Internship Syllabus & Manual

Office of Clinical Experiences, Assessment, & Career Services

Revised – 6/03/16

College of Education
University of Nevada, Reno
INTRODUCTION

The internship is a culminating experience, and it is also the transition from the university classroom to day-to-day practice as a classroom teacher. Through fourteen week internship (or two 9-week internships for duals), interns apply the knowledge, skills, and abilities they have acquired up to this point in time. Based on the conceptual framework guiding the College of Education teacher preparation program, the internship builds upon and develops the framework in the following ways:

**POSESSES A LOVE OF LEARNING** - With the knowledge of pedagogy held by the intern, the intern will demonstrate the ability to make instruction effective and increase the love of learning in their students. Throughout the internship, the openness and willingness to learn and to keep learning will be demonstrated by the intern.

**DEVELOPS A STRONG FUND OF KNOWLEDGE** - Interns will continue to broaden their understanding and application of teaching pedagogy. They will be required to apply subject matter knowledge on a daily basis to the lessons that they plan and teach. They will demonstrate their continued growth in the fund of knowledge of the subjects they are teaching, and their pedagogical skills.

**ENGAGES IN REFLECTIVE PRACTICE** - Interns will be asked to reflect regularly upon their intern experiences as they make decisions about the efficacy of lesson content, classroom management techniques, in classroom discussions, and use various teaching methods.

**VALUES DEMOCRACY AND MULTICULTURALISM** - Interns will continue to have firsthand experiences in working with culturally diverse students and with students who have diverse needs. Through these experiences, it is expected that interns will increasingly value democracy and multiculturalism.

All of the above goals are important to the internship, and internship requirements and activities are designed to help achieve them. As interns complete their internships, the underlying goals provide the framework by which the interns are evaluated. Interns are evaluated using a modified Danielson framework that has been correlated to the Interstate New Teacher Assessment and Support Consortium (INTASC); and Council for the Accreditation of Educator Preparation Standards.

This Internship Manual provides information, policies, procedures, and expectations for interns, lead teachers, and university supervisors that will assist them in carrying out their roles and responsibilities for the student teaching internship. This manual is to be used in conjunction with the Canvas internship course and the OCEA website. All forms needed by interns, lead teachers, and supervisors may be downloaded from the Canvas internship course and are described in this manual. Please photocopy the forms only when needed. Revisions to this manual are done during summer and winter breaks.
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The Internship
Semester: Fall and Spring
Class time, day, and location: varied depending on school placement and licensure program

*Specific Course Numbers for different programs:
IETP+ECE: ECE 493: Supervised Internship in Early Childhood Education
IETP+ESL: EDEL 483: Elementary Supervised Student Teaching Internship
IETP+SPE: EDEL 483: Elementary Supervised Student Teaching Internship
(+EDSP 493: Supervised Internship in Special Education)
Secondary: EDSC 483: Secondary Supervised Student Teaching Internship
Special Ed: EDUC 585B: Supervised Internship in Special Education (masters)
Elementary Ed: CTL 699A: Supervised Internship Elementary Education (masters)
Secondary Ed: CTL 699B: Supervised Internship Secondary Education (masters)

Course description & prerequisite:
Supervised teaching in fields of student's program(s) of study. Prerequisite: completion of all course work required for degree. Special fees apply.

Silver Core Objective:
As part of the Silver Core Curriculum, this course will satisfy Core Objective 14 stating that, “Students will be able to demonstrate their knowledge and skills developed in previous Core and major classes by completing a project or structured experience of practical significance.”

Student Learning Outcomes

Preamble: All syllabi at the University of Nevada, Reno, must set forth student learning outcomes (SLOs). This is far easier to do for a discrete course, one focused upon a limited area of study. On the other hand, internships, and in this case the field experiences which accompany it, will expose the student to the dynamics of their chosen profession. In a sense, therefore, the learning objectives may be reduced to this: to put into practice potentially everything that you have learned over the course of your undergraduate studies.

Now, as to this internship, various evaluation rubrics exist by which your work in the field will be specifically assessed. You will be called upon to demonstrate your learning, your very ability to teach in a real world setting, actively, in any number of ways, ways which are more specifically set forth in various evaluation documents but which will include the following:

- Demonstrate, in writing and in execution, an ability to render an appropriately challenging lesson and class plan;
- Demonstrate an ability to manage a classroom, its students, and the many and myriad events that may occur throughout the school day;
- Actively participate in, and from time to time, lead, student assessments designed to target that student’s classroom performance.
- Engage with students in the classroom such that a climate of learning is established, promoted and expanded.
- Model how to behave in a classroom such that everyone is valued and respected.
- Use instructional technology to support the teaching and learning process.
- Show an evolving strategy of maintaining accurate and useful student records.
- Demonstrate professional behavior in all aspects of the field experience.

Once again, the foregoing list of SLOs is not exhaustive and the intern is required to consult with his or her supervisor and to read and understand the Internship Manual and the rubrics set forth therein. A copy of the Internship Manual is available here: http://www.unr.edu/Documents/education/ofx/manual%20and%20syllabus.pdf
In conclusion, the point is that you will have, by the end of your student teaching internship, met or exceeded the base standards by which all credentialed teachers are assessed. At a minimum, not only will you have exhibited no reason not to proceed into the classroom and the teaching profession, but you will have also demonstrated a satisfactory, proficient, outstanding, or even distinguished grasp of the domains of professional competence.

**Course schedule:**

The length of the internship is 7 ½ hours per day for a total of 14 or 18 weeks depending on the program:

- IETP+ECE: 14 weeks
- IETP+ESL: 14 weeks
- IETP+SPE: 18 weeks (two separate 9 week internships)
- Secondary Education: 14 weeks
- Music: 14 weeks (may or may not consist of two separate 7 week internships)
- Art: 14 weeks (may or may not consist of two separate 7 week internships)

Individual timetables will be arranged by the intern, lead teacher, and supervisor. The specific timetable for assuming full teaching responsibilities will vary considerably based on the skills and needs of the intern. A suggested schedule for internship might include:

<table>
<thead>
<tr>
<th>Week</th>
<th>1-2</th>
<th>observe/team teach/co-plan/debrief/reflect</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-midpoint</td>
<td>continue from previous week(s), team teach whole class periods, adding 1 class period at a time until teaching ½ school day, begin independent lesson planning</td>
<td></td>
</tr>
<tr>
<td>After midpoint</td>
<td>continue from previous weeks, add 1 class period at a time until you are teaching and planning the entire school day</td>
<td></td>
</tr>
<tr>
<td>Full Control</td>
<td>assume responsibility for planning and teaching of all classes for 4 weeks (3 weeks for each dual internship)</td>
<td></td>
</tr>
<tr>
<td>Last week</td>
<td>gradual release of classes to lead teacher</td>
<td></td>
</tr>
</tbody>
</table>

**Course Performance Assessment Requirements:**

Assessment is a continuous process throughout the internship in which the lead teacher and supervisor hold regular conferences with the intern. The lead teacher observes the intern throughout the experience and conferences with the intern on a daily basis. The supervisor also observes the intern’s performance periodically and conferences with the intern and lead teacher on a regular basis. This support and feedback is essential so that by the end of the internship, the intern will be able to demonstrate satisfactory performance in all 5 Domains of Professional Competence. The following assessments are used to evaluate the student’s performance.

- Canvas Quizzes
- Bi-weekly self reflections
- Professional Behavior and Dispositions Self Evaluation
- Professional Behavior and Dispositions Evaluation of intern by lead teacher and supervisor
- 5 formal Observations by lead teacher
- 5 formal Observations by the supervisor
- Midpoint Progress report
- Self-Reflection Essay
- Final Evaluation

Please refer to the full Internship Manual for specific instructions on each required component and supplemental information. Interns who successfully complete their internship will receive the grade of “S” (satisfactory). Interns who have failed to make satisfactory progress will receive the grade of “U” (unsatisfactory). The grades of “S” and “U” are not figured into the grade point average. (Please see the “Grades” and “Intern Evaluation Rubric” of Internship Manual.)
Primary Methodologies/Instructional Strategies Used in Class:
Application of best practices under supervision with feedback and self-reflection aimed at continuous improvement.

Academic Dishonesty:
Academic dishonesty is defined as cheating, plagiarism or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion. Academic dishonesty will result in a failing grade on assignment or test, a failing grade in the class, or a removal of student from class.

Disability:
Any student who qualifies with a disability should provide the instructor with a letter from the Disability Resource Center (DRC) stating the appropriate accommodations for this course. If you have a documented disability and wish to discuss how these academic accommodations will be implemented for this course, please contact the instructor as soon as possible.

Academic Success Services:
Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or http://www.unr.edu/writing_center/). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Statement on Audio and Video Recording:
“Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”
PART I - GENERAL POLICIES AND PROCEDURES

Internship Attendance

The intern is responsible for establishing daily arrival and departure times with the lead teacher. These must meet the minimum time requirements for all teachers in the district. The intern’s daily schedule should correspond to that of the lead teacher, which includes duty assignments, meetings, early release days, field trips, parent conferences, and other school related activities. Each intern should be in his or her assigned school for each school day and each week for the total internship. Days missed due to school closures, and observations do not need to be made up. Extended breaks, such as winter and spring breaks and off-track breaks, do not count toward internship (see Dual calendar example, manual part III). If the intern must be absent, he or she should notify the lead teacher and the supervisor prior to the start of the school day. Individual arrangements should be made regarding appropriate hours to call lead teachers and supervisors at home (do not leave messages). If an intern misses more than three days of internship, he or she must make up the days missed at the end of the internship. Interns should write a generic lesson plan to cover any emergency departure from school.

Absences must be approved by the lead teacher and supervisor. Absenteeism disrupts the learning environment and unexcused or excessive absenteeism may be detrimental to the intern’s growth and development as well as that of the students in their lead teacher’s class.

These holidays ‘count’ during internship: Labor Day, Nevada Day (or admission day), Veteran’s Day, Thanksgiving (1 day only), Martin Luther King Jr. Day, President’s Day, 1 day of spring break (for parity between semesters), Memorial Day, and Independence Day. If your school observes other holidays, make up those days at the end.

Canvas

Through Canvas, information is disseminated when needed and your progress is routinely monitored. Two weeks before internship starts, you will be given access to Canvas. There are important tasks to do at this time under the title: Before Internship Starts. Your supervisor and the Director of Clinical Experiences will monitor your progress and performance throughout internship. Canvas is one of the tools used to do this. Internship follows a timeline and Canvas follows the same schedule to help you meet the deadlines. Some tasks are automatically monitored on Canvas, some tasks require your supervisor’s input on Canvas, and some tasks require in person attention. Tasks include “accountability quizzes” to monitor your satisfactory and timely completion.
Required Assignments

Part II of the Internship Manual, describes specific required assignments. All assignments should be discussed periodically with the lead teacher and supervisor, and completed assignments should be signed off regularly on the Assignment Checklist (see Canvas) by the supervisor and lead teacher. This check list figures into your internship grade.

Disability Accommodation Statement

The Disability Resource Center provides appropriate, reasonable accommodations for students with verified disabilities. For more information and/or to determine eligibility, please contact the DRC at (775) 784-6000. Then meet with the Director of Clinical Experiences.

Communication and Problem Solving

Positive three-way communication between the intern, lead teacher, and supervisor should be established early. The intern should use proper channels of communication, and work with the lead teacher and supervisor to resolve any conflicts in the internship. Sometimes a three-way conference with all parties may be necessary. The intern may discuss issues individually with the supervisor or lead teacher. All parties must be candid. The supervisor acts as the University’s advocate for the intern. The supervisor may contact the Director of Clinical Experiences to review the situation. Be aware of the last date for interns to withdraw from the internship courses without penalty in the event that serious, un-resolvable problems do arise (see University of Nevada, Reno’s catalog and schedule).

THE INTERN

Each intern should read the Internship Manual especially carefully and become the expert about what is expected throughout the internship. The intern will be expected to serve as the liaison between the school district, lead teacher, supervisor, and Director of Clinical Experiences. Responsibilities for communication with the Director of Clinical Experiences rest with the intern. It is expected that the intern will read and follow all parts of the Internship Manual, and Canvas course and take the responsibility of keeping the lead teacher and supervisor fully informed as to expectations, due dates, and other requirements. The knowledge that will be shared with the lead teacher and supervisor must be accurate and will result from the intern’s thorough reading and use of the Internship Manual.
Professional Presence

From the first day you step foot inside the school to which you are assigned, you are developing your professional reputation. What kind of teacher do you want to be? How do you want others to view you as a professional educator? Visualize yourself as a teacher, and the teacher you want to be, as well as the teacher you do not want to be. Be conscious of that visualization and work consistently towards being the teacher you want to be. As you observe others teach, keep these thoughts in mind. You may want to formalize them within your self-reflections. At the conclusion of your internship, leave that school with the very best positive professional reputation that you have been able to develop, and with a clear sense of the teacher a school district would want you to be.

- The intern needs to keep in mind throughout the internship experience that he or she is a guest in the school working within the established structure of the lead teacher. The lead teacher should allow the freedom and flexibility for the intern to take full control and to try out ideas, but ultimately the “freedom and flexibility” occurs within the structure that the lead teacher established and the same structure that will be put back in place once the intern departs. The lead teacher’s structure must be respected.

- There is a fine line between being friends with students and being friendly. Be aware of that fine line, and maintain professionalism with students at all times. Friendly, yes. Friends, no.

- The intern is expected to dress neatly and appropriately for his or her assigned school. Be professional in your interactions with others. At a minimum, follow the school district’s dress code. Treat every day as a potential interview and make your first impression a positive one (see COE Career Services).

Confidentiality

Confidentiality is a key word for the intern. Treat discussions in teachers’ meetings, with administrators, counselors, the lead teacher, and with students as confidential. Avoid criticizing one student to another, nor should the class, other interns, the lead teacher, supervisor, principal, or school be criticized to others.

During internship you must abide by the Family Education Rights and Privacy Act (FERPA).
THE LEAD TEACHER

Lead teachers are those classroom teachers who guide and mentor the interns. For clarification, the term “lead teacher” is synonymous with cooperating teacher, master teacher or mentor teacher. The role of lead teacher is a critical one. The internship semester is considered the most important experience in a teacher preparation program. Interns will turn to the lead teacher for ideas, guidance, constructive feedback, support and mentorship. Therefore, it is likely that the lead teacher may have more impact on an intern’s performance and personal development than any other person. Lead teachers will influence the professional attitudes and habits of the intern, as well as provide them with the opportunity to expand their professional competencies. Perhaps the most important qualification for a lead teacher is the ability to effectively mentor an intern.

Information Required

Each semester, the Office of Clinical Experiences needs an up-to-date lead teacher information sheet on file. This can be downloaded from the Lead Teacher section of Canvas, Weeks 1-2. It should be completed and returned promptly.

Incentive

Most lead teachers find mentoring interns enjoyable but the College of Education does provide a small monetary stipend as a token of our appreciation. When two or more teachers share an intern, the stipend will be divided accordingly.

CURRENT TREND

Lead Teachers are evaluated on student performance so they must stay actively involved everyday throughout internship.

Mentors should give information and ideas in small amounts and at appropriate times.

REMEMBER – You’re a Team = Lead Teacher and Intern
Lead Teacher Expectations

The role of lead teacher is a complex one. The list that follows provides guidelines as to the expected role that the lead teacher will fulfill:

- Answer any questions the intern may have about the class before he or she begins. Generally describe the classes and units the intern will most likely teach. Demonstrate and model what you expect from your intern.

- As appropriate, prepare the students and their parents for the incoming university intern by briefly explaining what the internship program is about, and that the intern will be considered part of the faculty and should be treated as such by students and parents.

- Be sure the intern is introduced to the administrator(s) immediately, and to other faculty members and school employees as opportunities arise. Support from the lead teacher to help the intern be accepted by other teachers and the ancillary staff will make it easier for the intern to begin functioning as a professional. Involve the intern with the whole school environment. Minimize the intern’s anxiety level.

- As soon as possible, review the school and district faculty and student handbooks with the intern.

- Plan ahead so the intern can gradually accept responsibilities and gain an understanding of the total job of teaching after midpoint. At the same time, continue using a team teaching model.

- Plan lessons with the intern until he or she is well-qualified and comfortable planning independently. Always review and approve the intern’s lesson plans in advance.

- When the intern seems comfortable with the class, make careful observations of his or her teaching and provide oral and written feedback daily.

Everything the intern does needs to be approved by the Lead Teacher.
When the supervisor visits and observes the intern, the lead teacher will need to be available to take over the class at the conclusion of the scheduled observation for the amount of time necessary for the supervisor and intern to meet for the post-observation conference. This averages about 30 minutes. If possible, the lead teacher should sit in on the post conference.

Approve lesson plans before the intern teaches a class but try to allow him or her to handle the implementation of the lesson so that the opportunity to develop confidence is provided.

Oversee all assignments and complete forms as necessary.

Follow the guideline for gradually assuming full control that is team teaching with the intern assuming the primary role and the lead teacher assisting.

Encourage the intern to try ideas from UNR coursework.

