

## Domain 3: Instruction

Component	3a: Communicating With Students
	<p>Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what it is that they are to do. When they present concepts and information, those presentations are made with accuracy, clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.</p> <p>Elements of Component 3a are:</p> <ul style="list-style-type: none"> <li>• Expectations for learning <i>The goals for learning are communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science) by the end of the lesson students are clear about what they have been learning.</i></li> <li>• Directions for activities <i>Students are clear about what they are expected to do during a lesson, particularly if students are working independently or with classmates without direct teacher supervision. These directions for the lesson activities may be provided orally, in writing, or in some combination of the two.</i></li> <li>• Explanations of content <i>Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions.</i></li> <li>• Use of oral and written language <i>For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Clarity of lesson purpose</li> <li>• Clear directions and procedures specific to the lesson activities</li> <li>• Absence of content errors and clear explanations of concepts</li> <li>• Students understand the content</li> <li>• Correct and imaginative use of language</li> </ul>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>3a: Communicating with students</i>	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• At no time during the lesson does the teacher convey to the students what they will be learning.</li> <li>• Students indicate through their questions that they are confused as to the learning task.</li> <li>• The teacher makes a serious content error that will affect students' understanding of the lesson.</li> <li>• Students indicate through body language or questions that they don't understand the content being presented.</li> <li>• Teacher's communications include errors of vocabulary or usage.</li> <li>• Vocabulary is inappropriate to the age or culture of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</li> <li>• Teacher must clarify the learning task so students can complete it.</li> <li>• The teacher makes no serious content errors, although may make a minor error.</li> <li>• The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.</li> <li>• Vocabulary and usage are correct but unimaginative.</li> <li>• Vocabulary is too advanced or juvenile for the students.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher states clearly, at some point during the lesson, what the students will be learning.</li> <li>• If appropriate, the teacher models the process to be followed in the task.</li> <li>• Students engage with the learning task, indicating that they understand what they are to do.</li> <li>• The teacher makes no content errors.</li> <li>• Teacher's explanation of content is clear, and invites student participation and thinking.</li> <li>• Vocabulary and usage are correct and completely suited to the lesson.</li> <li>• Vocabulary is appropriate to the students' ages and levels of development.</li> </ul>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> <li>• The teacher points out possible areas for misunderstanding.</li> <li>• Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>• All students seem to understand the presentation.</li> <li>• The teacher invites students to explain the content to the class, or to classmates.</li> <li>• Teacher uses rich language, offering brief vocabulary lessons where appropriate.</li> </ul>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• A student asks: "What are we supposed to be doing?" but the teacher ignores the question.</li> <li>• The teacher states that to add fractions, they must have the same numerator.</li> <li>• Students have a quizzical look on their faces; some may withdraw from the lesson.</li> <li>• Students become disruptive, or talk among themselves in an effort to</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher mis-pronounces "..."</li> <li>• The teacher says: "And oh, by the way, today we're going to factor polynomials."</li> <li>• A student asks: "What are we supposed to be doing?" and the teacher clarifies the task.</li> <li>• Students ask "What do I write here?" in order to complete a task.</li> <li>• The teacher says: "Watch me while I show you how to ...." with students</li> </ul>	<ul style="list-style-type: none"> <li>• "By the end of today's lesson, you're all going to be able to factor different types of polynomials."</li> <li>• In the course of a presentation of content, the teacher asks of students: "Can anyone think of an example of that?"</li> <li>• The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says: "Here's a spot where some students have difficulty:...be sure to read it carefully."</li> <li>• The teacher asks a student to explain the task to other students.</li> <li>• When needed, a student offers clarification about the learning task to classmates.</li> <li>• The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has</li> </ul>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	<p><i>follow the lesson.</i></p> <ul style="list-style-type: none"> <li>• <i>The teacher uses technical terms with an elementary class without explaining their meanings.</i></li> <li>• <i>The teacher says “ain’t.”</i></li> </ul>	<p><i>asked only to listen.</i></p> <ul style="list-style-type: none"> <li>• <i>A number of students do not seem to be following the explanation.</i></li> <li>• <i>Students are inattentive during the teacher’s explanation of content.</i></li> </ul>		<p><i>been sitting in the sun.</i></p> <ul style="list-style-type: none"> <li>• <i>The teacher says: “Who would like to explain this idea to us?”</i></li> <li>• <i>The teacher pauses during an explanation of the civil rights movement to remind students that the prefix “in” as in “inequality” means “not.” The prefix “un” also means the same thing.</i></li> </ul>

