 48*, 1728-1737.

Petrie, C.R. (1963). Informative speaking: A summary and bibliography of related research. *Speech Monographs, 30*, 79-91.

Pichert, J.W., & Anderson, R.C. (1977). Taking different perspectives on a story. *Journal of Educational Psychology, 69*, 309-15.

Pratton, J. & Hales, L. (1986). The effects of active participation on student learning. *Journal of Educational Research*, 79-2105.

Pressley, M., Goodchild, F., Fleet, J., Zajchowski, R., & Evans, E.D. (1989). The challenges of classroom strategy instruction. *Elementary School Journal, 89*, 301-342.

Reich, R.B. (1988). *Education and the Economy*. Washington DC: National Education Association.

Reid, E.R. (1978-1982). *The Reader Newsletter*. Salt Lake City, Utah: Exemplary Center for Reading Instruction.

Reynolds, J.H., & Glasser, R. (1964). Effects of repetition and spaces review upon retention of a complex learning task. *Journal of Educational Psychology, 55*, 297-308.

Reynolds, D. and Muijs, R.D. (1999b) Numeracy matters: contemporary policy issues in the teaching of mathematics. In I. Thompson (ed). *Issues in Teaching Numeracy in Primary Schools*. Ballmoor, Bucks: Open University Press.

Reynolds, D. and Muijs, R.D. (1999). The effective teaching of mathematics: a review of research. *School Leadership and Management*, 19(3), 273-88.

Rhode, G., Jenson, W, & Reavis, K. (1992) *The Tough Kid Book*. Longmont, Colorado: Sopris West, Inc.

Riley, J.P. (1986). The effects of teachers' wait time & knowledge comprehension questioning on pupil science achievement. *Journal of Research in Science Teaching, 23*, 335-342.

Ritter, S., & Idol-Maestas, L. (1986). Teaching middle school students to use a test-taking strategy. *Journal of Educational Research, 79(6)*, 350-357.

Rosenshine, B. (1970). Enthusiastic teaching: A research review. *School Review, 78*, 499-514.

Rosenshine, B. (1980). How time is spent in elementary classrooms. In M.C. Denham & A. Leiberman (Eds.), *Time to Learn*. Washington, DC: National Institute of Education.

Rosenshine, B. (1983). Teaching functions in instructional programs. *The Elementary School Journal, 83(4)*, 335-351.

Rosenshine, B. (1986a). Synthesis of research on explicit teaching. *Educational Leadership, 43(7)*, 60-69.

Rosenshine, B. (1986b). Effective teachers: Six principles of explicit teaching. In G.A. Davis and M.A. Thomas (Eds.) *Effective Schools and Effective Teachers*. (1989). Massachusetts: Allyn & Bacon.

Rosenshine, B., & Furst, N. (1973). The use of direct observation to study teaching. In R. Travers (Ed.), *Second Handbook of Research on Teaching*. Chicago: Rand McNally.

Rosenshine, B., & Stevens, R. (1986). Teaching functions. In M.C. Wittrock (Ed.), *Handbook of Research on Teaching*. (3rd ed.) (pp. 376-391). New York: Macmillan.

Rowe, M. (1974). Wait-time and rewards as instructional variables, their influence on language, logic, and fate control: Part 1. Wait-time. *Journal of Research in Science Teaching, 11*, 81-94.

Rutherford, J. and A. Ahlgren (1990). Science For All Americans, New York: Oxford University Press.

Rutter, M., Maughan, B., Mortimor., Ouston, J., with Smith, A. (1979). *Fifteen Thousand Hours: Secondary Schools with their Effects on Children*. Cambridge, Mass: Harvard University Press.

Samuels, S.J. (1981). Some essentials of decoding. *Exceptional Education Quarterly, 2*, 11-25.

Sanford, J.P. & Evertson, C.M. (1980). *Beginning the school year at a low SES junior high: Three case studies*. Austin, TX: The University of Texas, Research & Development Center for Teacher Evaluation. (ERIC Document Reproduction Service No. ED 195 547)

Sanford, J.P. & Evertson, C.M. (1981). Classroom management in a low SES junior high: Three case studies. *Journal of Teacher Education, 32(1)*, 385-390.