Informally observe the intern and provide feedback and mentorship daily. Schedule time each day to conference with the intern. Address any issues as they arise and take advantage of teachable moments.

Formally evaluate intern as described in Part III of this manual.

At the end of the semester, the lead teacher will complete a confidential evaluation of the supervisor.

Model and maintain effective classroom management.

Provide for active involvement of students in the classroom.

Use standards, current curriculum materials and effective teaching practices approved by the school district.

Model and promote professionalism. Talk about your choices, successes and failures.

Use data to make instructional decisions to help all students learn.

Demonstrate a positive attitude with students and strives to meet their varied needs.

Exhibit enthusiasm for students and teaching.

Seek personal growth as a teacher and shares ideas and materials with intern.

Support the University of Nevada programs, expectations, methods, and guidelines.

Most importantly, REMEMBER – you are ultimately responsible for what goes on in your classroom.

Mentoring is a brain to pick, an ear to listen, and a push in the right direction.

~ John Crosby
The Lead Teacher through the Eyes of the Intern

The following list is a compilation of positive comments made by interns about their lead teachers at the conclusion of their internships. The information may be helpful in determining what actions will most effectively support the professional growth and development of the intern. The lead teacher

- is available for guidance and support at school and by phone at home;
- communicates clearly;
- provides advice, support, and encouragement;
- shares methods and materials he or she has found successful;
- offers hints and advice;
- demonstrates flexibility;
- models effective classroom management and organizational skills;
- utilizes effective, respectful methods that address all learners and learning styles;
- plans for smooth transitions as intern moves into and out of total control;
- holds realistic expectations of intern based on intern’s developmental level as a teacher;
- uses current standards, district curriculum, materials, and methods;
- provides clear sense of direction and timeline regarding curriculum that has to be covered;
- allows freedom with planning that incorporates methods of instruction from UNR classes;
- asks for lesson plans in advance, reviews the plans, and provides constructive feedback;
- is respectful of the intern when dealing with mistakes;
- serves as a resource for locating appropriate materials and planning lessons;
- provides throughout each day, guidance and feedback;
- facilitates growth in intern's self-confidence;
- involves intern with extracurricular activities;
- provides written feedback that can be referred to later;
- facilitates the minimum of four weeks (three weeks for each dual internship) of full control as required of the intern; while staying actively involved as part of the team;
- provides appropriate supervised teaching time;

Lead Teachers need to stay involved in what's happening with their students

(775)784.6248 (office) . (775)327.2323 (fax)
The supervisor acts as the liaison for the College of Education and Director of Clinical Experiences with the staff and school in which the intern is placed. They are a member of the University of Nevada, Reno, College of Education faculty, or retired Administrators/Teachers and have been recommended by their School District. They are hired on a letter of appointment (LOA) contract. The supervisor is a guest in the school as is the intern, and his or her major task is to guide and support the intern, not to evaluate the lead teacher or the school. Supervisors have extensive experiences as educators.

Small Group Meetings

Supervisors may schedule small group meetings with their interns for reflective discussion about the intern experience, sharing and problem solving.
Responsibilities

- Regular communication with the intern, lead teacher and Director of Clinical Experiences is imperative.
- Contact should be made with the principal on the first visit and as needed on succeeding visits.
- Responds to bi-weekly reflections by intern.
- Speaks with the lead teacher on every visit and more frequently if needed.
- Makes 7 visits: initial meeting, 5 observations, and final conference.
- Speaks with lead teacher during each site visit or more often if necessary.
- Reviews Portfolio II and assignments and sign the assignment checklist.
- Provides feedback to the intern.
- Evaluates the intern during each formal observation, at midpoint, and during the last week of internship.
- Monitors and oversees all aspects of the internship including problem solving and assumption of full control.

The Supervisor through the Eyes of the Intern

The following is a compilation of positive comments made by interns about their supervisors at the conclusion of their internship. The information may be helpful in determining what actions will most effectively support the professional growth and development of the student teacher.

- provides the positive encouragement and support needed by the intern.
- makes time available for the intern which includes school visitations, phone conferences, problem solving, etc.
- schedules observations and follows through at least every other week as expected.
- observes intern for sufficient amounts of time to be able to identify strengths and areas for growth.
- provides realistic and relevant written and verbal feedback including constructive criticism.
• checks, lesson plans, and other required work regularly
• utilizes current teaching theory and practice
• is on time and well dressed
• assists with analysis of teaching and problem-solving
• makes some unscheduled drop-in visits
• serves as enthusiastic and experienced role model and resource person
• allows latitude for intern to try out ideas and take some risks
• is available by email if needed
• respects and supports boundaries, needs, and role of lead teacher without imposing or interfering

**Evaluation vs. Supervision**

An important distinction must be made between supervision and evaluation. The purpose of supervision is to gather specific information about an individual intern’s strengths and areas for growth so that one may apply the information to facilitate the intern’s growth, development, and improvement in instruction. The concept of “coaching” and the efforts a coach makes to bring about improvement in an athlete parallels the act of supervising - or coaching – an intern.

Evaluation, on the other hand, involves collecting a broad sample of information about an intern’s performance for the purpose of making judgments, administrative decisions, and to determine accountability. In the employment arena, evaluation is the determinant for keeping - or losing - a job.

Lead teachers and supervisors are asked to carry out both of these functions. The notes taken during an observation and shared with an intern in a post-observation conference for the purpose of identifying effective and less effective instruction, serve as a supervisory tool to help the intern grow and improve. The midpoint progress report and final evaluation documents are summative, and are based on the formative information developed through observations and supervisory conferences.

In addition to the observations and evaluations, lead teachers and supervisors provide ongoing “coaching” feedback and mentoring.
Communication Strategies

Regular communication among the intern, lead teacher, and supervisor are essential to the growth and development of the intern. Individual styles will differ, which will govern the degree of directness involved in communicating with the intern. However, certain strategies will increase the value of these exchanges for the intern:

- **Lead teachers and supervisors should be specific.** Feedback should give information regarding the intern’s performance that will help him or her identify effective as well as less effective teaching behaviors. What behaviors should the intern continue, and what behaviors should the intern work to change? Conferences should focus on the effectiveness and appropriateness of observed behaviors.

- **Comments should relate to the behaviors of the intern rather than to the intern personally, and should include the behavior that was observed along with discussion about alternatives to that behavior.** For instance, if the intern’s teaching behavior was asking only closed lower level questions, the examples of when that occurred during the observation would be identified. Then the suggestion would be made that the intern needs to work on higher level open-ended questions. Coaching in how to ask higher level questions and giving examples of such questions would be appropriate. Helping the intern discover alternatives rather than preaching “how to do it” helps guide the intern towards reflective practice and self-monitoring.

- **Lead teachers and supervisors need to be candid, and positive, citing specific teaching practices when appropriate, and provide constructive feedback that leads to identifying more effective teaching behaviors.**

As the intern displays more confidence and needs fewer suggestions, lead teachers and supervisors should move toward more indirect helping behaviors. In the indirect style of supervision, the observer accepts and clarifies questions about teaching problems, provides specific information about effective teaching performance, asks the intern for his or her opinion about the problem, and discusses the intern’s feelings and reactions about his or her own effectiveness.

A major goal of the lead teacher and supervisor should be to assist the intern in making his or her own decisions about what to do to become more reflective, effective, and independent.
Assessment of Intern Performance and Grades

Assessment is a continuous process throughout the internship in which the lead teacher and university supervisor regularly observe and conference with the intern. The lead teacher observes the intern throughout the experience and conferences with the intern on a daily basis. The university supervisor also observes the intern's performance five times and conferences with the intern and confers with the lead teacher at regular intervals. This support and feedback is essential so that by the end of the internship, the intern will be able to demonstrate satisfactory performance in all 4 Standards of professional competence. If at any time there is a concern about the intern’s performance, the lead teacher and supervisor should hold a three-way conference with the intern to address the concern. The Director of Clinical Experiences must be contacted immediately in the event of unsatisfactory performance.

Performance Assessment

The College of Education recommends interns for Nevada teacher certification and has a responsibility to ensure that those interns it recommends for licensure are worthy. With respect to performance assessment and evaluation, internship program uses a modified Danielson Framework which is the exact same tool used by the Washoe County School District to evaluate their teachers.

This tool meets or exceeds the Standards for beginning teachers described by the Interstate New Teachers Assessment and Support Consortium (INTASC) and the Council for the Accreditation of Educator Preparation (CAEP). The internship evaluation rubric (see appendix) is used for ongoing assessment and formal evaluations (Midpoint Progress Report and Internship Grade Recommendation).

The Standards of Professional Competence are:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities
The Internship Evaluation rubric can be found in the Appendix of this manual. The Internship Evaluation Rubric should be studied and used as a resource for fulfilling the expectations of the internship. The Classroom Observation form consists of satisfactory performance statements for the 4 Standards of Professional Competence and a rating scale. This form is aligned with the rubric. Use these completed Classroom Observation forms to inform the Midpoint Progress Report and the Online Final Evaluation.

In addition to the 4 Standards of professional competence, all interns are expected to adhere to a professional code of conduct. At the beginning of internship, the intern will complete a professional behaviors and dispositions self-assessment. This will alert the intern of those behaviors and dispositions the College of Education feels essential for prospective teachers. Then, just prior to the final evaluation, the intern’s professional behaviors and dispositions are evaluated by the lead teacher and university supervisor. More information can be found in Part III and the Appendix.

The required assessments and evaluations include: (see Part III for more details)

- Assignments specified in this manual
- Informal observations by the lead teacher, university supervisor and others (school and UNR staff, parents and students).
- Five Formal Classroom Observations by the lead teacher.
- Five Formal Observations by the university supervisor.
- 10 formal lesson plans (one for each formal observation) to be posted on Canvas
- Canvas Accountability Quizzes
- Reflections and Self-Reflection essay
- Professional Behavior and Dispositions (evaluations by intern, lead teacher and university supervisor)
- Midpoint Progress Report
- Portfolio II (a compilation of internship documents)
- Final Evaluation
- The intern’s entire internship experience
Grades

The lead teacher and supervisor provide essential input for the determination of the final grade. The grade submitted is advisory to the Director of Clinical Experiences. The Director of Clinical Experiences is responsible for grading all interns and will make the final decision about all grading issues. If the recommendation for the final grade differs between the supervisor and the lead teacher, the Director of Clinical Experiences will make the final decision.

Interns who successfully complete their internship will receive the grade of “S” (satisfactory). Interns who have failed to make satisfactory progress will receive the grade of “U” (unsatisfactory). The grades of “S” and “U” are not included in the grade point average computation. The Director of Clinical Experiences must receive all required documentation before grades will be issued.

Interns completing 2 internships will receive a grade for each (i.e., interns who registered separately for elementary or secondary internship and special education internship).

Failure to Attain Satisfactory Levels of Performance

If an intern is not making satisfactory progress and simply cannot teach, or if serious disciplinary action becomes necessary, the intern may be removed from his or her internship placement. It may be suggested that the intern withdraw from the internship and be allowed to try again after suitable remedial action. These decisions may be directive, or they may be by mutual consent, and they are the responsibility of the Director of the Clinical Experiences in collaboration with the Supervisor and Lead Teacher.

If an intern is unable to complete the internship, it will either result in a grade of “unsatisfactory” or in case of emergency or hardship situations such as illness, accident, or death in the family, the intern may negotiate a withdrawal from the course. Each individual case will be weighed on its own merit. Incompletes will be considered for highly unusual circumstances only.

When enrolling in the internship, a student makes a commitment to mutually agree upon goals, responsibilities, and expectations as specified by the Office of Clinical Experiences and the School District that is the site of the internship. The welfare of the students in the classroom must be given primary consideration while the intern is developing competence as a teacher. In other words, the intern’s performances may do ‘no’ harm. The intern must have a positive impact on the learning environment.
The internship is viewed as a continuation of the learning process; therefore, when a student experiences difficulty in the internship assignment, he/she must receive mentorship assistance or intervention. Typically, the lead teacher(s) identifies the problem first. He or she should discuss the problem with the intern and the supervisor, and together, they should devise an initial intervention that defines strategies and a timeline for remediation. Early identification of problems increases the likelihood of effective intervention. The university supervisor must be notified of any problem or potential difficulty as quickly as possible by the lead teacher so that he or she can assist with mentorship and intervention. All efforts must be documented in writing. The intern has the right to know what problems are identified, what improvements are required, and what resources are available.

If the above procedure proves ineffective and the problem continues, the following guidelines will be sequentially implemented. A conference facilitated by the Director of Clinical Experiences will be held within five (5) days with the lead teacher, university supervisor, and intern to complete the Performance Improvement Plan or the Professional Behavior and Disposition Referral. As appropriate, the Director may delegate this to the Executive Supervisor or University Supervisor. The building administrator will be informed of the problem and invited to attend, but his or her presence is not mandatory. The Performance Improvement Plan or the Professional Behavioral Disposition form will be the recognized documentation of action to improve performance or conduct. The conference will focus on improving the effectiveness and appropriateness of the intern’s observed behavior and will include the following:

- A discussion of the areas of professional concern;
- A written description of the specific areas that need remediation;
- An agreed upon solution, if no agreement can be reached, the intern will be referred to the College of Education Selection and Retention Committee;
- A written plan for future action to be taken by the intern, lead teacher(s), and/or the university supervisor; and
- A timeline for implementation and follow-up.

The university supervisor and lead teacher(s) may be required to make additional classroom observations of the intern to monitor and document improvement. These observations will be shared with the intern and the Director of Clinical Experiences and the intern will be provided a written copy. Additional visits by the Supervisor must be documented in the Performance Plan or the Professional Behavior Disposition form so that the supervisor may be reimbursed for mileage.

Remember that our nation’s first great leaders were also our first great scholars.
- John F. Kennedy
If necessary, a follow-up conference will be held according to the time line established in the Performance Improvement Record or Professional Behavior and Disposition Referral to determine if the intern is making satisfactory progress.

If the intern’s professional performance, progress, or conduct has been unsatisfactory or the situation seems irresolvable, administrative action will be taken by the Director of Clinical Experiences.

**Administrative Action**

An intern may be removed by the principal of the school, a District Administrator, lead teacher, University Supervisor or the Director of Clinical Experiences, without prior notice, if that individual determines that the presence of the intern is harmful to the learning environment or a threat to the health, safety, or welfare of the students in the school (e.g., sexual harassment, emotional or physical abuse). This process will be carried out with direct consultation with the Director of Clinical Experiences before an intern is removed unless there are exigent circumstances such as the student’s welfare or safety. Written documentation will accompany this action.

Administrative action is very serious. The Director of Clinical Experiences will interview the intern, the lead teacher, other school personnel or individuals as appropriate, and the university supervisor. The Director will determine the next steps. A review panel may be convened at the request of the interns or Director of Clinical Experiences. The composition of this panel includes but is not limited to two faculty members who have had minimal knowledge of the intern in the past, the intern’s academic advisor, and the Director of Clinical Experiences who present the case. The intern will present his or her case. Following these presentations, the panel will reach a decision pertinent to the internship experience or future internship experiences for the intern. This decision may be appealed to the Associate Dean of the College of Education.
Appealing to Undergraduate and Graduate Student Organizations

The Associated Students of the University of Nevada (ASUN) have established a Judicial Council for undergraduate students. The primary purpose of the council is to provide students with a greater voice and responsibility to maintaining high standards of conduct. Its major function is to hear all cases referred to its jurisdiction: to investigate, adjudicate, and assess sanctions for violations of the Student Conduct Code and the Rules and Disciplinary Procedures of Members of the University Community.

The Graduate Student Association (GSA) provides assistance to graduate students with the grievance process (784-4629).

Legal information and referral services are provided by ASUN. The office provides free consultation and referral for legal cases (784-6132).

Canvas

Complete all tasks for “Start Here” – 1- Questions & Answers, 2- Before you start, 3- General Policies and Procedures.

Whenever possible, interns will be given the opportunity to make the necessary improvements and growth so that they may complete internship satisfactorily. Under certain circumstances, it may be possible to repeat internship one time.
PART II – WEEKS 1-2

Initial Meeting

The Initial Meeting should be held before the end of the first week. It is your responsibility to schedule an initial meeting with your lead teacher, supervisor, and you. Your supervisor’s phone number and email address may be found on the ‘staff’ page of our website. If you have more than one lead teacher, schedule this meeting so all of you can be present such as before or after school.

Your supervisor will have a copy of the form titled: Procedures for Initial Meeting with Intern. In preparation for this meeting, you should also print a copy of this form and review it before the meeting (see website and forms). Have each person sign the Initial Meeting form, give a copy to your supervisor, and file a copy in Portfolio II. Also, print the form: What do lead teachers do during full control.

The Initial Meeting serves as an orientation for your lead teacher, reinforces important policies and procedures, and establishes rapport and 3-way communication.

Praxis II

If you have not already done so, register for and take the Praxis II exams immediately! Copies of your Praxis II exam results need to be sent to the State of Nevada Teacher Licensure Office and put in your Portfolio II (Evaluation Documents).

Testing sessions fill up fast. What about having to retake the Praxis II exam? It may take 2 months to get Praxis II results.