Component	3b: Using Questioning and Discussion Techniques
	<p>Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.</p> <p>Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component.</p> <p>In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.</p> <p>Elements of component 3b are:</p> <ul style="list-style-type: none"> <li>• Quality of questions/prompts <i>Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding.</i></li> <li>• Discussion techniques <i>Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.</i></li> <li>• Student participation <i>In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Questions of high cognitive challenge, formulated by both students and teacher</i></li> <li>• <i>Questions with multiple correct answers, or multiple approaches even when there is a single correct response</i></li> <li>• <i>Effective use of student responses and ideas</i></li> <li>• <i>Discussion with the teacher stepping out of the central, mediating role</i></li> <li>• <i>High levels of student participation in discussion</i></li> </ul>

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<i>3b: Using questioning / prompts and discussion</i>	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.  Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Questions are rapid-fire, and convergent, with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• All discussion is between teacher and students; students are not invited to speak directly to one another.</li> <li>• A few students dominate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher frames some questions designed to promote student thinking, but only a few students are involved.</li> <li>• The teacher invites students to respond directly to one another's ideas, but few students respond.</li> <li>• Teacher calls on many students, but only a small number actually participate in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.</li> <li>• The teacher makes effective use of wait time.</li> <li>• The teacher builds on uses student responses to questions effectively.</li> <li>• Discussions enable students to talk to one another, without ongoing mediation by the teacher.</li> <li>• The teacher calls on most students, even those who don't initially volunteer.</li> <li>• Many students actively engage in the discussion.</li> </ul>	<i>In addition to the characteristics of "proficient,"</i> <ul style="list-style-type: none"> <li>• Students initiate higher-order questions.</li> <li>• Students extend the discussion, enriching it.</li> <li>• Students invite comments from their classmates during a discussion.</li> </ul>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• All questions are of the "recitation" type, such as "What is <math>3 \times 4</math>?"</li> <li>• The teacher asks a question for which the answer is on the board; students respond by reading it.</li> <li>• The teacher only calls on students who have their hands up.</li> </ul>	<ul style="list-style-type: none"> <li>• Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"</li> <li>• The teacher asks: "Who has an idea about this?" but the same three students offer comments.</li> <li>• The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?"</li> <li>• The teacher uses plural the form in asking questions, such as: "What are some things you think might contribute to...?"</li> <li>• The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.</li> <li>• The teacher asks a question and asks every student to write a brief response, then share with a partner before</li> </ul>	<ul style="list-style-type: none"> <li>• A student asks "How many ways are there to get this answer?"</li> <li>• A student says to a classmate: "I don't think I agree with you on this, because...."</li> <li>• A student asks of other students: "Does anyone have another idea as to how we might figure this out?"</li> <li>• A student asks "What if...?"</li> </ul>

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			<i>inviting a few to offer their ideas to the entire class.</i>	

Component	3c: Engaging Students in Learning
	<p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.</p> <p>In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.</p> <p>Elements of Component 3c are:</p> <ul style="list-style-type: none"> <li>• Activities and assignments <i>The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.</i></li> <li>• Grouping of students <i>How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.</i></li> <li>• Instructional materials and resources <i>The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. While some teachers are obliged to use a school or district's officially sanctioned materials, many teacher use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.</i></li> <li>• Structure and pacing <i>No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Activities aligned with the goals of the lesson</li> <li>• Student enthusiasm, interest, thinking, problem-solving, etc</li> <li>• Learning tasks that require high-level student thinking and are aligned with lesson objectives</li> <li>• Students highly motivated to work on all tasks and are persistent even when the tasks are challenging</li> <li>• Students actively “working,” rather than watching while their teacher “works.”</li> <li>• Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection</li> </ul>