Scardamalia, M., & Bereiter, C. (1984). Teachability of reflective processes in written composition. *Cognitive Science, 8*, 173-190.

Schlicter, C.L. (1979). The multiple talent approach to the world of work. *Roeper Review, 2(2)*, 17-20.

Schoenfeld, A.H. (1985). *Mathematical Problem Solving*. New York: Academic Press.

Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor. (1992, April). *Learning a Living: A Blueprint for High Performance*. Washington DC: U.S. Government Printing Office.

Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor. (1993). *Teaching the SCANS Competencies*. Washington DC: U.S. Government Printing Office.

Segal, T. (1992, September). Saving our schools. *Business Week*, 70-78.

Seghini, J.B. (1979). *The longitudinal effects of creative training*. Unpublished doctoral dissertation, University of Utah, 1958.

Senge, P., & Lannon-King, C. (1991, November). Recapturing the Spirit of learning through a systems approach. *The School Administrator*, 8-13.

Shapiro, S. (1975). Preschool ecology: A study of three environmental variables. *Reading Improvement, 12*, 236-241.

Sharan, S. (1980). Cooperative learning in small groups. *Review of Educational Research, 50*, 241-271.

Silverstein, J.M. (1979). *Individual and environmental correlates of pupil problematic and nonproblematic classroom behavior*. Unpublished doctoral dissertation, New York University.

Slavin, R.E. (1978). Student teams and comparisons among equals: Effects on academic performance. *Journal of Educational Psychology, 70*, 532-538.

Slavin, R.E. (1980a). Cooperative learning. *Review of Educational Research, 50*, 315-342.

Slavin, R.E. (1980b). Effects on student teams and peer tutoring on academic achievement and time on task. *Journal of Experimental Education, 48*, 252-257.

Slavin, R.E. (1981). Student team learning. *Elementary School Journal, 82*, 5-17.

Slavin, R.E. (1995). *Cooperative Learning* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Slavin, R.E. (1997). *Educational Psychology* (5th ed.). Boston, MA: Allyn & Bacon

Smith L.R. (1977). Aspects of teacher discourse and student achievement in mathematics. *Journal for Research in Mathematics Education, 8*, 194-204.

Soar, R.S. and Soar, R.M. (1979). Emotional climate and management. In P. Peterson & H. Walberg (Eds.), *Research on teaching: Concepts, findings, and implications*. Berkeley, CA: McCutchan.

Spritzer, H.F. (1939). Studies in retention. *Journal of Educational Psychology, 30*, 641-656.

Stallings, J.A. (1976). How instructional processes relate to child outcomes in a national study of follow through. *Journal of Teacher Education, 27(1)*, 43-47.

Stallings, J.A. (1978). *Teaching basic reading skills in secondary schools*. Toronto, Canada: American Educational Research Association. (ERIC Document Reproduction Service No. ED 166 634)

Stallings, J.A. (1980). Allocated academic learning time revisited, or beyond time on task. *Educational Researcher, 8(11)*, 11-16.

Stallings, J.A. (1981). What research has to say to administrators of secondary schools about effective teaching and staff development. In Duckworth, E. Kehae, W. DeBevoise, & F. Donovas (Eds.), *Creating Conditions for Effective Teaching*. Eugene, Oregon: Center for Education Policy and Management, University of Oregon.

Stallings, J.A. (1986). Using time effectively: A self-analytic approach. In K.K. Zumwalt (Ed.), *Improving Teaching: 1986 ASCD Yearbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stallings, J.A., Cory, R., Fairweather, J., & Needels, M. (1977). *Early Childhood Education Classroom Evaluation*. Menlo Park, CA: SRI International.

Stallings, J.A. and Kaskowitz, D. (1974). *Follow through classroom observation evaluation, 1972-73: A study of implementation*. Menlo Park, CA: Stanford Research Institute, Stanford University.

Stallings, J.A., Needels, M., and Stayrook, N. (1979). *How to change the process of teaching basic reading skills in secondary schools*. Menlo Park, CA: SRI International.

Stronge, James H. (2002) *Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Swift, J.N., & Gooding, C.T. (1983). Interaction of wait time feedback and questioning instruction on middle school science teaching. *Journal of Research in Science Teaching, 23*, 335-42.