The Praxis II is required for Nevada licensure. So don’t put this off! Go to: ets.org - select Nevada.

How to get started

- Download, read, and provide a copy of this manual to your Lead Teacher and Supervisor. NOTE: revisions to this manual occur during winter and summer breaks. Supervisors in Washoe Co., Carson City, and Minden/Gardnerville do not need a copy as they already have one.

- The forms are embedded in a timeline on Canvas so avoid confusion by printing them when it’s time. Print forms for your Lead Teacher and Supervisor as needed.

- The Learning and Resource Center (LRC) has Praxis II test preparation materials as well as many curriculum guides to reference.

- Read each section of the manual and the companion Canvas course before starting the corresponding part of the internship.

- Discuss and review each manual and Canvas section (including evaluation rubric, forms and assignments) with the lead teacher and university supervisor.

“Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty.”

-Albert Einstein
**Portfolio II:**

The purpose of Portfolio II is three-fold:

- It demonstrates that you possess the skills, knowledge, and dispositions necessary to meet the demands of a classroom on day one;
- It contains important documentation from your internship that may be required by many employers or used in a presentation portfolio during interviewing; and
- By the time internship is finished, you will have many items that showcase your abilities and many resources to draw upon as a first-year teacher.

Portfolio II contains documents from internship such as evaluations, lesson plans, and other artifacts from internship. Your lead teacher and supervisor will routinely examine your Portfolio II and initial the assignment sheet to ensure your internship is on schedule.

Develop a storage system, such as a hanging file folders, that includes the following separated and labeled dividers:

- Assignment Checklist *
- Manual *
- Schedule/Calendar *
- Family Engagement *
- Assessment Ideas
- Lesson Plans and Templates *
- Standards for Your Subject or Grade
- Management, Procedures and Routines
- Focused Observations of Lead Teacher
- Evaluation Documents *
- Reflections and Meeting Notes
- These tasks need to be completed for the Initial Meeting. Have your Portfolio II storage system ready to share with your lead teacher and supervisor at the initial meeting.

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**Internship Orientation Checklist:**

Complete the "Internship Orientation Checklist" (see this Canvas section and "Forms") within the first week of your internship.

The checklist is designed to acquaint you with your school and you’ll probably be able to complete most items on this checklist by yourself.

Ask your lead teacher or other school staff for assistance if needed.

Make certain you know the emergency safety procedures.
Self Reflections

The purpose of the reflections is to provide you with a formal means of reflecting upon your internship experience and to communicate with your supervisor.

To ensure prompt feedback and foster your professional development, your reflections will be emailed to your supervisor twice a week for the duration of internship. Your supervisor will read your Reflections weekly and make comments to you by email.

One reflection per week will be on a topic provided by the Director and the other reflection will be your free choice. On Canvas you will see a downloadable handout for the Reflections that includes instructions and topics.

For 14-week internships, you will have a total of 28 reflections (2 per week). Interns completing two 9-week internships will have two entries per week for 18 weeks.

Attendance at School Activities

Accompany the lead teacher to all professional development trainings, faculty meetings, planning meetings, parent-teacher conferences and any other extracurricular activities. Notes from and reactions to these meetings should be included in your Portfolio II (Reflections and Meeting Notes). Assume that you should attend unless your lead teacher tells you otherwise.

Yard and Extra Duties

You will shadow your lead teacher and carry out as many teacher duties as possible throughout the internship. At some point you lead teacher will likely be assigned Yard duty or some other extra duty. An intern should accept his or her share of certain obligations expected of teachers on the staff. However, an intern should not be placed in rotation for regular staff duties and assignments. Instead, the intern should assist the lead teacher in fulfilling his or her responsibilities as appropriate. Interns should be in the line of sight and sound with a veteran teacher during duty assignments. Interns are not to be assigned to “odd jobs” which are not required nor expected of regular staff. Know school policies and procedures.
School Day

You need to match your lead teacher’s schedule. Although students are usually in school 6 hours per day, teachers are required to be at school much longer. Whatever your lead teacher’s schedule is, you should match it even if additional time at school is required. You are to be actively engaged for the entire school day for the entire number of days and weeks required for the internship in whatever activities your lead teacher is doing or has instructed you to do.

Some schools may have early release days. Early release is for students only and frees up teachers and staff so they may meet. You may not leave early! You will remain at school all day long and accompany your lead teacher to meetings or staff development.

Lead Teacher Orientation

The first visit to the school by the supervisor is for the purpose of lead teacher orientation among other things. In addition to the initial meeting, the lead teacher should familiarize themselves with the Internship Manual and the internship evaluation rubric. The pay information form should be completed now and faxed to the Office of Clinical Experiences.

Family Engagement

A letter introducing you needs to be sent home to families of your students. You must discuss this with your lead teacher first to determine who the letter will be from and what the letter will include. For examples to use as springboards in drafting the original letter, please go to this section on Canvas – see forms.

Assignment Checklist

The Assignment Checklist should be used as a guide for your progress with these assignments. It must be readily available for your supervisor each time he or she visits so keep the Assignment Checklist in Portfolio II. There should be apparent progress made as documented by the dates when your supervisor and lead teacher sign off each completed assignment. This form is on Canvas.
Focused Observations of Lead Teacher

You will begin by observing your lead teacher teach the classes you will eventually be teaching. During these observations, you should take notes and record questions, reactions, feelings, etc. in your portfolio II (Focused Observations of Lead Teacher). After each observation, have a discussion with your lead teacher. Then practice what you have observed. Debrief with your lead teacher, reflect on your own performance, and repeat this cycle many times.

The following lists will provide a focus for the observations of your lead teacher. The lists are grouped to facilitate reflections, and provide suggestions for teaching practice.

Observe & Take Notes for Portfolio II

Management and Routines

- Students' manner of entering the classroom and taking their seats.
- Teacher's initial routine. This may include taking roll, lunch count, calendar, opening announcements, etc.
- Teacher's signal for focusing student attention and how he or she reinforces response to the signal.
- How the teacher begins and ends the lesson.
- Teacher's system for collecting and passing out papers and sharpening pencils.
- Teacher's method for giving directions and note the number and complexity of directions given at one time.

Discuss, Practice & Reflect

Teach a short lesson, using the management techniques and routines that have been observed.

With the help of your lead teacher, set a management objective to work on the next time you teach. Discuss what went well, what went poorly, and why.

Continue observing and practicing management techniques until your lead teacher and you agree to move on to the focus on Behavior and Reinforcement.
**Behavior and Reinforcement**

- Student behavior during lessons taught by the lead teacher.
- Teacher's discipline system.
- Intrinsic and extrinsic rewards utilized by the teacher to reinforce behavior.
- Consequences the teacher uses to limit misbehavior.
- Specific kinds of behavior displayed by students in attempts to gain peer and/or teacher attention.
- Transitions between lessons and within lessons.

**Take charge of the beginning or ending of the day, or a transition time using the management, routines, behavior and reinforcement techniques you observed.**

Discuss with your lead teacher things that went well and/or problem areas and what you can do to develop your skills in this area.

Continue observing and practicing these skills until you and your lead teacher feel you can maintain control of the class. Then move to Content and Teaching Strategies.

**Content and Teaching Strategies**

- Teacher's lesson objective and/or the skill to be taught.
- Ways the teacher helps the learners draw upon their previous experience.
- Strategies the teacher uses to achieve the lesson's objectives (i.e., lecture, inquiry, group discussion, role playing, demonstration, direct experience, audio/visual, etc.).
- Methods the teacher uses to actively involve the students in the lesson.
- Types of questions and task-related comments asked by the teacher, noting the various levels of questioning.
- Manner in which the teacher checks for understanding and supervises guided and independent practice.
- Types of assignments for the students and the amount of time allowed for each.

You, the lead teacher and supervisor have agreed on the lesson plan format. Use this format for these lessons.

Begin practicing each of the parts of a lesson, setting new teaching goals as specific skills are refined. Use the content and teaching strategies you observed when you teach. Then debrief with your lead teacher.

Repeat this entire cycle multiple times until your skills are refined and your lead teacher thinks you are ready to teach an entire lesson.
Lesson Plans

For the first two weeks you will be using lesson plans given to you by your lead teacher or lesson plans the two of you have written together.

“One mark of a great educator is the ability to lead students out to new places where even the educator has never been”

-Thomas Groome

Assuming Teaching Responsibilities

By the end of the first week of your internship experience, begin teaching ‘small’ portions of lessons in class periods or subject areas designated by your lead teacher. This may be team teaching, solo teaching, or a combination of both. At this point you are not assuming control of these small portions but rather you are gaining varied teaching experiences and assisting/observing your lead teacher. You will help your lead teacher prepare for these lessons but will not yet write your own original lesson plans.

By the end of your second week, become responsible for routine items such as attendance, dismissal, yard duty, entering grades, handing back student work, and dealing with homework. Now this is a different story – once you assume all responsibility for these items, you will keep doing them for the duration of your internship.

A suggested schedule for assuming teaching responsibility is pictured above and will be determined collaboratively by you, your lead teacher and your supervisor. This gradual schedule will be recorded on the intern calendar and assignment sheet. The specific timetable for assuming full teaching responsibilities will vary considerably based your skills and needs. Please note that full control happens ‘after’ midpoint. We’ll discuss this in more detail in the next sections.

REMEMBER: Assuming full control is a gradual process and the lead teacher must be actively involved throughout internship such that you both are teaming while you gradually gain experience of being in control.
Data Driven Instruction

During internship you will have many opportunities to thoughtfully integrate instructional methods, your knowledge of students and environments and your content knowledge to impact student learning. By integrating your knowledge and skills you will demonstrate your growing competence and professional development. The skills you practice and refine now will generalize across all of the content areas, skills and processes you teach. Your lead teacher will be familiar with the term data driven instruction.

Think of Data Driven Instruction as a process.

- You will identify an instructional goal for students. The goal is further defined with objectives and standards.
- You will determine how many lessons will be needed to help students reach the goal. Will students reach this goal in one lesson or six lessons?
- During your lessons, you will rely on carefully planned assessments to guide your instruction. Assessments come in many forms: check for understanding with thumbs up, worksheets, projects, quizzes, writing samples, oral responses, reports, observations, etc. The results of these assessments provide data about students’ learning.
- At the end of each lesson you will analyze the data and reflect on the students’ learning in relation to the goal you set. You will use data to monitor student progress and make instructional decisions.

So there you have it: That’s Data Driven Instruction.

Selecting a Learning Goal

With the assistance of your lead teacher, identify learning goals for students. Consider the skills or knowledge some students are struggling to master or are missing that they must be proficient at to be prepared for future instruction. Select goals for student learning that:

- are appropriate to the grade level, IEP, and/or subject area
- have a sound rationale for selection
- are measurable and specific (much like an IEP goal)
- are supported by the academic standard(s) and/or IEP

Canvas—

Complete all tasks for Weeks 1–2 now.
Goals are broad targets to be reached. They are general statements about what students will learn and/or be able to do. They provide the reasoning for what you will teach and what you want students to accomplish.

Goals should be focused on student outcomes.

### Students will understand and use - effectively
**WITHOUT BENCHMARK**

### Students will increase--skills from--% to--% using--
**WITH BENCHMARK**

Weak goal statements are simplistic and do not meet the criterion above. Examples include: students will learn to..., students will improve..., students will be able to..., etc.

It is important to make adjustments to your goal statements based on feedback from your lead teacher. Consider their suggestions as directives. After all, it is their classroom and these are their students.

#### Hints for constructing well-written and well-conceptualized goals:

Include the following 6 items:

- The direction you want the behavior to go (i.e. increase or decrease).
- The specific problem you are addressing.
- The present level of performance.
- The amount of change.
- The teaching methods or types of lessons needed.
- The types of assessments (as measured by).

Not all goals need to include all 6 of these features, but try to include these in a goal statement before you delete a feature.

Start thinking about your job search and check out the College of Education Career Services Newsletter:

“There’s no time like the present to start career exploration.”

[http://www.unr.edu/education/internships-and-careers/career/students](http://www.unr.edu/education/internships-and-careers/career/students)
As you begin planning your lessons, you will need to decide how you will deliver the lesson to your students. Will you teach to the whole class or small groups of students? Do you want your students to work in pairs or work independently? Whatever instructional grouping configurations you feel most comfortable with or decide to use, remember to match the purpose of the lesson to the instructional grouping configuration, add a variety of configurations when appropriate, and be aware of your motivation for choosing a particular configuration.

Think about the physical arrangement of the furniture in your classroom. Is it conducive to whole group lectures or small groups or both? Will it accommodate a variety of instructional grouping configurations? You are a guest in your lead teacher’s classroom and it may not be feasible for you to rearrange it. But at least think about it. In your ideal classroom, how would you arrange the furniture to accommodate the instructional grouping configurations above? Is it even possible to use all of these configurations in one classroom? What issues might arise from using too many or too few configurations during the same lesson?

**SMALL GROUP STEREOTYPES:**

- Everyone knows who’s in the low, medium and high groups.
- The high group gets harder work than the low group.
- Once you are assigned to a group, you can’t change groups.
- Reputations are based on the group you are in – you’re a bluebird!
- Group participation is not equal: members may be bossy or lazy, talkative or quiet, interested or not.
- Grading group work is not fair: hard workers and slackers may get the same grade.
- Based on your own experiences, think about other stereotypes you have encountered. Be aware of these stereotypes as you assign students to groups.

**WHOLE GROUP STEREOTYPES:**

- Lessons are taught to the middle so high achieving students are dragged down and low achieving students are left behind.
- Instruction can’t be differentiated to meet the needs of all students.
- Encouraging student participation and fostering student engagement is too time consuming.
- The old ‘stand and deliver’ model is the most efficient way to disseminate information.
- You surely have other examples to add to this list...
Example of the Calendar

Intern Calendar

Develop an internship calendar in collaboration with your lead teacher and supervisor. This calendar is a work in progress and should be updated routinely. It will be used to schedule important observations, dates such as formal conferences and your final day. This calendar will enable the supervisor to schedule visits to your school at times when you will be teaching. Be sure to notify your supervisor when your calendar changes, particularly when the supervisor has a scheduled and observation with you.
PART III - BEFORE MIDPOINT

Portfolio II

Portfolio II should be kept up-to-date and available for review by the supervisor during his or her visits. Leaving it at home is not acceptable and will be reflected in the professionalism standard.

Include lesson plans and units you develop, organized by topic and then by date. It should be clearly evident, to anyone who looks at this section, what your teaching responsibilities were. These will be useful in the future when you apply for a teaching position and to reference during your first years on the job.

Written feedback from your lead teacher and supervisor should be included in Portfolio II. Some employers may want to see these later on when you apply for a position.

Also include your notes from faculty meetings, extracurricular meetings, your observations in other classrooms, and parent conferences that you attend and/or conduct.

Of course include your assignments. Refer back to page 19

My Lead Teacher is Taking the Day Off

During internship, you may substitute only for your lead teacher for up to 7 days (5 days for each 9 week internship). You may not be placed in another teacher’s class as a substitute. You may decline substitute assignments and will not be penalized in any way. Additional substitute days require prior permission from the Director of Clinical Experiences. You may begin substituting during week 3.

School Districts have different policies about substituting. For example: Clark County School District does NOT allow interns to substitute at all and Carson City School District only allows 5 days. You must comply with the school district with one exception: the number of substitute days listed in this manual is the maximum allowed no matter what school district you are in.

Consider suggestions from your lead teacher and supervisor as directives and at least try them!
Preparing for Your Own Absence

If you are expected to teach but need to take time off, your lead teacher will need to take over the class for you. Treat this scenario as if you are the teacher and a substitute has been called in to cover your class. Make every attempt to prepare for a substitute in advance of your absence by developing a substitute binder or folder. Have a class discussion with students about their experiences with substitutes and what you expect from students during your absence. Ask your lead teacher and supervisor for things to include in your substitute binder and consider including items such as these:

- Building map, contact information for the principal/secretary/nurse/custodian/nearby colleagues, your home or cell number if you want;
- Keys, passwords, codes, where to find things such as the copy machine and supplies, and how to use the phone and intercom system;
- Schedule for every day of the week, (including the bell schedule), explain what needs to be done and routines during each time frame;
- Procedures for attendance, lunch, dismissal, etc., list of activities for students who finish early;
- Teacher duty – dates, times, location, description;
- Seating chart if applicable;
- Volunteer schedule and what they should do;
- Pertinent information about students who require accommodations, modifications, medications, services, etc.;
- Classroom management system and school discipline policy (including positive and negative consequences);
- Lesson plans complete with materials and copies (the more detail the better, related to what you have been doing in class or generic lesson plans if you are unexpectedly absent);
- Grading procedures and instructions; and
- Names of reliable students and challenging students in each class

When you eventually have a classroom of your own, let the office staff know where you keep your substitute binder or visibly display it on your desk.
Reflections

You will continue to email 2 reflections to your supervisor per week. One must be on the topic provided. For the second, you may reflect on any aspect of your internship.

- Reflections should include observations based upon both the affective (behavioral) and the cognitive (student learning)
- Respect students' privacy in your reflections that includes names and schools
- The Reflections are confidential and is between you and your supervisor.

