

# IDEAS and SUGGESTIONS for DOMAINS IV and V

Minimally Effective

Effective

Highly Effective

## Indicator 50 – Rules and Consequences

### IDEAS/SUGGESTIONS:

#### MINIMALLY EFFECTIVE

1. Be prepared to show a daily schedule that is shared in one of the following ways:
  - Posted in the room, clearly visible to all
  - Included in a blog or class website
  - Posted as part of an online course management system
  - Shared calendar
2. Be prepared to show written rules.
  - Rules may be presented to students in one of the following ways:
    - Posted in the room
    - Included in a disclosure statement
    - Presented as a lesson
    - Distributed to students as a handout
  - Rules should prevent or encourage behavior by clearly stating student expectations:
    - Limit rules to a number that you and the student can readily remember (no more than 5)
    - If you need more than five rules, do not post more than five at any one time. Instead, replace an older rule with a new rule when one has become necessary. The rule you replaced can be retained as an “unwritten” rule which students are still responsible for.
    - Display rules with pictures for young or non-reading students.
  - At the beginning of the school year, involve students in determining class rules.
3. Be prepared to show consequences that correspond to the rules and should include consequences for following, as well as for breaking the rules. Consequences may be academic or behavioral in nature. The best consequences are reasonable and logical. The consequences should follow from the behavior. Present consequences to students in one of the following ways:
  - Posted in the room
  - Included in a disclosure statement
  - Presented as a lesson
  - Distributed to students as a handout
  - Given to students as a quiz or assignment
4. Be prepared to show that students have acknowledged rules and consequences in any of the following ways:

- A signed rule/consequence poster
- A signed disclosure statement
- A list of rules with student signatures
- A quiz or assignment on rules and consequences which include a student's name
- A note from parents acknowledging that they have discussed the rules with their children including parent and student signatures
- A check by younger students' names to show they were present in class on a day rules were talked about

## **EFFECTIVE**

5. Be prepared to show a differentiated management plan for individual and/or groups of students. Strategies may include:
  - Strategically planned seating arrangements
  - Grouping students according to specific needs
  - Placing students on a point system or behavior contract
  - Identifying specific consequences based on individual student needs
  
6. Be prepared to show evidence for student involvement in management, such as:
  - A job chart
  - Student-led activities
  - Student responsibilities for daily routines and procedures
  - Classroom meeting agenda/schedule for students to discuss classroom successes or problems

## **HIGHLY EFFECTIVE**

7. Be prepared to show data collected to determine necessary modifications to the differentiated management plan (see #5 above). Data can be collected in one of the following ways:
  - Anecdotal notes
  - Tracking of daily behavior
  - Tallying off-task behavior
  - Student self-assessment
  - Records from an online behavior management tool/application
  - Tracking on a level system

# Indicator 51 – Learning Objectives/Goals

## IDEAS/SUGGESTIONS:

### MINIMALLY EFFECTIVE

1. Be prepared to show a lesson plan or learning activity to address the a core standard for one class. The lesson plan or activity could include the following:
  - A lesson plan describing the activity and the objective it develops
  - A student assignment showing the goal being met
  - Graphic organizers used in a lesson
  - A description of a lab, center activities, or a technology project
2. Be prepared to share how goals and objectives are shared with students on a regular basis. Examples include:
  - “I can” statement on the board
  - The goal and/or objective posted for the lesson
  - Statement of goals and/or objectives during the lesson

### EFFECTIVE

3. Be prepared to show and discuss at least three lesson plans or learning activities that are systematically organized to address the same core standard. The lesson plans or activities could include the following:
  - A lesson plan describing the activity and the objective it develops
  - A student assignment showing the goal being met
  - Graphic organizers used in a lesson
  - A description of a lab, center activities, or a technology project

### HIGHLY EFFECTIVE

4. Be prepared to show data of how students performed on the above learning activities such as:
  - Grades on the assignment
  - Anecdotal notes
  - Rubric
5. Be prepared to show how data was used to make needed adjustments in instruction. Adjustments could include:
  - A review of the material before moving on
  - A re-teaching activity
  - An enrichment activity

6. Be prepared to show how at least one of above learning activities is an authentic learning experience. An authentic learning experience requires students to apply the concepts they are learning to real-life situations. Examples include:
- Learning the value of different coins through a shopping activity
  - Conducting lab experiments related to a science concept
  - Using writing in authentic ways such as a letter to the editor, creating an advertisement, writing song lyrics, etc.