Taylor, F.W. (1967). *The Principles of Scientific Management*. New York: W.W. Norton.

Tennyson, R.D., Woodley, & Merril, M. (1972). Exemplar and non-exemplar variables which produce correct concept classification behavior and specified classification errors. *Journal of Educational Psychology, 63*, 144-152.

Tobin, K. (1987). The role of wait time in higher cognitive level learning. *Review of Educational Research, 57*, 69-95.

Tobin, K. & Fraser, B.J. (Eds.). (1987). *Exemplary Practices in Science and Mathematics Education*. Perth: Curting University of Technology.

Van Patten, J.R., Chao, C.I., & Reigeluth, C.M. (1986). A review of strategies for sequencing and synthesizing information. *Review of Educational Research, 56*, 437-472.

Walberg, H.J. (1985). Synthesis of research on teaching. In M.C. Wittrock (Ed.), *Handbook of Research on Teaching*. (3rd ed.). Chicago: Rand-McNally.

Wang, M.C., & Stiles, B. (1976). An investigation of children's concept of self-responsibility for their school learning. *American Educational Research Journal, 13*, 159-179.

Wang, M.C., & Walberg, H.J. (1985). *Adapting Instruction to Individual Differences*. Berkeley, CA: McCutchan.

Wang, M. C., Haertel, G. D., & Walberg, H. J. (1997). Learning influences. In H. J. Walberg & G. D. Heartel (Eds.), *Psychology and educational practice* (pp. 199-211). Berkeley, CA: McCatchan.

Wang, M.C., & Walberg, H.J. (1991). Teaching and Educational effectiveness: Research synthesis and consensus from the field. In H.C. Waxman, & H.J. Walberg (Eds.), *Effective Teaching Strategies*. (pp. 81-104). Berkeley, CA: McCutchan Publishing Corporation.

Weber, G. (1971). *Inner-city children can be taught to read: Four successful schools*. Washington DC: Council for Basic Education.

Weber, W.A., Crawford, J., Roff, L., & Robinson, C. (1983, March). *Classroom Management: Review of the teacher education and research literature*. Princeton, NJ: Educational Testing Service.

Weinert, F. & Helmke, A. (1995). Learning from wise mother nature or big brother instructor. The wrong choice as seen from an educational perspective. *Educational Psychologist*, 30(3), 135-142.

Weinstein, C.S. (1979). The physical environment of the school: A review of the research. *Review of Educational Research, 49*, 557-610.

Weinstein, C.S. (1996). *Secondary Classroom Management: Lessons from Research and Practice*. New York: McGraw-Hill.

Weinstein, C.S. & Mignano, A.J. (1997). *Elementary Classroom Management: Lessons from Research and Practice* (2nd ed). New York: McGraw-Hill

Wilen, W.W., & Clegg, A.A., Jr. (1986). Effective questions and questioning: A research review. *Theory and Research in Social Education, 14*, 153-161.

Wilen, W. W. (1991). Questioning Skills for teachers. What research says to the teacher, 3rd ed. Washington D.C: National Education Association Professional Library.

Wittrock, M.C. (1981). Reading Comprehension. In F.J. Pirozollo, & M.C. Wittrock (Eds.), *Neuropsychological and Cognitive Processes of Reading*. New York: Academic Press.

What Works (1987). U.S. Education Department, Schools That Work, Pueblo, CO 81009.

Wittrock, M.C. (Ed.) (1986). *Handbook of research on teaching*. New York: Macmillan.

Wolfgang, C.H. (1995). *Solving Discipline Problems: Strategies for Classroom Teachers* (3rd ed.). Boston, MA: Allyn & Bacon.

Wood, P., Bruner, J., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry, 17*, 89-100.

Zeigler, S. (1981). The effectiveness of classroom learning teams for increasing cross ethnic friendship: Additional evidence. *Human Organization, 40*, 264-268.