Multi-Use Form

Your lead teacher and supervisor will use the multi-use form (see forms) to monitor your progress during internship. Make sure you have printed a copy for each of them. Each time you are observed (formally or informally) they should jot down scores, notes and examples on the working document. You may need to be given a gentle reminder to use the working document. Your lead teacher and supervisor will collaboratively complete formal evaluations at midpoint and at the conclusion of internship so the working document is used to monitor your performance and progress.

Canvas—

Don’t forget to complete tasks assigned for “Before Midpoint.”

Education is too important to be left solely to the educators.

- Francis Keppel
Family Engagement:

Parent-Teacher Conferences

With the permission of the principal, parent, and your lead teacher, conduct one parent-teacher conference. Write a brief summary (1/2 page) and include this in Portfolio II. How are conferences scheduled? Does the lead teacher use a specific structure or strategies to conduct the conference? What is the purpose and was that accomplished? What alternatives are there to face-to-face conferences? Attend all other parent-teacher conferences conducted by your lead teacher during the internship.

Fostering Communication

Do one of the following:

• Assist your lead teacher with back to school night.

• Attend a PTO meeting.

• Phone home with a positive comment about a student in your class.

• Work with a parent volunteer.

• Be a volunteer for an after school activity in which you will have contact with families such as math or science night, dance, theater, concert, game, etc.

• Use a calendar or daily planner to send tips home that support your lessons, essential questions to ask, and what will be taught next.

• Before printing homework, add parent tips to the bottom of the page such as:
  
  ➢ Have your child count the change in your pocket or count the money to pay the store cashier,
  
  ➢ Have your child summarize current events in the news.
  
  ➢ Use closed captioning while watching TV and have your child read the script.
  
  ➢ Have your child read to you while fixing dinner or read billboards and street signs while you are driving.

Bulletin Boards:

You are responsible for planning and displaying two bulletin boards. Think beyond the large corkboard. Be creative and use whatever space that may be available (side of file cabinet, door, ceiling, wall, a movable display board, etc...)

Collaborate with your lead teacher on both bulletin boards.

The first space may be designed for such things as: the calendar, schedule, and jobs.

The second space must support relevant curricular objectives and/or standards and it should foster student engagement.
Timetable for Assuming Full-Control in a Team Teaching Model

Individual timetables will be developed by you, the lead teacher, and your supervisor. Your timetable for assuming teaching responsibilities may vary considerably based on your skills and needs. Below is a suggested schedule that has you teaching half the school day by midpoint.

So you think full control and team-teaching are like oil and water… If that’s the case, then a paradigm shift is in order. Full-control is about gaining independence and assuming responsibility in a supportive team that is rich in mentoring, modeling and practice.

During internship, roles on this team will change. Right now the intern is leaning on the lead teacher and the weaning process will begin by midpoint. At midpoint, the intern, lead teacher and university supervisor will discuss the intern’s readiness to assume full control as co-teacher in this team.

TEAM-TEACHING EXAMPLES (roles are reversible)

- LT teachers and I observes, LT and/or students
- LT in lead role and I provides support
- LT teaches and I provides unobtrusive assistance to students
- LT teaches large group and simultaneously I teaches small group (same content)
- LT teaches a group and I simultaneously teaches a similar size group. Then the students rotate (different content)
- LT and I teach together at the same time and their interaction is more like that of a conversation
- Full control means LT and I are equally responsible

Gradually become responsible for one complete class period/subject area at a time. The schedule for assuming teaching responsibility will be determined collaboratively by you, your lead teacher and supervisor and will be recorded on the intern calendar and assignment checklist.

You should be gradually assuming the teacher’s responsibilities for about ½ the school day at midpoint. This is easier said than done as you or your lead teacher may push for more full control more quickly. Remember, you’ll have plenty of time after midpoint, so don’t rush this.

“What we hope ever to do with ease, we must learn first to do with diligence.”
- Samual Jackson
Getting to Know Your Students

With the assistance of your lead teacher, gather relevant background information and pre-assessment data on students. Think carefully about what data informs you about your students. The key word here is “relevant”.

You should rely heavily on your lead teacher as she/he knows the students and will be able to offer advice on performance levels so that you can plan appropriate instruction.

Here is an example of a weak profile:

- **Goal:** Students will learn how to use the tools of geometry, such as a compass, protractor and ruler.

- **Relevant Background:** Focus student “A” is in second grade, in the ESL program, and is excited about math. “A”’s reading and writing scores were 4 out of 4, addition 8/8, subtraction 6/8 and decimals 5/8.

This is a strong profile:

- **Goal:** Students will increase prosody (expression, pausing, and inflection) in the readings of prose through supported oral reading, modeling of fluent reading, and specific instruction on prosody, as measured by rubric-based teacher observation.

- **Relevant Background:** Focus student “B” is an English Language Learner in fourth grade who is receiving no services and appears to have mastered the English Language in social contexts. “B” is quiet, responds hesitantly to questions, and is reluctant to read aloud. When asked, “B” was not able to identify any benefit or enjoyment from reading, though “B” also did not identify any specific difficulty with reading. The Slosson Oral Reading Test (SORT), which uses words in isolation to assess decoding and recognition skills, indicated a grade equivalency of 2.9.

Start thinking about your job search and check out the College of Education Career Services Newsletter: “It’s time to get serious about becoming a professional.”

[http://www.unr.edu/education/internships-and-careers/career/students](http://www.unr.edu/education/internships-and-careers/career/students)
The Teaching/Learning/Assessment Cycle

Planning and conducting the Teaching/Learning/Assessment Cycle is the part of internship you have been waiting for. The fun part! It will be a very busy time for you, but it should also be a very exciting time. You should see students start responding to your teaching and you should see them make progress. You will witness learning!

So how does the Teaching/Learning/Assessment Cycle work? Always keep in mind your goal, your students’ present level of performance and your final assessment of student learning as you begin to plan activities to help students reach the goal. The Teaching/Learning/Assessment Cycle should become the model for all your teaching.

The Teaching/Learning/Assessment Cycle starts with preplanning. Preplanning will help you figure out where to begin and then to develop and organize the content and sequence of your lessons.

- Think about your goal and how it fits into the big picture.

- Draft your assessments before you plan your learning experiences. This is sometimes referred to as ‘backward lesson planning’ and it will help you align the goal with the assessment(s). This will also help you decide on which learning experiences to use.

- Outline the learning experiences you will use, consider whether these will provide ample support for all students to meet the goal, and check the alignment of these learning experiences with the goal, standards/objectives, and assessments.

- How many lessons do you teach? That depends on what it takes for students to achieve the goal you have selected ~ sometimes you will teach one or two lessons and other times it will be necessary for you to teach several lessons.

"The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself."

-- Edward Bulwer-Lytton

Each time you teach, you will observe students’ behaviors and collect samples of their work. Outside of class, you will look carefully at these work samples and consider any behaviors you noticed during instruction. You will make some judgments about students’ work and behaviors in relation to your goal for the lesson. Finally, you will reflect on what this means in terms of the next lesson. Then, with this new information in mind (new present levels of performance), you will plan and teach the next lesson. In essence, the cycle begins again. And that’s data driven instruction!
Lesson Plans

You will be expected to have lesson plans for everything you teach throughout the internship. The lesson plan must be detailed enough that another educator can read, understand, and teach from it. The lesson plan is intended to cause you to think through the development of lesson activities that have strong potential for helping students effectively learn that which you intend to teach. For the novice, a fully developed lesson plan serves as a powerful thinking tool. The lesson plan is for your benefit.

Lesson plans should be prepared far enough in advance so that the lead teacher can check them and make any recommended changes. Your supervisor needs to review every detailed lesson plans for formal observations (5 for the lead teacher and 5 for the supervisor) and these will need to be posted on Canvas prior to teaching the lesson. Last minute preparation should be avoided. Regular systematic planning will help produce a more effective learning climate.

You must design a lesson plan template in collaboration with your lead teacher and supervisor. There is no specific form that you must follow. While style and format may vary, every lesson plan has the following components:

1. Constantly ask yourself, “How does my analysis of student learning alter what I do next?” You will make informed instructional decisions based on data gleaned from students’ work. Record your insights from this analysis on your lesson plans and in your reflections. The Teaching/Learning/Assessment Cycle is used throughout your internship.

2. For grades, progress reports, student/parent conferences, you will develop a profile of the students’ progress. So good record keeping is essential. With your lead teacher, determine how you will record and document student performances. Will you be using a grading program, charts, rubrics, graphs, portfolios?

3. Ask your lead teacher and supervisor to share their assessment ideas and documenting procedures with you. Assessment is something they are very experienced at. Ask them to provide feedback throughout the Teaching/Learning/Assessment Cycle and as you make important instructional decisions.
PART III – Specific Internship Requirements for Before Midpoint

Name and grade of Class/Title of Lesson or Unit Plan/Name of Lead Teacher/Length of Lesson

Goals:
- A brief description of what will be learned and why (overview and rationale/purpose).
- How will you grab the student’s attention?

Specific Objectives and Education Standards:
- What skills/information will students learn?
- What education standards and objectives are addressed in this lesson?

Assessment Based on Goals, Objectives and Standards:
- How I know students know it?
- A description of how you will assess whether or not students have achieved what the standards and objective(s) predict they will. In other words, in a formal or informal manner, what will you do to determine whether the lesson has succeeded in doing what it was intended?
- Formative assessment provides immediate information on student performance and allows you to adapt to student needs to improve student learning. You evaluate the current student learning and modify your lesson to improve learning results. Questions and responses, anecdotal records, quizzes, essays, homework, individual/group problem solving, surveys, interactions of students during the lesson, and on the spot checks for understanding are examples of assessments that provide the information needed to adjust teaching and learning while they are happening.
- Summative assessment, such as an end of unit test, final exam, or standardized test, evaluates learning outcomes at the end of the lesson or unit.

Step by Step Procedures (the body of the lesson)
- How will this lesson effectively move students toward achievement of lesson objectives and standards?
- Includes a step by step description of each part of the lesson, including independent activities to reinforce this lesson. Clearly explain each facet of each activity both in terms of what the teacher will be doing and what the students will be doing.

Modifications, Adaptations, Extensions, Extra Credit, Materials, Equipment List, and Other Resources:
- List all as required.

Reflection, Discussion, and Additional Notes
- Data-based decisions - what worked and what needs improving?
- Reflections on the performance of the students and yourself.

Daily lesson plans are typically less formal and may take several forms but when all the different pieces are viewed together they address all of the above items.

While you’re planning and preparation with your lead teacher may be less formal, you must write formal lesson plans 10 times for the formal observations (5 by lead teacher and 5 by supervisor). These 10 formal lesson plans must be posted to Canvas for your supervisor.
Guidelines for Using Ready-Made Lesson Plans:

While your school or lead teacher may insist on you using ready-made lesson plans for certain subjects, you will have many other opportunities to demonstrate your proficiency in lesson planning and preparation. You may even want to use lesson plans you have found on the internet or in other resource materials. Only one of your formal observations may use a ready-made lesson plan and all other formal observations must include your original lesson plans. Original lesson plans must be used to evaluate your performance in planning and preparation. Here are some things to consider when using ready-made lesson plans:

- Check the copyright information to see if you can make copies of the lesson plan.
- Do not assume the ready-made lesson plan is complete. For example, it may not include such things as standards, differentiation, extension activities, reflection, etc. Use your lesson plan template to verify the ready-made lesson plan has all the necessary components. If not, add in those particular sections from your template.
- Slight modifications to ready-made lesson plans may be handwritten as it may be impractical to type such notes. Handwritten notations must be legible. Develop a particular way of making notations and use this system consistently such as writing notes with green ink in the left margin only.
- If you are making more substantial changes, you may need to rewrite the lesson plan so that it has continuity and fluidity. Another way to deal with this might be to create a modification template.

"I like a teacher who gives you something to take home to think about besides homework."
- Edith Ann, [Lily Tomlin]
You will use the Teaching/Learning/Assessment Cycle for your lessons. For Formal observations usually a one to two page lesson plan will provide enough detail. You may use the same lesson plan format throughout your internship for your daily planning. Record your observations and notes on each lesson plan soon after you have taught it for later use.

During each lesson you will access student work generated during the lesson. You will need to do this routinely. This assessment may take many forms from your own marks on a checklist designed to assess student performance to thumbs up to check for understanding to worksheets to student projects to quizzes, etc...Talk to your lead teacher about the variety of assessment strategies they use and their grading practices. Some of these assessments will be used for grades and some will not be graded but will be used to monitor students’ progress and make instructional decisions.

If you are teaching a whole group, then it is important to consider your focus students as part of the larger group. Remember, “do no harm.” Consider students’ work and your observations in relation to the goal. Record your insights from this analysis on your lesson plan. These notes should guide you in the planning and teaching of your next lesson.

Getting Ready for the Formal Observation

Your lead teacher will informally observe you throughout the school day and then formally twice before the midpoint of your internship. Your supervisor will also formally observe you twice during this timeframe. Be prepared for these formal observations by:

- Following the instructions on the Protocol for Supervisor Visits form;
- Completing the Pre-Observation Information for Supervisor form (this form may also be used for your lead teacher); and
- Print the Classroom Observation form for each formal observation. Have extra copies handy for impromptu observations. Your lead teacher and supervisor will use this form for their formal observations. Ask your supervisor if they have this form on NCR paper. (Music Interns will need to print the General Music Classroom or Music Rehearsal Classroom form.)

Hint:

We want you to try new things, but doing so for the formal observation may not be the right time. Stick with the familiar. You will perform better and your students will perform better too because you both are operating in familiar territory.

If you find a path with no obstacles, it probably doesn’t lead anywhere*

-Anonymous
Model for Observations

A clinical supervision model is used when carrying out observations. This model consists of three major components: the pre-observation conference, the observation, and the post-observation conference.

Pre-Observation Conference

This conference ideally serves as a goal-setting conference between the lead teacher or supervisor and you. The purpose is to establish the focus for the observation on one or two pre-determined areas of content or technique. With time and geographical constraints faced by all parties involved, the Pre-Observation Information for Supervisor form is used to facilitate communication between you and the supervisor regarding the focus of the lesson. The supervisor’s knowledge of what you want them to look for during the observation can be very helpful in strengthening the value of the post-observation conference that follows. Email the pre-observation form to your supervisor before their scheduled visit. Discuss beforehand when that should be.

Your supervisor will arrive a few minutes prior to the start of your observation. This allows time to check progress on assignments, review Portfolio II, and meet with the lead teacher. Your lead teacher will also routinely check your lesson plans, assignments, Portfolio II, and meet with your supervisor whenever they visit.
**Observation**

Try to focus on what you and your students are doing rather than on your lead teacher or supervisor. Keep your lesson and delivery as typical as you can; in other words, don’t put on a show just for the benefit of the observer. The quality of instruction should not change for an observation.

The ‘Classroom Observation’ form will be used by your lead teacher and supervisor during the observation. This form is based on the 4 Standards of professional competence (See Appendix). The “Classroom Observation” form provides space for observation, analysis and notes. This will serve as the foundation for providing verbal and written feedback for you.

The supervisor should complete two formal observations before midpoint. The lead teacher will also formally observe you twice before midpoint. Your lead teacher will informally observe you constantly throughout internship and may do additional formal observations. Your supervisor and lead teacher will observe you at different times.

**Post-Observation Conference**

The post-observation conference provides feedback on the descriptive data obtained during the observation. The purpose of these conferences between you and either your lead teacher or supervisor is that of “coaching” and working towards improvement of instruction. So no tears please.

The post-observation conference takes place immediately after the observation. Arrangements need to be made for the lead teacher to take over the class at the conclusion of the scheduled observation for the amount of time necessary for the supervisor and you to meet for the post-observation conference. This conference averages about 15 minutes. As part of the post-observation conference, copies of the observation and feedback notes should be given to you for Portfolio II and your lead teacher and the supervisor should retain a copy for his or her records. Post-conferences with your lead teacher should occur during breaks in instruction but as close to the observation as possible.

Constructive feedback seems to have the same connotation as constructive criticism, a very unpleasant act to say the least. The words “constructive” and “criticism” have been purposely omitted here because we want you to think of feedback as a positive thing to be sought and welcomed.
## Two Assignments for Interns in General Education

All interns, regardless of their major and placement, will have students with special needs in their class. Interns in special education will complete most of these items as part of their internships; therefore interns in special education will not be required to complete these assignments but rather will have two different assignments specific to special education.