# Indicator 52 – Varied Assessments

## Planning

### IDEAS/SUGGESTIONS:

#### MINIMALLY EFFECTIVE

1. Be prepared to show at least three different types of assessment from one content area used to measure student progress.

#### EFFECTIVE

2. Be prepared to show at least three different types of assessment activities, including both formative and summative measures. Assessments can be formative or summative in nature, but the determination really comes from the teacher's use of the assessment data. An assessment may be a summative measure, but if the data is used to inform instruction, it may be considered formative. Conversely, an assessment may be a formative measure, but if it is used for grading purposes, it may be considered summative. Examples of assessments may include the following:

- Exit tickets
- Anecdotal notes
- Performance tasks
- KWL charts
- Rubrics
- Checklists
- Writing conferences
- White board response activity
- Review activity
- Running records
- Research paper
- Response cards
- Essays
- Student presentations
- Homework
- Individual student or group projects
- Pre-tests/Tests/Quizzes

2. Be prepared to articulate how adjustment in instruction was based on one of the assessment outcomes, such as:

- An intervention activity
- An enrichment/acceleration activity
- A re-teaching activity
- Adjustments in planning

## HIGHLY EFFECTIVE

3. Be prepared to show at least one common assessment and evidence of collaboration using the assessment results to help plan instruction. A common assessment is an assessment that is shared by more than one teacher. Collaboration on assessment results may take one of the following forms:
  - Comparing scores across teachers on a common assessment
  - Grouping students for intervention/enrichment from assessment results
  - An item analysis used to target re-teaching or make adjustments on the assessment
  - Discussion and adjustment of teaching strategies for future instruction based on common assessment data

# Indicator 53 Feedback

## IDEAS/SUGGESTIONS:

### MINIMALLY EFFECTIVE

1. Be prepared to show feedback on three different work samples.

### EFFECTIVE

2. Be prepared to show descriptive teacher feedback on at least three different student work samples such as:
  - An essay with written comments about the student's performance.
  - A test with a score and errors on specific items clearly marked
  - A graded rubric
  - A teacher note or corrective that was added to a test or assignment
3. Be prepared to show how one of the work samples shown resulted in student reflection such as:
  - Student reflective journals/goal setting to increase mastery based on teacher feedback
  - Multiple drafts of a writing project based on teacher feedback
  - Student product that has been corrected or redone based on teacher feedback

### HIGHLY EFFECTIVE

4. Be prepared to show how students have had the opportunity to self-assess or receive peer feedback. Student self-assessment may take one of the following forms:
  - A rubric marked by the student
  - A checklist that students can compare their work to before turning it in
  - Response cards for students to indicate their level of understanding

OR

5. Be prepared to show examples of peer feedback that may be one of the following:
  - A writing sample edited by a peer
  - A rubric or rating scale marked by a peer
  - A feedback slip filled out by classmates for a student presentation

# Indicator 54 – Assessment of Student Performance

## IDEAS/SUGGESTIONS:

### MINIMALLY EFFECTIVE

1. Be prepared to show at least one of the following:
  - A grade book with scores recorded, including dates
    - With at least one entry per week
    - Elementary must show grade book for two subject areas
    - Secondary must show grade book for each preparation type
  - An academic skill-tracking sheet with dates (pre-school teachers, speech and language pathologists, resource teachers, interventionists)

### EFFECTIVE

2. Be prepared to show how you initiate communication between home and school with descriptive accounts of learner progress, such as:
  - Note in student planner
  - Class newsletter
  - Daily/weekly contract
  - Phone/email log regarding student progress
  - Weekly progress report
  - Class website/blog updated regularly

### HIGHLY EFFECTIVE

3. Be prepared to show collaboration such as:
  - A series of emails/phone calls with a parent regarding student progress
  - Documentation of collaboration with other stakeholders (administrators, special education, counselors, teacher specialists, mentors, district personnel) concerning student performance
  - Common pre- and post-test comparison data
  - IEP/504 collaborations
  - PLC notes concerning learner progress



# Indicator 55 – Cross-disciplinary Instruction

## IDEAS/SUGGESTIONS:

### MINIMALLY EFFECTIVE

1. Be prepared to show an example of a cross-disciplinary activity. Activities should demonstrate the transfer of knowledge from one content area to another. Examples could be one of the following:
  - Drawing a poster to demonstrate their understanding of the water cycle
  - Reading from a newspaper or an informational text to practice reading strategies
  - Referring to shapes in an art lesson