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<i>3c: Engaging students in learning</i>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Few students are intellectually engaged in the lesson.</li> <li>• Learning tasks require only recall or have a single correct response or method.</li> <li>• The materials used ask students only to perform rote tasks.</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>• The lesson drags, or is rushed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are intellectually engaged in the lesson.</li> <li>• Learning tasks are a mix of those requiring thinking and recall.</li> <li>• Student engagement with the content is largely passive, learning primarily facts or procedures.</li> <li>• Students have no choice in how they complete tasks.</li> <li>• The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</li> <li>• The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</li> <li>• The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students are intellectually engaged in the lesson.</li> <li>• Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</li> <li>• Students have some choice in how they complete learning tasks.</li> <li>• There is a mix of different types of groupings, suitable to the lesson objectives.</li> <li>• Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li> <li>• The pacing of the lesson provides students the time needed to be intellectually engaged.</li> </ul>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> <li>• Virtually all students are highly engaged in the lesson.</li> <li>• Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</li> <li>• Students suggest modifications to the grouping patterns used.</li> <li>• Students have extensive choice in how they complete tasks.</li> <li>• Students suggest modifications or additions to the materials being used.</li> <li>• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• Students are able to fill out the lesson worksheet without understanding what it's asking them to do.</li> <li>• The lesson drags, or feels rushed.</li> <li>• Students complete "busy work" activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to fill in a worksheet, following an established procedure.</li> <li>• There is a recognizable beginning, middle, and end to the lesson.</li> <li>• Parts of the lesson have a suitable pace; other parts drag or feel rushed.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</li> <li>• Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.</li> <li>• There is a clear beginning, middle, and end to the lesson.</li> <li>• The lesson is neither rushed nor drags.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to write an essay "in the style of Hemmingway."</li> <li>• A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</li> <li>• Students identify or create their own learning materials.</li> <li>• Students summarize their learning from the lesson.</li> </ul>

Component	3d: Using Assessment in Instruction
	<p>Assessment of student learning plays an important role in instruction; no longer does it signal the <i>end</i> of instruction; it is now recognized to be an integral part of instruction. While assessment <i>of</i> learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment <i>for</i> learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.</p> <p>Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.</p> <p>Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component.</p> <p>But as important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment."</p> <p>Elements of Component 3d are:</p> <ul style="list-style-type: none"> <li>• Assessment Criteria <i>It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.</i></li> <li>• Monitoring of student learning <i>A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.</i></li> <li>• Feedback to students <i>Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.</i></li> <li>• Student self-assessment and monitoring of progress <i>The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Teacher paying close attention to evidence of student understanding</li> <li>• Teacher posing specifically-created questions to elicit evidence of student understanding</li> <li>• Teacher circulating to monitor student learning and to offer feedback</li> </ul>