The following assignments comprise a menu from which to choose, depending on your placement, school setting and skill level. We encourage you to try an assignment that may be outside your "comfort zone." The internship is a place to try out new or uncomfortable things while you have a "safety net." Select two assignments to complete before the end of internship and place materials, notes and reactions in the appropriate section of Portfolio II. All of these assignments require your lead teacher's approval.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARTICIPATE IN AN INDIVIDUAL EDUCATION PLAN (IEP), INDIVIDUAL TRANSITION PLAN (ITP), OR MULTIDISCIPLINARY TEAM MEETING (MDT)</strong></td>
<td>Participate as the general education teacher in an IEP, ITP, or MDT meeting for a student with special needs. This requires the consent of the parent or guardian.</td>
</tr>
<tr>
<td><strong>DEVELOP AND TEACH A COGNITIVE LEARNING STRATEGY LESSON</strong></td>
<td>Develop and teach a unit using a cognitive learning strategy such as an algorithm to help solve math problems, remembering content, making connections, mnemonics, clustering, etc.</td>
</tr>
<tr>
<td><strong>DEVELOP AN INCLUSION MATRIX</strong></td>
<td>Work with a special education teacher to create an &quot;Inclusion Matrix&quot; for at least one student with special needs who is included in your general education classroom.</td>
</tr>
<tr>
<td><strong>PLAN AND CO-TEACH A LESSON WITH A SPECIAL EDUCATION TEACHER</strong></td>
<td>Whether or not your lead teacher currently engages in co-teaching (general and special education teacher together), you may wish to try this activity. Select a class in which several of the students with special needs are included. Plan the lesson with the special education teachers, discussing the models of co-teaching that can be used (try to avoid the &quot;one teach-one drift&quot; model).</td>
</tr>
<tr>
<td><strong>ADAPT LESSONS/MATERIALS FOR A STUDENT WITH SPECIAL NEEDS IN GENERAL EDUCATION CLASSES</strong></td>
<td>Adapt a lesson, activity, assignment, test, etc. for students with special needs who are included in your general education class. Consult with both the general education and special education teachers.</td>
</tr>
<tr>
<td><strong>PARTICIPATE IN A “STUDENT ASSISTANCE PROGRAM” OR “RESPONSE TO INTERVENTION” MEETING</strong></td>
<td>Each school has a team of teachers who meet regularly to help other teachers with students about whom they are concerned. These meetings may have a variety of names. This team also develops pre-referral intervention plans for students who might later be referred for special education evaluation. Attend at least two of these meetings and write about what occurred and your reactions.</td>
</tr>
<tr>
<td><strong>DEVELOP A BEHAVIORAL INTERVENTION PLAN</strong></td>
<td>Develop a Behavioral Intervention Plan for a student who presents serious behavioral challenges in your general education classroom. Develop this plan using a functional assessment of the behavior.</td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td>If you engage in other professional activities regarding students with special needs that you feel have been important and relevant to your internship, you may describe them and use them as an assignment, with the permission of your supervisor and lead teacher.</td>
</tr>
</tbody>
</table>
Assignments for Interns in Special Education

In addition to the assignments and expectations for all interns, you have assignments specific to special education since your school day will be divided among teaching, service coordination, and student evaluation. Two specific activities have been designed for you to complete that will help you grow as a special education professional. Complete the following two assignments between now and the end of the internships.

| COMPLETE TWO ASSESSMENTS | Conduct formal assessments of two students and either use the information in developing the IEP or an intervention. A copy of the assessment and results (name blackened) should be included in Portfolio II, along with all relevant notes you take about the student. A brief description of how the test results were used should also be included. If your school uses a different system such as the Response to Intervention model, then you may use that for this assignment.

COMPLETE AND CONDUCT TWO INDIVIDUAL EDUCATIONAL PLANS (IEP) | Organize and conduct IEPs for two students. In organizing the IEP, you are to: (a) contact parents to schedule the IEP meeting, (b) notify all relevant professionals about the meeting, (c) assemble all required forms and complete those components of the forms that can ethically be done before the meeting, and (d) conduct the meeting and complete the remainder of the IEP. This must be a meaningful exercise. You should not use an IEP previously designed by your lead teacher, nor should you design an IEP for a student who has a current IEP on file. You may developed an IEP for a new student entering the program, an interim IEP for a student moving to the school, or an IEP as part of the annual re-evaluation process. All relevant forms used by the local school district should be included. A summary of the meeting(s) should be written, including information on who attended, what kind of information was communicated, parent reactions, outcomes or decisions reached and any personal comments or suggestions. A copy of the full IEP(s), with all student and parent names blackened, should accompany the report and should be placed in Portfolio II. If you work with students aged 14 or older, you may substitute an IEP for one IEP.

Good teaching is one-fourth preparation and three-fourths theater.

-Gail Goodwin
Observations of Other Teachers

During the internship, you will observe other teachers in various classrooms in the same school or in different schools or even different school districts. The observation schedule will be developed by you in collaboration with your supervisor and lead teacher. You should discuss the purpose of the observation with your supervisor and lead teacher beforehand.

Three days of the internship may be used for observations of other teachers. Observations should be for an instructional block that includes a transition and an opportunity to speak with that teacher. For each observation, the intern should document the observation on the ‘Verification of Other Classroom Observations’ form (see website and forms) as well as write a reflection for each observation. The three observation days may not be used for absences, substituting, or shortening the length of the internship. Observation days may be used at any time during internship with the permission of your lead teacher and supervisor. Consider using your observation days to focus on areas you would like more growth in. Ask your lead teacher, supervisor and principal to recommend teachers to observe. Then contact that teacher’s principal to schedule your observation.

Interns with two 9-week internships will split the observation days between general & special education such that they observe other teachers for 1 ½ days in each internship.

Education is more than filling a child with facts. It starts with posing questions.
-D.T. Max

Every student can learn, just not on the same day, or the same way.
-George Evans

The mind is not a vessel to be filled, but a fire to be ignited.
-Plutarch

3 Observation Days-make them count

- 3 full days, 6 half days, or several class periods
- At your school, in other grades or subjects and even at other schools
- Plan with your lead teacher for your absence
- Observe with a focus
Procedures and Routines

A routine is a habitual, repetitive, or customary event.

A procedure is a process, system, or method of doing something.

If you don’t teach a procedure for a routine event, how will your students know what to do and what you expect?

Choose 3 routines from this list and write a procedure for each. Put in Portfolio II. The procedure may be one used by your lead teacher, one you observed or heard about or, one you would like to try if given the opportunity. Give your procedure a title. Be succinct (less than one page) and sequential (number of steps).

Entering the classroom
Getting to work immediately
When you are tardy
End of period class dismissal
Listening to/responding to questions
Participating in class discussions
When you need a pencil or paper
Keeping your desk orderly
Checking out classroom materials
Indicating whether you understand
When you are absent
Working cooperatively
Changing groups
Keeping your notebook
Going to the office
Knowing the schedule for the class
Finding directions for each assignment
When a school-wide announcement is made
Responding to a fire drill, earthquake, weather alert
Other: with approval of lead teacher and supervisor

Passing in or out papers
Returning student work
Getting materials without disturbing others
Handing out playground materials
Moving about the room
Going to another location at campus
Heading of papers
When you finish early
Returning to task after interruption
Asking a question
Walking in the hall during class time
When visitors are in the classroom
If the teacher is out of the classroom
If you are suddenly ill
Saying “Thank you”
When you need help
Keeping a progress report
Using the bathroom
If the teacher becomes ill
Coming to attention

Adapted from Harry K. Wong & Rosemary T. Wong: First Days of School: Chapter 20 – Procedures & Routines; 2009
PART IV - MIDPOINT

Special Observation - by Principal

Have your school administrator or another teacher formally observe you and provide feedback. Multiple perspectives will help you analyze your own performance and grow professionally. And possibly this person will be one of your references!

Schedule your midpoint progress conference at the same time as your second or third observation with your supervisor. Make sure it is a three-way conference with you, your lead teacher and supervisor. Both need to be present. If you have more than 1 lead teacher, schedule the midpoint progress conference so both can attend. Yes, this conference is necessary.

"Optimism is the faith that leads to achievement; nothing can be done without hope and confidence."
- Helen Keller

The Midpoint Progress Report is on NCR paper so ask your supervisor if you still need to print a copy for use at the conference.

"Every truth has four corners: as a teacher I give you one corner, and it is for you to find the other three."
- Confucius

After the conference, the signed Midpoint Progress Report goes into Portfolio II and your Supervisor keeps a copy.

Canvas -

All tasks need to be complete by this time:
- Before You Start
- Weeks 1-2
- Before Midpoint
- Midpoint

Make sure your Portfolio II is up-to-date and required assignments are completed before the midpoint conference. Canvas tasks must also be completed to date.
Performance Assessment At Midpoint

The College of Education recommends you for Nevada teacher certification and has a responsibility to ensure that those interns it recommends for certification are worthy. With respect to performance assessment, the College of Education uses the standards by which teachers in the local school district are evaluated. These standards meet and exceed Nevada Statewide Standards for teacher evaluation and include the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for beginning teachers.

The Standards of Professional Competence used to evaluate the intern’s performance are:

- Standard 1: Planning and Preparation
- Standard 2: Classroom Environment
- Standard 3: Instruction
- Standard 4: Professional Responsibilities

The Internship Evaluation Rubric describes the satisfactory and unsatisfactory performance levels for each Standard of Professional Competence. This rubric includes examples of performance at different levels.

The ‘working document’ is a user friendly version of the Internship Evaluation Rubric. It is the same form used for observations and the midpoint progress report. The ‘working document’ is used throughout the internship by your lead teacher and supervisor to make periodic notations and jot down examples of your progress. The ‘working document’ should be used as a resource for evaluating your performance.

Assessment is a continuous process throughout the internship in which the lead teacher and university supervisor hold regular conferences with you. The lead teacher observes you throughout the experience and conferences with you on a daily basis. The university supervisor also observes your performance periodically and conferences with you and the lead teacher on a regular basis. This mentorship, support, and feedback is essential so that by the midpoint of the internship, you will be able to demonstrate satisfactory performance in all 4 Standards of Professional Competence.

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is a vital element for the growing plant and for the soul of the child.

-Carl Jung
What Is Considered For The Midpoint

At midpoint, your lead teacher and supervisor should have an overall sense of your progress in each of the 4 Standards of Professional Competence. Your lead teacher and supervisor will collaboratively complete the Midpoint Progress Report. It is suggested that you also complete an evaluation as a means of self-assessment. Your lead teacher and supervisor will consider the following when evaluating your performance at midpoint:

- 2 Formal Observations’ by lead teacher and 2 by supervisor
- Informal observations by lead teacher and supervisor
- Overall performance throughout experience
- Working document
- Portfolio II up-to-date
- Professional Behavior and Dispositions
- Assignments in Manual and quizzes on Canvas
- Possible Midpoint Scenario during supervisor’s observation 4 or 5
Midpoint Progress Report

The purpose of the midpoint progress report is to assess your progress at this halfway mark. The timeliness of this report is very important for it serves to alert everyone involved of any possible problems. Your lead teacher and supervisor should have an overall sense of your performance by midpoint. What they have to say should not come as a surprise to you because the three of you have been communicating openly and frequently.

An overall score for each standard is achieved by averaging the scores for each category in that standard. This is where the ‘working document’ comes in handy. You should keep your own copy of the ‘working document’ for the purpose of self-evaluation. At midpoint, the score range for satisfactory performance is 3.00 to 3.99 and unsatisfactory is 1.00 to 2.99 (2.00 to 2.99 may be considered marginal). The score of 4 is reserved for the final evaluation only.

In order to reduce mileage reimbursement costs, the midpoint Progress Report and Conference will be done when your supervisor does your second or third formal observation. Your lead teacher and supervisor will privately conference and complete the midpoint progress report. Then a three-way conference will be held to discuss the midpoint progress report with you. This conference should target areas of strength and weakness and should be a “helping” conference.

Failure To Attain Satisfactory Levels Of Performance

When enrolling in the internship, you made a commitment to mutually agree upon goals, responsibilities, and expectations as specified by the College of Education and the School District that is the site of your internship experience. The welfare of the students in the classroom must be given prime consideration while you are developing competence as a teacher. The internship is viewed as a continuation of the learning process; so, when you experience difficulty in the internship, you may receive assistance or intervention as appropriate.

Typically, your lead teacher identifies the problem first. He or she should discuss the problem with you and/or the supervisor. Your lead teacher should notify your supervisor of any problem or potential difficulty as quickly as possible so that he or she can assist with the intervention. Then together, you should devise an initial intervention that defines strategies and a timeline for remediation. Early identification of problems increases the likelihood of effective intervention. You have the right to know what problems are identified, what improvements are required, and what resources are available.
Lesson Plans

NOW is the perfect time to discuss your lesson plans and whether or not your lead teacher and supervisor are satisfied with your performance to the point of allowing you to use an abbreviated lesson plan. If they are in agreement that this will be okay, discuss what an abbreviated lesson plan will consist of. You will still need lesson plans with enough detail for your lead teacher and supervisor to be able to follow. If you are told to continue writing detailed lesson plans, it will be because your lead teacher and supervisor still think you need practice or your performance has been inconsistent.

Abbreviated lesson plans should be filed in Portfolio II. These will be a good resource when you get your first job.

Detailed lesson plans are still expected for all formal observations. Post these on Canvas.
PART V - AFTER MIDPOINT

Formal Observations

Your supervisor will complete 3 formal observations between midpoint and the next to last week of your internship. Your lead teacher will need to do the same. Make sure you put copies of these observation forms in Portfolio II.

Family Engagement

The following 3 assignments are required even though you might not be able to actually communicate with families.

- Write a 2-4 page family newsletter or e-newsletter with the help of your lead teacher. Consider your audience and write directly to them. Think about the most important or memorable things that have happened in your internship to this point. Consider including entries from students, family members, the principal, the PTO, a partner in education, etc. Brainstorm other things you want to include in your family newsletter and then organize them into sections.
- Make 5 ‘good’ calls home to 5 different families of students in your class. Discuss each student’s positive behavior and/or learning experiences.
- Select half a dozen or so related lessons. With the help of your lead teacher, compile a list of ideas families can use to support what you are teaching. Design an eye-catching flier or e-flier with an overview of your lesson plans and assignments.

Full Control and Team-Teaching

You must teach four full weeks during which time you are totally responsible as a team-teacher; however, most interns are eager to complete more. Interns with two 9-week internships will be in full control for three weeks during each. A collaborative decision by you, the lead teacher, and your supervisor will determine when you are ready to assume full control as a team-teacher sometime after midpoint. The main goal of “full control” is to provide you with as realistic an experience as possible within a team-teaching situation.

One way for your lead teacher to feel comfortable about deciding when you are ready to take over the class full time is for him or her to act as an aide to you. This way, the lead teacher can observe first hand that you are able to manage the overall daily responsibilities. During full control, your lead teacher should remain in close proximity and assist you throughout the day because they must monitor the progress of students in the class and your performance. Your lead teacher should make several informal observations and conduct debriefing sessions with you daily. Team teachers must define their roles and responsibilities and these may change throughout the day. During full control, you will perform these independently as an equal member of the team.

You will be equally responsible for all planning, teaching, student evaluation, classroom management, and other teacher responsibilities. This includes everything from daily plans to lunch count to lesson implementation to record keeping, and more. You will want to use this time to experiment with methods or strategies from your UNR coursework. Remember that you are a guest in the classroom. So get your lead teacher’s approval first. Save drastic changes for when you finally get your own classroom.
Feeling Anxious is Normal

Don’t you find it amazing all the different applications for the bell curve? Let’s say that your anxiety level about assuming full control can be represented by the bell curve. And let’s further assume that the curve has a normal distribution and is symmetrical. When this particular bell curve, represented by the red line, is superimposed on our full control chart below, you’ll notice that the greatest anxiety occurs during the middle of internship before you have even assumed full control! Your anxiety level decreases as you become more comfortable with your teaching responsibilities. Of course, some interns will experience more or less anxiety than others.

As you feel more confident about accepting full teaching responsibilities, you may find yourself focusing less on yourself and your anxiety level and more on students’ needs and how you can help them better achieve the goals you have chosen. This is quite natural and is an indicator of your growth as an educator.

You don’t understand anything until you learn it more than one way. - Marvin Minsky

I believe that education is all about being excited about something. Seeing passion and enthusiasm helps push an educational message. - Stephen Irwin

As part of assessing your progress after the midpoint of your internship, you may be given a scenario during one of your supervisor’s visits and you will orally respond right then. Hint: The scenario will involve the Teaching/Learning/Assessment Cycle and record keeping.

Canvas—

Complete all tasks for this period: After Midpoint and continuing emailing 2 Reflections per week to your supervisor (1 of which on the topic assigned).
Making Sense

It is only natural for interns, to seek validation from others about their own performance. Interns look forward to their lead teachers and supervisors telling them they did a good job. After all, you worked very hard to create and deliver interesting and flawless lessons. Seeking affirmation is only natural – plus a pat on the back feels good.

As part of the Teaching/Learning/Assessment Cycle, you will continually analyze your teaching and student learning. You have determined what you want students to know and be able to do. You have designed and delivered what you think are top-notch lessons to help students achieve this. If students do well, does this mean you did a good job? If most of the students didn’t get it, does that mean you still did a good job and it was the students’ fault? There are many possibilities.

So here’s a challenge for you: Ask how your students are doing rather than how you are doing. Think about how the students performed today in relation to your lesson, and what needs to be changed tonight so that students make progress tomorrow. Concentrate on student performance and when you see them achieve, you will instinctively know you are doing a good job.