### EFFECTIVE

2. Be prepared to show an activity that purposefully engages learners in the application of content knowledge by infusing other subjects into daily lessons. Effective examples could be as follows:
  - Teaching about the splitting of an atom in science class by integrating historical content related to World War II and the atomic bomb
  - Integrating health concepts to help students develop a personal fitness plan
  - Teaching about the historical time period involved in a novel being read in a language arts class
  - Integrating math and writing through a student project in producing a movie about how to divide fractions
  - Teaching measurement skills to complete a sewing project
  - Using graphing math skills to complete a science project
  - Debating about an environmental issue in a debate class

### HIGHLY EFFECTIVE

3. Be prepared to show collaboration with colleagues to influence cross-disciplinary instruction by using a multi-disciplinary approach. Examples might include:
  - Two or more teachers of different subject areas who agree to address the same theme with a common project
  - Two teachers collaborate on a teaching timeline to simultaneously address content. The history teacher is teaching about the Salem Witch Trials at the same time as the English teacher is teaching *The Crucible* by Arthur Miller
  - Use of a team-teaching approach across disciplines or grade levels

# Indicator 56 – Learning Differences

## IDEAS/SUGGESTIONS:

### MINIMALLY EFFECTIVE

1. Be prepared to show evidence of how you have varied requirements to accommodate the special needs of students who are accelerated or remedial. To show varied requirements means the same assignment, same work, but there are adjusted amounts assigned. Examples may be one of the following:
  - A student contract which adjusts student assignment requirements
  - Same assignment for all students, but a student is only required to complete part of it
  - A grading sheet which adjusts the amount of work necessary to complete an assignment, providing accelerated students, for example, with an opportunity to explore higher-order questions
  - A 504 plan designed by home and school to meet special needs
  - Evidence that you worked with special education to create and follow an IEP (Individual Education Plan)
  
2. Be prepared to show evidence of how you have modified activities to accommodate the special needs of students who are accelerated or remedial. Modified activities means a change of assignment, different from what is assigned for all. Examples may include one of the following:
  - Allow outlining, instead of writing for an essay
  - Use of alternative books or materials for a topic being studied
  - Word bank of choices for answers to test questions
  - Provision of calculator or number line for math test
  - Reworded questions in simpler language
  - Projects instead of written reports
  - Highlighting important words or phrases in reading assignments

### EFFECTIVE

3. Be prepared to show examples of how you use the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them. It teaches to, and through, the strengths of students. Be prepared to show examples such as:
  - Utilizing a wide variety of instructional strategies that are connected to different learning styles
  - Teaching students to know and praise their own and each other's cultural heritages
  - Incorporating multi-cultural information, resources, and materials in the subjects and skills routinely taught in schools
  - Translating materials into languages spoken in students' homes

## HIGHLY EFFECTIVE

4. Be prepared to show evidence of contributing to a school-wide culture that is sensitive to learner differences and cultural diversity. Examples may include the following:
  - Sharing resources with other staff members to address cultural differences throughout the school
  - Sharing strategies with other staff members for English Language Learners (ELL)
  - Providing parent workshops that teach academic support skills such as how to talk to teachers about ways parents can help their children develop academic skills
  - Offering multiple opportunities for parents to be involved in meaningful school and classroom activities that can fit diverse schedules, skills, and abilities
  - Providing a professional development for faculty after attending a conference on literacy for ELL
  - Being on a committee that develops school norms, values and rules designed to promote more positive social relationships between students

NOTE: If you have difficulty adapting and modifying your curriculum, consider the following:

- What are your requirements to succeed in class; how might this requirement be difficult for certain students?
- What demands do you place on students?
- How do you expect students to perform?
- How do you present material to students?
- Do you allow students guided practice?
- Do you expect students to demonstrate their knowledge?
- Determine how a specific student is not meeting your expectations.
- Tentatively analyze what might be causing the failure and determine what specific academic and non-academic skills the student needs.
- Can you modify your classroom to help the student succeed?
- Formulate a plan of action that makes simple changes, one at a time, and at the same time continues to provide support for the student
- Implement that plan
- Evaluate the plan and make necessary changes

# Indicator 57 – Student-Directed Learning

## IDEAS/SUGGESTIONS:

### MINIMALLY EFFECTIVE

1. Be prepared to show an activity that gives students the opportunity to participate in a project-based assignment. In order for an assignment to qualify as student-directed learning, students must have done one of the following:
  - Plan goals, timelines, or priorities
  - Determine materials to use
  - Identify process needed
  - Produce a unique product
2. Examples of student-directed activities include:
  - Students design their own safety poster.
  - Students are expected to complete six center activities in a three-day period. Students choose the order of completion and time spent on each activity to meet the expectation.
  - Students in a U.S. history class each pick a state to research for a class state fair. The teacher will provide an outline of required elements, but each student product will be unique.
  - Students create a business to learn about supply and demand, sales, purchasing, deficit spending, budget management, advertising, inventory, consumer satisfaction, etc.
  - The class works in small groups to explore different portions of a unit to develop a prospective lesson. They are responsible for selecting instructional materials and planning a presentation of information to the class.
  - Students create an environmental project that integrates all the skills they learned in academic areas to plan, budget, advertise, and implement.