Additional research alignment information may be found in the Utah Effective Teaching Standards (UETS) document.
http://www.schools.utah.gov/cert/Educator-Effectiveness-Project/Teaching-and-Leadership-Standards.aspx

APPENDIX

APPENDIX

A Comparison of Nonacademic Time and Non-observable Time

Nonacademic Time

Nonacademic time is recorded on Indicator 13 – **Minutes of nonacademic time.** It is never subtracted from anything. Nonacademic time occurs when the teacher chooses to spend time on tasks, which are not related to the goals of the class. Examples include: allowing the majority of the students to socialize, using lengthy management routines, disciplining for a lengthy amount of time, allowing transitions to take too long, or spending class time talking about something unrelated to the class goals.

Non-observable Time

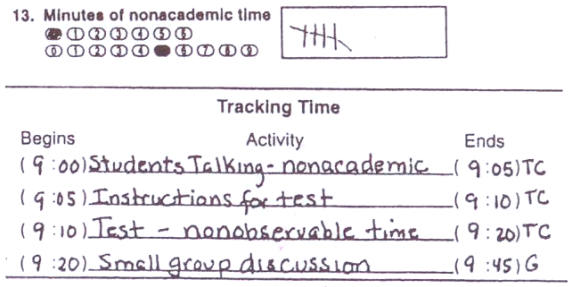
Non-observable time must be kept track of in the Notes area of the UETS-based JPAS Observation and Interview form. Non-observable time is when the teacher uses an activity, which is related to the goals of the class, but during the activity no instruction from the teacher can occur. Examples include: a test, a video the teacher does not stop, sustained silent reading, journal writing, or dressing for Physical Education classes. Non-observable time may also occur when something outside of the control of the teacher stops instruction. Examples include: school emergency drills or lengthy announcements over the intercom.

Minutes of non-observable time are subtracted from **Time in Class** on the front of the UETS-based JPAS Observation and Interview form to determine **Minutes of Observable Time.**

Both nonacademic and non-observable time are counted as **Total Class** minutes in the **Organization of Students Section.**

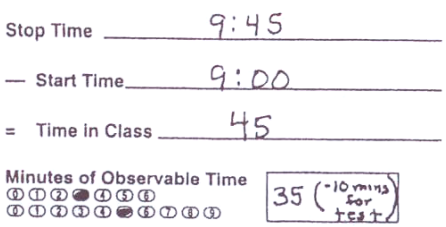
EXAMPLE

During a 45 minute observation you mark Indicator 13 – **Minutes of nonacademic time** as shown below. You also note that a ten-minute test was given.


13. Minutes of nonacademic time 7HH

Tracking Time

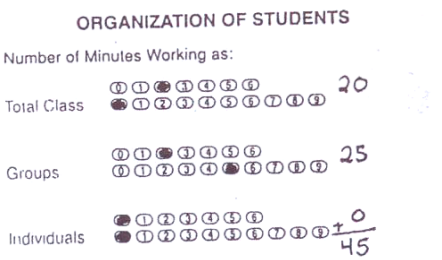
Begins	Activity	Ends
(9:00)	Students Talking - nonacademic	(9:05) TC
(9:05)	Instructions for test	(9:10) TC
(9:10)	Test - nonobservable time	(9:20) TC
(9:20)	Small group discussion	(9:45) G


Stop Time 9:45

— Start Time 9:00

= Time in Class 45

Minutes of Observable Time 35 (-10 mins for test)


ORGANIZATION OF STUDENTS

Number of Minutes Working as:

Total Class 20

Groups 25

Individuals 0/45

Guidelines to Follow if Part of an Evaluation is Lost

If, during an evaluation cycle, a portion of an evaluation is lost, it is the intent of the Administration that the person being evaluated be held harmless. Immediate supervisors are directed to adhere to the guidelines outlined below.

- If a portion of an evaluation for a provisional employee who is in the first or second year of employment is lost, then a nonrenewal decision, based on UETS-based JPAS, cannot take place. The immediate supervisor will be required to administer two complete evaluation cycles the following year.

- If part of an evaluation for a provisional employee who is in the third year of employment is lost, a nonrenewal decision, based on UETS-based JPAS, cannot take place. The employee will become a career educator and will then be entitled to rely upon continued employment under policies of the district, providing the employee met standard on the previous evaluation.

- If part of an evaluation for a career educator is lost, the educator will be entitled to continued employment under the policies of the district.

Both the immediate supervisor and the employee will sign a letter that is to be placed in the employee's personnel file at the District Office, explaining the part of the evaluation information that is missing.