The Teaching/Learning/Assessment Cycle is worth looking at again. (Please see page 45) You chose the goals, objectives and standards. You figured out what students already knew about the topic and then you came up with a lesson plan. You presented your lesson and had students complete tasks and maybe a quiz. Some tasks were graded and some were just for practice. Sounds like a typical scenario – right? How do you know students got it? Does your grade book hold all the answers? Are you ready to move on to something else tomorrow?

Grades are observable and measurable data that you obtained from student’s work and recorded in your grade book or maybe you used grading software. Keeping meticulous records is important for monitoring student performance and, of course, at the end of the report card marking period. And yes, you do need to be able to justify grades to others like the student, parent, or principal. So here are some tips:

- Show the student’s growth in a particular area. If you were only using grades, this would be really easy to graph. You could also collect samples of student work so that you could see progress made over time. This would be impressive if you were preparing for a conference.
- The grades and student work should be easily connected to your notes, observations, and reflections. Let’s say you have 5 grades in your grade book and you have made notations so that you can locate your lesson plan(s) at a moment’s notice. Those plans contain all your handwritten notes and even a note about having 6 students out sick that day. This would help build a picture of what went on in that point in time.
- Describe how the class did in general as compared to an individual student. Students do not learn at the same rate. You might discover a pattern. Be factual as you talk about the overall learning outcomes for the class and variations in student learning. Respect confidentiality.

When we talk about data driven instruction, we mean: (1) you are making informed instructional decisions based on student data, observations and reflections and (2) those instructional decisions will impact or even change what you will do in the future. In the context of the Teaching/Learning/Assessment Cycle diagram on page 45, the arrows represent data driven instruction as an ongoing process. Discuss your instructional decisions with your lead teacher and supervisor before you implement them to make sure they are sound and appropriate.

For the last couple of paragraphs you have focused on student performance and not yourself. Now you’re getting it. Your lead teacher and supervisor will tell you when you are not doing well. But your student’s behavior will tell you when you are doing great!
What Does Your Lead Teacher Do During Full Control

By no means is your lead teacher to disappear at this time, but rather is asked to work as a team-teacher. Your lead teacher’s active engagement will allow them to make sure that you are progressing adequately and that you are maintaining an orderly and effective learning situation that meets the expectations and standards of your lead teacher.

You will GRADUALLY assume full control and can perform the teacher’s responsibilities independently. As you can see in the diagram below, full control happens sometime AFTER MIDPOINT; not before. The black lines represents your gradual assumption of full control as a team-teacher.

Assuming full control of all responsibilities as a team-teacher

We understand your lead teacher’s prior or personal experiences may have been different but we insist and appreciate them following this schedule and using the team-teaching model. You will complete a minimum of 4-weeks full control (3-weeks for duals) starting after midpoint. Most interns are encouraged to complete up to 6-weeks full control (4-weeks for duals).

“Education is not the filling of a pail but the lighting of a fire.”
-William Butler Yeats

Start thinking about your job search and check out the College of Education Career Services Newsletter: ‘Strategically marketing yourself to land the job you want’
http://www.unr.edu/education/internships-and-careers/career/students
Here’s another way to think about the full control diagram: think of the black lines as the times you are independent and your lead teacher is team-teaching with you... Even though you may be teaching part or all of the entire school day, your lead teacher is still responsible for what goes on in their classroom. Your lead teacher is the school district’s employee and you are the UNR student.

- Your lead teacher must oversee all aspects of what is going on in their classroom. For example: what is being taught, how students are progressing, when certain things happen, everything.
- Your lead teacher will need to remain accessible at all times during their contract day. Your lead teacher should stay in the classroom and remain actively engaged even while you are teaching. They may leave for very short periods if you know how or where to find your lead teacher if necessary. Your lead teacher should be available to you before and after school as well as during breaks in instruction such as prep periods, recess, etc.
- It will be necessary for your lead teacher to be a team-teacher as well as interact with you multiple times every day such as for mentoring, informal observations, planning, debriefing, and assessments. You may need to facilitate such interactions. Sometimes lead teachers think that if you don’t seek them out, then you are doing just fine this should be easy if you are truly a team.
- Your lead teacher will meet with your supervisor each and every time they visit. Make sure your lead teacher knows about and is available when your supervisor visits – otherwise, reschedule it. Plan ahead...
- Your lead teacher will monitor your assignments and evaluate your overall performance during internship.

So what else have a few lead teachers done with this extra time while their intern is assuming full control...? Some have sprawled on the couch in the teacher’s lounge reading novels, napping or watching tv; some have planned their wedding or vacation; some just hang out; and some have even left the school grounds for personal business, skiing, or shopping. It’s sad that some principals have denied student teaching placements because they think all lead teachers behave in this manner. This is certainly not the case but it only takes a couple instances to cultivate this generalization.

In addition to mentoring and observing the intern, UNR supports the following team-teaching examples. As a team teacher uses their time in ways that benefit students, including you. This list is exhaustive but rather serves as a reminder that the lead teacher must be actively engaged throughout internship. After all, this is their job and the performance of their students matters.

- While one of you teaches or lectures the whole group of students, the other models note taking for the students on the overhead, works with individual or small groups of students in another area of the classroom, circulates among students assessment activities, etc.
- While one of you gives oral directions, the other writes these directions on the board for students or repeats and clarifies them, passes out materials, gets ready for the next part of the lesson, assists you with classroom management, etc.
- While one teaches a group of students, the other monitors students who are working independently or at self-directed centers, teaches another group of students the same content but at a different level or teaches different content altogether, etc.
- While one prepares lesson plans and materials, the other designs assessments, reviews homework, makes modifications for diverse learners, designs enrichment and remediation activities, etc.

As team teachers, responsibilities and duties may be shared or divided. There will be many opportunities throughout internship that you are in a co-teaching model wherein you and the lead teacher carry out all responsibilities together.
Record Keeping

By now you have taught a number of lessons. Have you thought about different ways to keep track of students' performance? Are you ready for parent conferences, progress reports, report cards, etc.?

How do you know if you are recording enough grades?

Where does this data come from? You collect it from your observations and your assessments of student work.

In Portfolio II, Teaching/Language/Assessment cycle, collect examples of different types of record keeping such as: grading program or book and/or charts, tables, graphs, statistics, checklists, etc., you and your lead teacher use. You should be able to discuss the student's performance relative to the goal, data, student work samples, accommodations and adaptations made during the teaching/learning/assessment cycle, reflections, and what you might do differently in the future.

Consider collecting examples from other teachers and include those in Portfolio II.

Have you noticed how brief this section (after midpoint) is? That's because you are so busy assuming full-control as an independent team-teacher!

Staying on the right track.

- Review the upcoming section on Canvas and take the quizzes.
- Make sure you are up-to-date on your manual assignments and Portfolio II.
- Consider everyday as a potential interview.
- Be a team-player

Full Control Requirements as a team-teacher

4 weeks full-control
(duals, 3 weeks in each internship)
Most interns try to stay in full control 1 or 2 weeks more.
Once in full control, you stay in full control until sometime during your last week of internship.

Lead teachers report that mentoring an intern is challenging and rewarding.
PART VI - Last Two Weeks

This will be a busy time for you. Your final evaluation will be completed sometime during the last two weeks! Why so early? If you wait until the last day, the Director will not have time to review your internship documentation in time for issuing your grade.

Remember to have your lead teacher and supervisor complete the Professional Behavior and Disposition form now and place these in Portfolio II.

Praxis II

If you have NOT already done so, take the appropriate PRAXIS II test. This is a requirement for licensure in Nevada. You won’t be able to get your license in Nevada until you get your Praxis II results and that can take weeks. Go to ets.org for test requirements in Nevada.

The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind.

~Kahlil Gibran

Did you have a fantastic lead teacher? Then nominate them for the Reno Rotary Lead Teacher Award. It’s not too late. See Canvas midpoint for details.
** Evaluations of The Lead Teacher And Supervisor **

You will evaluate your lead teacher and supervisor, your lead teacher will evaluate your supervisor, and your supervisor will evaluate your lead teacher. This information is used by the Director for future interns in arranging their placements and annual supervisor appraisals (see last two weeks on WebCanvas)

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** Self-Reflection Essay **

During the next to the last week of internship, you will start to phase out of control. Utilize this time to write the self-reflection essay. This persuasive essay should convince a potential employer that you are ready to teach in a common core classroom. The common core state standards (ccss) apply to all grades and subjects.

Visit [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards) and select only one grade level and one common core standard. Your essay heading should use the same size font as the body and look similar to this:

**Self Reflection Essay: 7th grade, history, ccss 7**

The essay should be a minimum of three pages following the guidelines for the Reflections on Canvas. If you have two internships, do one essay, at the very end of your internship. Email your self-reflection essay to your supervisor during the last week of your internship. It is one of the last things the Supervisor will check before recommending your grade for internship to the Director.

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Teachers who inspire realize there will always be rocks in the road ahead of us. They will be stumbling blocks or stepping stones; it all depends on how we use them.

~Author Unknown
Portfolio II

Remember Portfolio I? It was submitted prior to internship. At the beginning of your internship, you shared your Portfolio I with your lead teacher and supervisor. This demonstrated the quality of work that they should have expected from you throughout the internship. So what about Portfolio II?

Think about the contents of Portfolio II. It is completely different than Portfolio I. It contains documentation from your internship that has already been reviewed and evaluated by your lead teacher and supervisor. Therefore, it does not need to be evaluated again by the Director. **Portfolio II is NOT turned in to the Office of Clinical Experiences.**

What do you do with these portfolios now?

- You will probably want to showcase your talents in an interview but let’s be realistic – what employer will want to take the time to look through these two really huge portfolios...? You will have everything you need from Portfolios I and II to create a presentation portfolio. Be picky and pick out only the best examples of your work. A presentation portfolio is slim and it is a marketing tool. Check out the Portfolio Guide at [http://www.unr.edu/education/internships-and-careers/career/students](http://www.unr.edu/education/internships-and-careers/career/students) - students.

Retention of Your Internship Documentation

Some school districts require copies of your evaluations as part of the job application or interview. Soon after your grade has been posted, the Office of Clinical Experiences will convert your internship documentation to numbers in a data base and purge the paper files. That means the Office of Clinical Experiences cannot give you a copy of your final internship documentation.

Your supervisor should keep a copy of your final evaluation for 3-years. However, you should not rely on them to do so. This is your responsibility and one of the main reasons Portfolio II was required.
The Final Evaluation

The final evaluation is a summative review of your performance throughout the internship. Page 57 shows what should be considered in your final evaluation.

Some preparation needs to be done before the final evaluation can be completed.

1. Your lead teacher and supervisor will independently score every item on the ‘working document.’

2. Your lead teacher and supervisor will write comments for each standard on the working document. Comments should include examples, strengths, weaknesses, and ideas for future growth. Comments should be written to the intern rather than about the intern. Just writing “good job” isn’t sufficient. Even the most stellar intern will benefit from more in depth comments. So don’t be shy and ask them for more details if you want.

3. Your lead teacher and supervisor will privately discuss your performance. Your lead teacher needs to give their ‘working document’ scores and comments to your supervisor at this time either over the phone or in person. This shall be done around the same time as the last observation by the supervisor. Your supervisor will enter the scores and comments on the Final Grade Recommendation Evaluation Form.

4. In addition, the completed assignment sheets, 10 formal observation forms need to be given to your supervisor. Retain copies for Portfolio II.

5. To achieve the rating of satisfactory, your average score in each standard must be 3.00 or above. Immediately notify the Director of Clinical Experiences if an unsatisfactory rating was achieved in any Standard (less than 3.00).

6. Your supervisor will print copies of the final grade recommendation form for the final conference (one each for you).

7. You should use the working document as a self-evaluation in preparation for your final evaluation conference.

Now it’s time for the final evaluation conference. The final evaluation conference will be done in one meeting with you, your lead teacher and supervisor. We recommend that you dedicate at least an hour to discussing how each of you views your performance during internship. Do not combine this conference with your 5th observation – the final evaluation conference is its own event.

Your supervisor will retain a copy of the final recommendation for 3 years. Your supervisor will sign the final right after the conference, put your signed copy in Portfolio II.

The Office of Clinical Experiences converts your final to numerical data, therefore copies of the actual form are not available.
PART VI – Specific Internship Requirements for Last Two Weeks

Documentation

After the final evaluation conference is held, your supervisor will complete the Final Internship Grade Recommendation using documents you already have in Portfolio II. The Final Internship Grade Recommendation is submitted by the supervisor to the Director of Clinical Experiences. The Director considers this as a grade recommendation from your Lead Teacher and Supervisor.

For accountability purposes, ONLY your supervisor has access to and can submit the Final Internship Grade Recommendation.

The Office of Clinical Experiences stores the info in a numerical data base; therefore copies are not available. The Good news is: You have your internship documents in Portfolio II.

The Final Evaluation form you will receive during the Final Evaluation Conference will be signed by your supervisor. It consists of standard scores and comments.

Canvas–

Make sure you have completed all quizzes on Canvas and are continuing to email the reflections to your supervisor.

Teachers who inspire know that teaching is like cultivating a garden, and those who would have nothing to do with thorns must never attempt to gather flowers.

~Author Unknown
LAST WEEK

Grades

The final documentation is considered your lead teacher’s and supervisor’s recommendation to the Director of Clinical Experiences that you pass or fail internship. The final documentation provides essential input in the determination of your grade. The Director is responsible for determining the final grade that you earned. You will receive a “satisfactory” or “unsatisfactory” (no letter grade).

Regardless of when you finish internship, your grade will be posted at the end of the UNR semester in which you enrolled. It is not possible to record grades earlier. School Districts are used to this and still will consider you for the position. It is called “the ability to obtain a license.” So go ahead and apply, interview and accept, pending licensure of course.

Unsatisfactory Performance

While we have every expectation that you will successfully complete internship, be aware of the following procedures for dealing with unsatisfactory performance at the end of internship.

- The internship placement may be terminated by the Director of the Clinical Experiences at any time if the lead teacher, supervisor, or school administration feels that the intern is not successful. Written documentation will accompany this action.

- You may be removed by the principal of the school, a District Administrator, or the Director of Clinical Experiences, without prior notice, if that individual determines that your presence is detrimental to the health, safety, or welfare of the students in the school (e.g., sexual harassment, negligence, unprofessionalism, emotional or physical abuse). This process will be carried out in direct consultation with the Director of Clinical Experiences before you are removed unless a student’s welfare or safety is of immediate concern.

If your internship is terminated, a conference will be held with the Director to determine the next course of action. You have the right to know what problems are identified, what improvements are required, what resources are available and what options there are. One of the following will occur depending on the circumstances:

- You may be allowed to repeat all or a portion of internship in another classroom, with specific requirements for the continued internship mutually agreed upon. The internship may only be repeated once. If the decision is that your internship will be repeated, you will re-enroll in and complete another internship the following semester. If you are interning out-of-area, you will be required to intern in close proximity to the University of Nevada, Reno. Tuition must be paid again for the internship.
• If the Director of Clinical Experiences decides that you should not repeat internship, you may request a hearing to determine if you should be given another internship later, will need to complete additional requirements before repeating internship, or be exited from the College of Education. You may request another person to be present to support you. Your lead teacher and supervisor will not this hearing unless requested by you.

• If you are unable to complete the internship due to emergency or hardship situations such as a highly unusual circumstance, illness, accident, or death in the family, you may negotiate a withdraw from internship or an incomplete. Please contact the Director.

• See the University of Nevada, Reno General Catalog for appeal procedures. In addition, each individual case will be weighed on its own merit, based on the appeal. If no appeal is submitted, the default grade will be an “unsatisfactory.” The Associated Students of the University of Nevada (ASUN) have established a Judicial Council for undergraduate students. This Council is composed of a chief justice, an associate chief justice, and three associate justices. A nonvoting member of the university faculty serves as advisor. The primary purpose of the council is to provide students with a greater voice and responsibility to maintaining high standards of conduct. Its major function is to hear all cases referred to its jurisdiction-to investigate, adjudicate, and assess sanctions for violations of the Student Conduct Code and the Rules and Disciplinary Procedures of Members of the University Community. The Graduate Student Association (GSA) provides assistance to graduate students with the grievance process. Legal information and referral services are provided by ASUN. The office provides free consultation and referral for legal cases.

A good teacher is like a candle - it consumes itself to light the way for others.
~Author Unknown

Doing 2 internships?

If you are continuing on to do a second internship, you will start over in this manual. Some assignments will need to be redone as indicated on the assignment sheet. Reflections also continue to be emailed to you supervisor. Canvas quizzes should be finished by now.

Canvas–
Finishing the quizzes for the last week of internship.
Giving Control Back To Your Lead Teacher

The gradual transition of responsibilities back to your lead teacher is very important. This should be gradual over the last week of your internship. Students need to be provided with a sense of continuity and your lead teacher will need the opportunity to re-establish him or herself with the students.

You must provide support and stay actively engaged until the last day of internship. Collegiality and professionalism are critical. Continue to make a good impression every day.