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|  | <ul style="list-style-type: none"><li>• <i>Students assessing their own work against established criteria</i></li><li>• <i>Teacher adjusting instruction in response to evidence of student understanding (or lack of it)</i></li></ul> |
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	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>3d: Using Assessment in Instruction</i>	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The teacher gives no indication of what high quality work looks like.</li> <li>• The teacher makes no effort to determine whether students understand the lesson.</li> <li>• Feedback is only global.</li> <li>• The teacher does not ask students to evaluate their own or classmates' work.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</li> <li>• Teacher requests global indications of student understanding.</li> <li>• Feedback to students is not uniformly specific, not oriented towards future improvement of work.</li> <li>• The teacher makes only minor attempts to engage students in self- or peer-assessment.</li> <li>• The teacher's attempts to adjust the lesson are partially successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Students indicate that they clearly understand the characteristics of high-quality work.</li> <li>• The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</li> <li>• Feedback includes specific and timely guidance for at least groups of students.</li> <li>• The teacher attempts to engage students in self- or peer-assessment.</li> <li>• When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• There is evidence that students have helped establish the evaluation criteria.</li> <li>• Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</li> <li>• Teacher makes frequent use of strategies to elicit information about individual student understanding.</li> <li>• Feedback to students is specific and timely, and is provided from many sources, including other students.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</li> <li>• The teacher's adjustments to the lesson are designed to assist individual students.</li> </ul>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• A student asks: "How is this assignment going to be graded?"</li> <li>• A student asks "Does this quiz count towards my grade?"</li> <li>• The teacher forges ahead with a presentation without checking for understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher asks: "Does anyone have a question?"</li> <li>• When a student completes a problem on the board, the teacher corrects the student's work without explaining why.</li> <li>• The teacher, after receiving a</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher circulates during small group or independent work, offering suggestions to groups of students.</li> <li>• The teacher uses a specifically-formulated question to elicit evidence of student understanding.</li> <li>• The teacher asks students to look over</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.</li> <li>• While students are working, the teacher circulates providing substantive feedback to individual students.</li> </ul>

	<ul style="list-style-type: none"><li><i>The teacher says: “good job, everyone.”</i></li></ul>	<i>correct response from one student, continues, without ascertaining whether all students understand the concept.</i>	<i>their papers to correct their errors.</i>	<ul style="list-style-type: none"><li><i>The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.</i></li><li><i>Students offer feedback to their classmates on their work.</i></li><li><i>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</i></li></ul>
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Component	3e: Demonstrating Flexibility and Responsiveness
	<p>“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find that either a lesson is not going as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p> <p>Elements of component 3e are:</p> <ul style="list-style-type: none"> <li>• Lesson adjustment <i>Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher’s store of alternate instructional strategies, and the confidence to make a shift when needed.</i></li> <li>• Response to students <i>Occasionally during a lesson an unexpected event will occur which presents a true “teachable moment.” It is a mark of considerable teacher skill to be able to capitalize on such opportunities.</i></li> <li>• Persistence <i>Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Incorporation of student interests and events of the day into a lesson</i></li> <li>• <i>Visible adjustment in the face of student lack of understanding</i></li> <li>• <i>Teacher seizing on a “teachable moment”</i></li> </ul>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3e: Demonstrating flexibility and responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Teacher ignores indications of student boredom or lack of understanding.</li> <li>• Teacher brushes aside student questions.</li> <li>• Teacher makes no attempt to incorporate student interests into the lesson.</li> <li>• The teacher conveys to students that when they have difficulty learning, it is their fault.</li> <li>• In reflecting on practice, the teacher does not indicate that it is important to reach all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher's efforts to modify the lesson are only partially successful.</li> <li>• Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</li> <li>• The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</li> <li>• In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher successfully makes a minor modification to the lesson.</li> <li>• Teacher incorporates students' interests and questions into the heart of the lesson.</li> <li>• The teacher conveys to students that she has other approaches to try when the students experience difficulty.</li> <li>• In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</li> </ul>	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>• Teacher successfully executes a major lesson readjustment when needed.</li> <li>• Teacher seizes on a teachable moment to enhance a lesson.</li> <li>• The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.</li> <li>• In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.</li> </ul>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• The teacher says: "We don't have time for that today."</li> <li>• The teacher makes no attempt to adjust the lesson based on student confusion.</li> <li>• The teacher says: "If you'd just pay attention, you could understand this."</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says: "I'll try to think of another way to come at this and get back to you."</li> <li>• The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."</li> <li>• The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says: "That's an interesting idea; let's see how it fits."</li> <li>• The teacher illustrates a principle of good writing to a student using his interest in basketball as context.</li> <li>• The teacher says: "Let's try this way, and then uses another approach."</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it."</li> <li>• The teacher incorporates the school's upcoming championship game into an explanation of averages.</li> <li>• The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."</li> </ul>