### EFFECTIVE

3. Be prepared to show how you individualized a student-directed learning experience based on the needs of individual learners. Examples of how teachers could individualize the learning activities described above are as follows:
  - Students design their own safety poster.
    - An ELL student is expected to do illustrations with limited text while other students are expected to include detailed descriptions
    - Different element expectations for different students based on individual levels
    - Partnering some students with another student on a different level
    - A pre-formatted poster with descriptions already included for some students
  - Students are expected to complete six center activities in a three-day period. Students choose the order of completion and time spent on each activity to meet the expectation.
    - Requiring a student to complete the writing center before moving to the other centers, based on needed writing practice

- Providing different levels of reading selections on the same topics for students reading at lower levels
  - Expecting some students to only complete three of the centers in the same time period
- Students in a U.S. history class each pick a state to research for a class state fair. The teacher will provide an outline of required elements, but each student product will be unique.
  - Providing different levels of resources and research material for students on different reading levels
  - Different element expectations for different students based on individual levels
  - Breaking the assignment down into smaller segments for a student that has organizational needs
  - Different presentation options for individual students (e.g. present to a smaller group or individually, video taped, or voice recorded)
- Students create a business to learn about supply and demand, sales, purchasing, deficit spending, budget management, advertising, inventory, consumer satisfaction, etc.
  - Differentiated groupings to complete the project
  - Differentiated problem-solving tools (templates, graphic organizers, strategies)
  - Provide additional instruction or information for specific individuals or groups of students
- The class works in small groups to explore different portions of a unit to develop a prospective lesson. Each group is responsible for selecting instructional materials and planning a presentation of information to the class.
  - Pre-determined groups based on needs
  - Intentionally assigning portions of the unit being worked on to certain groups of students based on the difficulty of the material
  - Providing differentiated reading selections used in the learning experience
- Students create an environmental project that integrates all the skills they learned in academic areas to plan, budget, advertise, and implement.
  - Using a checklist showing student mastery of concepts and/or skills to devise a scoring guide for individual students
  - Differentiated templates or graphic organizers for specific students
  - Providing materials and prompts, with some answers already provided, for a special-needs student
  - Using differentiated rubrics for scoring groups on different levels

## HIGHLY EFFECTIVE

4. Be prepared to show data that supports the individualization incorporated into student-directed activities. Examples of supporting data may be one of the following:
  - Record of reading/writing/math mastery levels
  - English language proficiency levels
  - Summative and/or formative assessment data
  - Behavioral records used to develop student groupings
  - IEP goals

# Indicator 58 – Technology and Resources

## IDEAS/SUGGESTIONS:

### MINIMALLY EFFECTIVE

1. Be prepared to describe technology you use in supporting student learning.
  - A program on the computer to track student progress
  - A document camera to read a story with the class, to model how to complete an assignment, to share student work, etc.
  - A slide-show presentation to introduce a concept
  - A set of video clips to illustrate relationships
  - A tablet to allow student to demonstrate their thinking
  - A student response system to review for a test

### EFFECTIVE

2. Be prepared to articulate how you evaluate and select resources.
  - Using research from an recent article
  - Comparing activities in a computer program/app to the course core curriculum
  - Using resources that were provided/recommended by colleagues/school/district
  - Reflecting on students' responses and levels of student engagement
3. Be prepared to share the opportunities provided for students to use multiple technologies and sources of information.
  - Students use specific presentation applications to prepare and present information
  - Students use apps chosen by the teacher
  - Students use the internet for research
  - Students use the document camera as they show other students how they solved a problem

### HIGHLY EFFECTIVE

4. Be prepared to show how technology enhances student engagement in higher-level content and that students follow a process for critically analyzing information.
  - Students find a problem in their school or community and create a digital campaign to implement solutions
    - A blog
    - A movie shown at an assembly
    - Digital survey to collect information