College Of Education Career Services

As an University of Nevada, Reno alum, you will always be welcomed at the spring College of Education Career Fair and have access to the job board and resources at http://www.unr.edu/education/internships-and-careers/career. For the next two semesters, you will also be included in group emails advertising job opportunities.

Mock Interview

Schedule a “mock interview” with your school administrator or supervisor. Don’t be shy! This will give you an opportunity to practice and polish your interview skills before you have to use them.

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

~William Arthur Ward
School Day

You are to be actively engaged for the entire school day for the entire number of days and weeks required for the internship. The internship is NOT finished when the full control portion of the internship is finished. You are expected to be teaching, co-teaching, observing or assisting your lead teacher until time requirements are met.

Stay In Touch

We want to know where you wind up teaching. How about having an intern of your own in 3 years?

Interns completing two separate internships will receive separate grades for each course registered for.

Presentation Portfolio

Ask your supervisor, lead teacher and principal for their recommendations about what to include in your Presentation Portfolio. Don’t forget to go to the College of Education Career Services website for more tips: http://www.unr.edu/education/internships-and-careers/career/students

Don’t try to fix the students, fix ourselves first. The good teacher makes the poor student good and the good student superior. When our students fail, we, as teachers, too, have failed.

~Marva Collins

It’s Time To Goof Off – NOT!

Not exactly. You are expected to be teaching, assisting your lead teacher, observing, or completing other essential tasks through your last day of internship.

How about comprising a ‘to do list’ for your first day with students? This is not an assignment but it is something you will eventually have to do. Why not start it now when you have the support. Think about routines and procedures, rules, furniture arrangement, bulletin boards, basic schedule, some activities to build community, etc. Ask your lead teacher and supervisor for suggestions.

The same level of performance you have exhibited thus far in internship will be expected of you for the remaining days. Your lead teacher and supervisor will notify the Director of Clinical Experiences immediately if your performance becomes unsatisfactory.
PART VI – Specific Internship Requirements for Last Two Weeks

Teacher Licensure

You must apply for a teaching license. To apply for a teaching license, an applicant must submit a complete application packet. See ‘helpful links’ on the Office of Clinical Experiences website for the NV. Dept. of Education Teacher Licensure Office or contact the similar department in your state or country.

- Most states require test scores. Nevada requires Praxis II.
- Official transcripts for all post-secondary institutions attended. An official transcript must bear both the seal of the university and the Registrar’s signature or must be on Scrip-Safe®-type paper and is not required to be in a sealed envelope.
- Don’t be surprised if you have to be fingerprinted even if you have a substitute license already.
- There will be an initial application fee.
- School districts consider applicants with valid teaching licenses and applicants who have the ability to get one by the time the job starts (this is you). School Districts will also need transcripts, fingerprints and test scores. Always give them what they want when they want.

Congratulations!

You have completed a rigorous program to prepare you to be an effective teacher of students in the public school setting. We hope that you found your education experience at the University of Nevada, Reno to be both professionally and personally satisfying. Please do not hesitate to contact any member of the College of Education faculty if you feel we can assist you in your future endeavors.

Boredom will always remain the greatest enemy of school disciplines. If we remember that children are bored, not only when they don’t happen to be interested in the subject or when the teacher doesn’t make it interesting, but also when certain working conditions are out of focus with their basic needs, then we can realize what a great contributor to discipline problems boredom really is. Research has shown that boredom is closely related to frustration and that the effect of too much frustration is invariably irritability, withdrawal, rebellious opposition or aggressive rejection of the whole show.

When We Deal With Children - Fritz Redl
All teachers are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies. The College of Education at the University of Nevada, Reno has adopted a set of professional behaviors or dispositions that we feel are essential for prospective teachers. These dispositions (see attached forms) apply to the university setting, courses, practicum experiences, and the supervised internship and are assessed at different points during the teacher education program. Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and, in extreme cases, could lead to removal from the teacher preparation program. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant to becoming a professional educator that do not appear on the list, but which could be considered in an evaluation of overall readiness to become a teacher.

Each teacher education candidate will be assessed at the following points in their programs:

1) Program Assessment. Each candidate will be assessed in at least once during the program prior to internship. Program faculty may choose to use a practicum course and have the teacher complete the assessment as well.

2) Portfolio I. Each candidate should complete the self-assessment of dispositions. In addition, the candidate should discuss their disposition and professional behaviors as part of the essay in the portfolio.

3) Portfolio II/Internship. During the internship, the lead teacher, the university, supervisor, and the intern will complete the assessment. These assessments will be included in Portfolio II.

At each of these assessment points, the candidate will be given a copy of the assessment. If any of the scheduled assessments of professional behavior and dispositions raise significant concerns about the candidate, a Referral for Professional Behavior and Dispositions form should be completed (see attached form). In addition, faculty may complete a referral form at any time during the program to raise a concern about a student’s professional behavior or dispositions. Examples of behaviors that might result in a referral would be a candidate’s inability to work with others in a university class, university classroom behaviors that are a disruption and are not resolved even after intervention by the course instructor, or inappropriate behavior at a practicum or internship site. The completed Referral for Professional Behavior and Dispositions will be forwarded to the department chair. Upon receipt of a referral form, the department chair will make the determination on how to proceed. The chair will have flexibility in determining how to proceed depending on the severity of the concern and where the candidate is in the program. If there have been multiple referrals or if the initial referral raises significant concerns, the chair will form a faculty committee of at least three faculty members. Typically, the committee will consist of at least two faculty members who have worked with the candidate (typically from the program) and one faculty member who has not worked with the student (typically from outside program). The faculty member making the referral may be a member of the committee. The committee will review the referral materials, meet with the candidate, and make a recommendation on the student continuing in the program. The recommendation must be reviewed and approved by the program and the department chair. The student may appeal the decision to the Teacher Education Coordinating Committee (contact person is the Associate Dean of the College of Education). The decision of the Coordinating Committee will be final.

It should be noted that the assessment of dispositions and professional behavior is a separate process from the university disciplinary action due to violations of the university code of student conduct (see Student Conduct Information in university catalog). The assessment of disposition and any decisions based on these assessments are program and professional judgments by faculty members to determine the candidate’s capability to become an educator. If a candidate is accused of a violation of the code of student conduct such as academic dishonesty, the university process for academic dishonesty will be followed. The results of disciplinary action may be considered as part of a referral for disposition and professional behavior but may not be the sole consideration.

(See “Forms” for Evaluation Form and self-evaluation form.)
All teachers are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies. The College of Education at the University of Nevada, Reno has adopted a set of professional behaviors or dispositions that we feel are essential for prospective teachers. These dispositions apply to the university setting, courses, practicum experiences, and the supervised internship and are assessed at different points during the teacher education program. Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and, in extreme cases, could lead to removal from the teacher preparation program. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant to becoming a professional educator that do not appear on the list, but which could be considered in an evaluation of overall readiness to become a teacher. A complete description of the process for Professional Behavior and Disposition is on the back of this form.

The dispositions and professional behaviors contained in this assessment were adapted with permission from materials from the University of Eastern Michigan.

<table>
<thead>
<tr>
<th>Reflective Practitioner</th>
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<tbody>
<tr>
<td>Professional Ethics.</td>
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<tr>
<td>The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.</td>
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<tr>
<td>Collaboration.</td>
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<tr>
<td>The candidate works effectively with professional colleagues and other adults.</td>
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<tr>
<td>Commitment to Teaching.</td>
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<tr>
<td>The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.</td>
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<tr>
<td>Emotional Maturity.</td>
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<td>The candidate responds to frustration and stress appropriately.</td>
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<tr>
<td>Professional Demeanor &amp; Responsibility</td>
</tr>
<tr>
<td>The candidate is prompt, is not unnecessarily absent, and notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.</td>
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<tr>
<td>The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships.</td>
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<tr>
<td>The candidate is poised and professional in his or her demeanor.</td>
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<tr>
<td>The candidate is flexible and is able to make adjustments to changing student needs and circumstances.</td>
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<tr>
<td>Professional Feedback</td>
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<tr>
<td>The candidate is receptive and responsive to professional feedback incorporating suggestions into practice.</td>
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<tr>
<td>Self-Reflection</td>
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<tr>
<td>The candidate reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives of his or her own performance. The candidate is willing and able to recognize own difficulties or deficiencies and begin to develop potential solutions.</td>
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<tr>
<td>Multicultural and Democracy</td>
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<tr>
<td>Student Focus</td>
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<tr>
<td>The candidate recognizes and respects students as valued and unique individuals.</td>
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<tr>
<td>Commitment to Diversity</td>
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<tr>
<td>The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Love of Learning &amp; Strong Fund of Knowledge</td>
</tr>
<tr>
<td>Initiative</td>
</tr>
<tr>
<td>The candidate is independent and goes beyond minimum expectations.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
</tr>
<tr>
<td>The candidate is an active and effective problem solver.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Commitment to Learning</td>
</tr>
<tr>
<td>The candidate is curious and interested in learning more about students and content areas. The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.</td>
</tr>
</tbody>
</table>
POLICY: All International Placements must be arranged by COE’s consortium contact Dr. Mahon at jmahon@unr.edu

The Clinical Experiences Office:

- International Clinical Experiences will only be allowed when travel conditions and internship sites are free of any U.S. State Department advisories, warnings and bulletins.

- The Director of Clinical Experiences will monitor the U.S. State Department’s travel advisories, warnings, and bulletins from the Overseas Security Advisory Council and notify the Associate Dean and intern (via email or cell phone) regarding any information close to internship sites.

- The Office of Clinical Experiences will send safety and emergency information to interns before they depart from the U.S. (handouts: Travel Tips, Living and Studying Abroad, Travel and Health Issues, and The Green Banana).

- The Director of Clinical Experiences will send a letter to the intern’s emergency contact (i.e.: parents, spouse, or next of kin) regarding the intern safety and emergency policy for the College of Education.

- If the U.S. State Department issues a “Travel Warning” to the international internship site, interns will return home without completing their internship. The Director of Clinical Experiences will work with the intern to resume the internship in the U.S.

The Intern:

- The intern will purchase a cell phone and establish an email address upon arrival in the country in which they will do their internship. Phone systems differ in other countries and phones from the U.S. may not work.

- The intern will obtain emergency numbers and addresses for the school principal, the nearest U.S. Embassy or Consulate, medical services and travel and will provide these numbers to their family and the Director of Clinical Experiences immediately.

- The intern will safeguard and keep the following items readily accessible in case of emergency evacuation: passports, credit cards, travel documents and any other vital documents.

- The intern will monitor the US State Dept.’s travel advisories, warnings, and bulletins from the Overseas Security Council.

- The intern will register at the appropriate U.S. Embassy or Consulate so that they can be contacted if necessary.

- The intern will locate the designated meeting place for emergency situations and will determine general evacuation procedures; including repatriation of remains.

- The intern will obtain safety and emergency procedures from their school principal and the U.S. Embassy or Consulate upon arrival at the international internship site.

- The intern will provide for all their own expenses such as, but not limited to, medical, living, and travel expenses.

- The intern will provide the Office of Clinical Experiences with a copy of their passport. A copy should also be given to the student’s parent or guardian.

- The intern will provide the Office of Clinical Experiences with emergency contact information such as parent, spouse or other next of kin.
DISCLAIMER:

Intern, for and in consideration of permission by the College of Education to participate in the International Clinical Experiences Program, hereby indemnifies and holds harmless and releases and forever discharges the College of Education and all the agents, officers, assistants and employees thereof, either in their individual capacities or by reason of their relationship to the College of Education and their successors, from any and all claims and demands whatsoever which the undersigned, or the undersigned’s heirs, representatives, executors, administrators, or any other persons acting on behalf of the undersigned, or on behalf of the undersigned’s estate, or any other persons, have or may have against the College of Education, by reason of any accident, illness or injury or other consequences arising or resulting directly or indirectly from the undersigned’s participation in the aforementioned Program or any air flights or other travel in connection therewith, at any time subsequent thereto. Experiences in the past indicates interns abroad do not always receive email messages, therefore it is also the intern’s responsibility to monitor travel advisories to and from the international placement site.

_______________________________________________  __________
Intern Signature                      Date

**Emergency Contact Info:**

Name:______________________________________________ Relationship_______________________________

Home phone:_____________________ Cell phone:____________________ Work phone:____________________

Email:_________________________________________________________

Mailing Address:________________________________________________________________________________

**Backup Emergency Contact Information:**

Name:______________________________________________ Relationship_______________________________

Home phone:_____________________ Cell phone:____________________ Work phone:____________________

Email:_________________________________________________________

Mailing Address:________________________________________________________________________________
PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standard.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

1. In fulfillment of the obligation to the student, the educator:
2. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
3. Shall not unreasonably deny the student access to varying points of view.
4. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
5. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
6. Shall not intentionally expose the student to embarrassment or disparagement.

7. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
   a) Exclude any student from participation in any program.
   b) Deny benefits to any student.
   c) Grant any advantage to any student.

8. Shall not use professional relationships with students for private advantage.

9. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II
Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1) Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2) Shall not misrepresent his/her professional qualifications.

3) Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attributes.

4) Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5) Shall not assist a non-educator in the unauthorized practice of teaching.

6) Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7) Shall not knowingly make false or malicious statements about a colleague.

8) Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Reprinted from 1981-82 NEA Handbook
The Clinical Experiences Office has adopted the Washoe County School District’s dress code for middle and high school students. “The requirements are in no way an attempt to silence free expression but to create a productive, uninterrupted, and safe learning environment.”

Specific prohibitions and limitations include (but are not limited to) the following:

**Condition and Wear of Clothing**

- Nothing that distracts or poses a safety hazard
- No holes, rips, or tears that reveal the body
- No tight-fitting or revealing clothing

**Tops/Skirts/Dresses**

- Tops must cover the upper and middle torso at all times
- Skirts must cover the lower torso with no skin showing between top and skirt
- Skirts and dresses must be at least mid-thigh in length; no mini-skirts
- No exposed undergarments
- No halter, or tube tops
- No exposed shoulders
- No low cut necklines, exposed cleavage, or spaghetti straps
- No pajamas, lounge wear, or bath robes
- No transparent, or sheer

**Pants/Shorts**

- Must cover lower torso with no skin showing between top and pants/shorts
- No exposed undergarments
- No sagging pants or shorts
- No single rolled up pant leg
- No exposed buttock
- Belt buckle monograms must be appropriate
- No hanging or extended belt lengths
- No unfastened overalls
- No cut-offs
- Shorts must be hemmed and at least mid-thigh in length
- No mini-shorts; no spandex shorts

**Head Coverings**

- No head coverings or sunglasses worn in the building during school hours (exceptions are made for religious or medical reasons)
- No bandanas (all colors), do-rags (all colors), hairnets, surgical/shower caps, or hair picks at any time on campus or at any school-sponsored event

**Footwear**

- Some classes require a certain type of shoe
- Proper footwear at all times
- No house slippers
- Some schools do not allow shoes without socks or hose
Language/Illustrations on Clothing

- No obscene, vulgar, profane, or derogatory language or illustrations on clothing
- No sexual overtones, or anything that promotes alcohol, drugs, tobacco, gang membership, or violence
- Nothing that may be deemed a safety issue

Gang Attire & Safety

All items that have been identified as gang-related by local law enforcement agencies and WCSD school police are prohibited. These may include but are not limited to:

- No dangling belts
- No chains
- No unfastened overalls
- No sagging pants/shorts
- No single rolled up pant leg
- No hairnets, bandanas, or do-rags (all colors)
- No blue and/or red shoelaces on footwear at any time; other colors may be deemed inappropriate as necessary to protect student safety on campus
- No altered insignias or graffiti
- No jewelry or belt buckles symbolizing any gangs
- No graffiti in or on personal belongings symbolizing any identified gang
- No clothing that can pose a potential health or safety problem
- No gloves inside the building; no single glove at any time
- No jewelry or chains that can cause injury
- No hanging chains
- No spiked or studded accessories

DRESS TO IMPRESS EVERYDAY!
Teacher Evaluation Rubric
based the Framework for Teaching by Charlotte Danielson
aligned to the NEPF with Critical Attributes and Possible Examples