## Indicator 59 – Plans for Substitutes

### IDEAS/SUGGESTIONS:

1. Be prepared to show a written plan that provides a substitute with appropriate learning activities for an unplanned absence.
    - The better you prepare your substitute the greater the possibility that when you return, you will find everything in good order. The plan should contain appropriate activities in case an emergency absence makes it impossible for you to prepare current lesson plans such as:
      - Planned activities
      - Location of materials/resources
      - A daily schedule
  2. Be prepared to show at least two pieces of management information included in your substitute plan such as:
    - Classroom management procedures and policies
    - Names of students in the class who can help a substitute
    - Seating charts
    - Names of teachers a substitute can ask for help (alert those teachers, if possible)
    - Additional or alternate activities
    - Emergency procedures and policies
    - Student health information
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## Indicator 60 – Reflection and Continuous Growth

### IDEAS/SUGGESTIONS:

#### MINIMALLY EFFECTIVE

1. Be prepared to show participation in a professional learning activity during the past year.  
Examples may include:
  - A degree you earned
  - A book or article you have read
  - A record of a formal or informal inservice activity (informal inservice involves instructing other team members about something new at a team or department meeting)
  - A record of a university class you have attended
  - A record of a district workshop you attended
2. Be prepared to present evidence of the application in your classroom of professional learning (techniques, methods or materials based upon what you learned in the professional learning activity). Examples may include:
  - A lesson plan showing a new strategy or technique
  - A student project
  - Added technology components in instruction
  - A new management system being implemented

#### EFFECTIVE

3. Be prepared to show data collected measuring the effectiveness of new strategies such as:
  - Scores from pre/post tests, benchmarks, student assignments, projects, surveys, or quizzes
  - A behavior log showing changes in student behavior with the use of new management techniques
  - Increase in student engagement/work completion rates after use of new technology components

#### HIGHLY EFFECTIVE

4. Be prepared to present evidence of collaborating with colleagues on new instructional practices.
  - PLC minutes showing discussion of new strategies
  - Comparing common assessment results and analyzing results of new strategies



# Indicator 61 – Communication

## IDEAS/SUGGESTIONS:

### MINIMALLY EFFECTIVE

1. Be prepared to show a communication telling parents when their child does something well or praiseworthy such as:
  - An email that the parent has replied to
  - A copy of a certificate, letter, or note sent home
  - A telephone log which provides information about how you called, the date of the call, and the reason for talking to the parent
  - A district-approved electronic communication initiated by the teacher
2. Be prepared to show a communication with a parent about possible problems such as:
  - An email that the parent has replied to
  - A copy of a note or a deficiency report you sent home
  - A copy of a behavioral contract you, the student, and the parent have signed
  - A telephone log which provides information about whom you called, the date of the call, and the reason for talking with the parent

### EFFECTIVE

3. Be prepared to show an on-going collaboration with families or colleagues, focusing on individual learner growth and development such as:
  - A series of emails corresponding with a parent to address an individual student's needs
  - A plan created between special education, school administration, or counselors and regular education to meet student needs
  - PLC minutes and notes concerning learner growth and development
  - A behavioral contract for one student that shows back and forth communication and has been signed by a parent

### HIGHLY EFFECTIVE

4. Be prepared to show a collaboration with district-level personnel and/or community resources to better meet specific student's needs such as:
  - Lesson plans developed from a meeting with the gifted and talented specialist
  - Research for implementing new strategies to meet the unique needs of a current student
    - A resource book used
    - A completed course
  - Working with a district behavior specialist to create a plan for a specific student

## **Indicator 62 – Collaboration**

### **IDEAS/SUGGESTIONS:**

#### **MINIMALLY EFFECTIVE**

1. Be prepared to show documents or a description of how you cooperate and maintain professional relationships.
  - Sharing of materials, schedules, resources, lesson plans, books, etc., between teachers

#### **EFFECTIVE**

2. Be prepared to show documents or a description of how you collaborate with colleagues. Include and be ready to discuss one of the following:
  - A jointly-planned activity
  - Minutes from a PLC meeting showing plans for intervention/enrichment groupings
  - Jointly-developed curriculum materials
  - Training of instructional assistants/paraprofessionals on how to work with students
  - A behavior management plan you developed with a bus driver to handle students on a bus

#### **HIGHLY EFFECTIVE**

3. Be prepared to show documents or a description of how you fulfill a leadership role to develop a shared productive educational culture and initiatives in your school such as:
  - Attending a conference based on a school-wide initiative and then presenting the information to the faculty
  - Having a leadership role in establishing and maintaining a school-wide program
  - Organizing and planning a special program/project addressing a school initiative
  - A leadership role the administration sees as essential to the educational culture and initiatives of the school