Washoe County School District
Professional Growth System
<table>
<thead>
<tr>
<th>WCSD Teacher Performance Standards</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD 1</strong> Planning and Preparation</td>
<td><strong>STANDARD 2</strong> Classroom Environment</td>
<td><strong>STANDARD 3</strong> Instruction</td>
<td><strong>STANDARD 4</strong> Professional Responsibility</td>
</tr>
<tr>
<td><strong>1a:</strong> Demonstrating Knowledge of Content and Pedagogy</td>
<td><strong>2a:</strong> Creating an Environment of Respect and Rapport</td>
<td><strong>3a:</strong> Communicating with Students</td>
<td><strong>4a:</strong> Reflecting on Teaching</td>
</tr>
<tr>
<td>- Knowledge of the structure of the discipline, Nevada Academic Standards and other content standards</td>
<td>- Positive regard in teacher/student interactions</td>
<td>- Expectations for learning</td>
<td>- Accuracy</td>
</tr>
<tr>
<td>- Knowledge of prerequisite relationships</td>
<td>- Student/student interactions</td>
<td>- Directions, procedures and explanation of content structure</td>
<td>- Use in future teaching</td>
</tr>
<tr>
<td>- Knowledge of content-related pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1b:</strong> Demonstrating Knowledge of Students</td>
<td><strong>2b:</strong> Establishing a Culture for Learning</td>
<td><strong>3b:</strong> Using Questioning and Discussion Techniques</td>
<td><strong>4b:</strong> Maintaining Accurate Records</td>
</tr>
<tr>
<td>- Knowledge of child and adolescent development</td>
<td>- Importance of the content</td>
<td>- Quality of questions</td>
<td>- Student completion of assignments</td>
</tr>
<tr>
<td>- Knowledge of the learning process</td>
<td>- Expectations for learning and achievement</td>
<td>- Discussion techniques/student participation</td>
<td>- Student progress in learning</td>
</tr>
<tr>
<td>- Knowledge of students’ skills, knowledge, and language proficiency</td>
<td>- Student pride in work</td>
<td></td>
<td>- Non-instructional records</td>
</tr>
<tr>
<td>- Knowledge of students’ interests and cultural heritage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Knowledge of students’ special needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1c:</strong> Setting Instructional Outcomes</td>
<td><strong>2c:</strong> Managing Classroom Procedures</td>
<td><strong>3c:</strong> Engaging Students in Learning</td>
<td><strong>4c:</strong> Developing Partnerships with Families</td>
</tr>
<tr>
<td>- Alignment of outcomes with current standards</td>
<td>- Instructional groups</td>
<td>- Activities and assignments</td>
<td>- Helping families to navigate the educational system</td>
</tr>
<tr>
<td>- Value, sequence, and alignment</td>
<td>- Transitions</td>
<td>- Grouping of students</td>
<td>- Sharing information about the instructional program and helping families to support learning</td>
</tr>
<tr>
<td>- Clarity</td>
<td>- Materials and supplies</td>
<td>- Instructional materials and resources</td>
<td>- Building partnerships and outreach with families</td>
</tr>
<tr>
<td>- Integration</td>
<td>- Non-instructional duties</td>
<td>- Structure and pacing</td>
<td>- Understanding cultural differences</td>
</tr>
<tr>
<td>- Suitability for diverse learners</td>
<td>- Volunteers and paraprofessionals</td>
<td>- Instructional strategies</td>
<td></td>
</tr>
<tr>
<td><strong>1d:</strong> Demonstrating Knowledge of Resources</td>
<td><strong>2d:</strong> Managing Student Behavior</td>
<td><strong>3d:</strong> Using Assessment in Instruction</td>
<td><strong>4d:</strong> Participating in a Professional Community</td>
</tr>
<tr>
<td>- For classroom use</td>
<td>- Expectations</td>
<td>- Assessment criteria</td>
<td>- Relationships with colleagues</td>
</tr>
<tr>
<td>- To extend content, knowledge and pedagogy</td>
<td>- Monitoring of student behavior</td>
<td>- Monitoring of student learning</td>
<td>- Involvement in a culture of professional collaboration</td>
</tr>
<tr>
<td>- For students</td>
<td>- Response to student misbehavior</td>
<td>- Feedback to students</td>
<td>- Service to the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student self-assessment and monitoring of progress</td>
<td>- Participation in school and district projects</td>
</tr>
<tr>
<td><strong>1e:</strong> Designing Coherent Instruction</td>
<td><strong>2e:</strong> Organizing Physical Space</td>
<td><strong>3e:</strong> Demonstrating Flexibility and Responsiveness</td>
<td><strong>4e:</strong> Growing and Developing Professionally</td>
</tr>
<tr>
<td>- Learning activities</td>
<td>- Safety and accessibility</td>
<td>- Lesson adjustment</td>
<td>- Enhancement of content knowledge and pedagogical skill</td>
</tr>
<tr>
<td>- Instructional materials and resources</td>
<td>- Arrangement of furniture and use of physical resources</td>
<td>- Response to students</td>
<td>- Receptivity to feedback from colleagues</td>
</tr>
<tr>
<td>- Instructional groups</td>
<td>- Resource-rich environment</td>
<td>- Persistence</td>
<td>- Service to the profession</td>
</tr>
<tr>
<td>- Lesson and unit structure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1f:</strong> Designing Student Assessments</td>
<td><strong>2f:</strong> Engaging Students in Learning</td>
<td><strong>3f:</strong> Using Assessment in Instruction</td>
<td><strong>4f:</strong> Showing Professionalism</td>
</tr>
<tr>
<td>- Congruence with instructional outcomes</td>
<td>- Assessment criteria</td>
<td>- Monitoring of student performance</td>
<td>- Integrity and ethical conduct</td>
</tr>
<tr>
<td>- Criteria and standards</td>
<td>- Monitoring of student learning</td>
<td></td>
<td>- Addressing students’ needs</td>
</tr>
<tr>
<td>- Design of formative and summative assessments</td>
<td>- Feedback to students</td>
<td></td>
<td>- Decision making</td>
</tr>
<tr>
<td>- Use of assessment in ongoing planning</td>
<td>- Student self-assessment and monitoring of progress</td>
<td></td>
<td>- Compliance with school and district regulations</td>
</tr>
</tbody>
</table>
### WCSD STANDARD 1  
**PLANNING AND PREPARATION**

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>INEFFECTIVE</th>
<th>MINIMALLY EFFECTIVE</th>
<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
</tr>
</thead>
</table>
| **1a: Demonstrating Knowledge of Content and Pedagogy** | Teacher:  
- makes content errors in planning and practice and/or does not correct errors made by students;  
- demonstrates lack of standard and/or content knowledge, and demonstrates little understanding of prerequisite relationships important to student learning;  
- demonstrates little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | Teacher:  
- demonstrates, in planning and practice, limited knowledge of important concepts in the standard(s), and may demonstrate lack of awareness of how these concepts and skills relate to one another;  
- reflects a limited awareness of prerequisite relationships, but such knowledge may be inaccurate or incomplete;  
- demonstrates a limited range of pedagogical approaches, or uses some approaches that are not suitable to the discipline or to the students. | Teacher:  
- demonstrates, in planning and practice, solid knowledge of the important concepts and skills in the standard(s) and how these concepts and skills relate to one another;  
- reflects accurate understanding of prerequisite relationships between topics and concepts;  
- displays a wide range of effective pedagogical approaches in the discipline. | Teacher:  
- demonstrates, in planning and practice, extensive knowledge of the important concepts and skills in the standard(s) and how these relate both to one another and to other disciplines;  
- demonstrates an understanding of prerequisite relationships between topics and concepts, and creates a link to necessary cognitive structures to ensure student understanding;  
- demonstrates an accurate understanding of a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. |

### Charlotte Danielson Framework for Teaching Supporting Documents

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.

The elements of Component 1a are:

- Knowledge of content and the structure of the discipline: Every discipline has a dominant structure, with smaller components or strands, central concepts and skills.
- Knowledge of prerequisite relationships: Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.
- Knowledge of content-related pedagogy: Different disciplines have “signature pedagogies” that have evolved over time and found to be most effective in teaching.

Indicators include:

- Lesson and unit plans reflect important concepts in the discipline
- Lesson and unit plans accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to student questions
- Feedback to students furthers learning
- Inter-disciplinary connections in plans and practice
Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples
1a: Demonstrating Knowledge of Content and Pedagogy

<table>
<thead>
<tr>
<th>Critical Attributes</th>
<th>INEFFECTIVE</th>
<th>MINIMALLY EFFECTIVE</th>
<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher makes content errors.</td>
<td>- Teacher is familiar with the discipline but does not see conceptual</td>
<td>- The teacher can identify important concepts of the discipline and their</td>
<td>In addition to the characteristics of effective;</td>
<td></td>
</tr>
<tr>
<td>- Teacher does not consider prerequisite relationships when planning.</td>
<td>relationships</td>
<td>relationships to one another.</td>
<td>- Teacher cites intra- and interdisciplinary content relationships.</td>
<td></td>
</tr>
<tr>
<td>- Teacher’s plans use inappropriate strategies for the discipline.</td>
<td>- Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.</td>
<td>- The teacher consistently provides clear explanations of the content.</td>
<td>- Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</td>
<td></td>
</tr>
<tr>
<td>Possible Examples</td>
<td>- Lesson and unit plans use limited instructional strategies and some may</td>
<td>- The teacher answers student questions accurately and provides feedback that furthers their learning.</td>
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<td></td>
</tr>
<tr>
<td>- The teacher says, “The official language of Brazil is Spanish, just like other South American countries.”</td>
<td>not be suitable to the content.</td>
<td>- The teacher seeks out content-related professional development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The teacher says, “I don’t understand why the math book has decimals in the same unit as fractions.”</td>
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</tr>
<tr>
<td>- The teacher has students copy dictionary definitions each week to help students learn to spell difficult words.</td>
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</tr>
<tr>
<td>- The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.</td>
<td>- The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.</td>
<td>- The teacher’s plan for area and perimeter invites students to determine which shape will yield the largest area for a given perimeter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The teacher always plans the same routine to study spelling: pre-test on Monday, copy the words 5 times each on Tuesday and Wednesday, and test on Friday.</td>
<td></td>
<td>- The teacher realized students are not sure how to use a compass, so she plans to practice before introducing the activity on angle measurement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The teacher plans to expand a unit on civics by having students simulate a court trial.</td>
<td></td>
<td>- The teacher plans to expand a unit on civics by having students simulate a court trial.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- In a unit on 19th Century literature, the teacher incorporates information about the history of the same period.</td>
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</tr>
<tr>
<td>- Before beginning a unit on the solar system, the teacher surveys the class on their beliefs as to why it is hotter in the summer than in the winter.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
## WCSD STANDARD 1
### PLANNING AND PREPARATION

<table>
<thead>
<tr>
<th>COMPONENTS Elements</th>
<th>INEFFECTIVE</th>
<th>MINIMALLY EFFECTIVE</th>
<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
</tr>
</thead>
</table>
| 1b: Demonstrating Knowledge of Students | Teacher:  
- demonstrates little or no knowledge of the developmental characteristics of the age group, students’ skills, knowledge, language proficiency, and students’ interests or cultural heritage, and does not indicate that such knowledge is valuable;  
- sees no value in understanding how students learn and does not seek such information;  
- lacks an understanding of students’ special learning and/or medical needs or why such knowledge is important. | Teacher:  
- demonstrates partial knowledge of the developmental characteristics of the age group, students’ skills, knowledge, language proficiency, and some students’ interests or cultural heritage, recognizes that such knowledge is valuable, but demonstrates this knowledge only for the class as a whole;  
- recognizes the value of knowing how students learn, but this knowledge is limited or outdated;  
- demonstrates awareness of the importance of knowing students’ special learning and/or medical needs, but such knowledge may be incomplete or inaccurate. | Teacher:  
- demonstrates accurate knowledge of the developmental characteristics of the age group, students’ skills, knowledge, language proficiency, and most students’ interests or cultural heritage, recognizes that such knowledge is valuable, and demonstrates this knowledge for the class as a whole, recognizing exceptions to the general patterns;  
- demonstrates accurate and current knowledge of how most students learn, and applies this knowledge to the class as a whole and to groups of students;  
- demonstrates awareness of most students’ learning and/or medical needs, collects information from a variety of sources, and applies the information in his/her planning. | Teacher:  
- demonstrates accurate knowledge of developmental characteristics of the age group, individual students’ skills, knowledge, language proficiency, interests, and cultural heritage, and applies this knowledge to individual all students;  
- demonstrates extensive and subtle understanding of how all students learn, and understands exceptions to the general patterns and the extent to which individual students follow the patterns;  
- possesses information about each student’s learning and/or medical needs, collects such information from a variety of sources, continually seeks additional information about all students’ special needs, and continually applies this information in his/her planning and instruction. |

### Charlotte Danielson Framework for Teaching Supporting Documents

Teachers don’t teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must not only know their content and its related pedagogy, but the students to whom they wish to teach content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources to ensure their understanding.

**Elements of Component 1b are:**
- Knowledge of child and adolescent development: Children learn differently at different stages of their lives.  
- Knowledge of the learning process: Learning requires active intellectual engagement.  
- Knowledge of students’ skills, knowledge, and language proficiency: Children’s lives beyond school influence their learning.  
- Knowledge of students’ interest and cultural heritage: Children’s backgrounds influence their learning.  
- Knowledge of students’ special needs: Children do not all develop in a typical fashion.  

**Indicators include:**
- Teacher gathers formal and informal information about students for use in planning instruction  
- Teacher learns student interests and needs for use in planning  
- Teacher participation in community cultural events  
- Teacher-designed opportunities for families to share heritage  
- Database of students with special needs
**Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples**

1b: Demonstrating Knowledge of Students

<table>
<thead>
<tr>
<th>Critical Attributes</th>
<th>INEFFECTIVE</th>
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<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds.</td>
<td>- The teacher cites developmental theory, but does not seek to integrate it into lesson planning.</td>
<td>- The teacher knows, for groups of students, their levels of cognitive development.</td>
<td>- The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</td>
<td>In addition to the characteristics of effective;</td>
</tr>
<tr>
<td>The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</td>
<td>- The teacher is aware of the different ability levels in the class, but tends to teach to the “whole group.”</td>
<td>- The teacher is aware of the different cultural groups in the class.</td>
<td>- The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.</td>
<td>- The teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly.</td>
</tr>
<tr>
<td>The teacher recognizes children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</td>
<td>- The teacher recognizes children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</td>
<td>- The teacher has good knowledge of medical issues and learning disabilities.</td>
<td>- The teacher seeks out information about their cultural heritage from all students.</td>
<td>- The teacher is aware of the different cultural groups in the class.</td>
</tr>
<tr>
<td>The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</td>
<td>- The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</td>
<td>- The teacher is well-informed about students’ cultural heritage and incorporates this knowledge in lesson planning.</td>
<td>- The teacher is well-informed about students’ cultural heritage and incorporates medical and/or learning needs into lesson plans.</td>
<td>- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</td>
</tr>
<tr>
<td>The teacher takes no responsibility to learn about students’ medical or learning disabilities.</td>
<td>- The teachers’ lesson plan has the same assignment for the entire class; in spite of the fact one activity is beyond the reach of some students.</td>
<td>- The teacher creates an assessment of students’ levels of cognitive development.</td>
<td>- The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</td>
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</tr>
<tr>
<td>The teacher realizes that not all of his students are Christian, so he plans to read a Hanukah story in December</td>
<td>- The teacher plans to teach his class Christmas songs, despite the fact he has four religions represented amongst his students.</td>
<td>- The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.</td>
<td>- The teacher attended the local Mexican Heritage Day, meeting several students’ extended family members.</td>
<td>- The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</td>
</tr>
<tr>
<td>The teacher knows some of her students have IEPs but they’re so long, she hasn’t read them yet.</td>
<td>- The teacher administers a student interest survey at the beginning of the school year.</td>
<td>- The teacher plans to ask her Spanish speaking students to discuss their ancestry as part of their Social Studies unit on studying South America.</td>
<td>- The teacher regularly creates adapted assessment materials for several students with learning disabilities.</td>
<td>- The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</td>
</tr>
</tbody>
</table>

**Possible Examples**

- The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds.
- The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.
- The teacher recognizes children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.
- The teacher takes no responsibility to learn about students’ medical or learning disabilities.
### WCSD STANDARD 1
### PLANNING AND PREPARATION

<table>
<thead>
<tr>
<th>COMPONENTS Elements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1c: Setting Instructional Outcomes</td>
<td>Instructional outcomes: - do not demonstrate alignment with Nevada Academic Standards or other existing content standards; - demonstrate low expectations for students, lack rigor, and do not reflect important learning in the discipline or a connection to a sequence of learning; - are either not clear or are stated as activities, not as student learning, and do not permit viable methods of assessment; - demonstrate only one type of learning and only one discipline or strand; - lack rigor, attention to diverse learning styles, are not suitable for the class, or are not based on any assessment of student needs.</td>
<td>Instructional outcomes: - demonstrate little alignment with Nevada Academic Standards or other existing content standards; - demonstrate moderately high expectations and rigor, reflect some important learning in the discipline, and show at least some connection to a sequence of learning; - are only moderately clear, consist of a combination of outcomes and activities, and/or do not permit viable methods of assessment; - demonstrate several types of learning, but Teacher has made no attempt at interdisciplinary integration at appropriate levels of rigor or diverse learning styles; - are suitable for most of the students in the class based on global assessments of student learning, however, the needs of some individual students may not be accommodated.</td>
<td>Instructional outcomes: - demonstrate full alignment with Nevada Academic Standards or other existing content standards; - demonstrate reasonably high expectations, rigor and important learning in the discipline, and are connected to a sequence of learning; - are all clear, written in the form of student learning, and suggest viable methods of assessment most of the time; - demonstrate several different types of learning, provide opportunities for interdisciplinary integration at appropriate levels of rigor, and reflect diverse learning styles; - are suitable for all students in the class and are based on evidence of student proficiency, however, the needs of some individual students may not be accommodated.</td>
<td>Instructional outcomes: - demonstrate full alignment with Nevada Academic Standards or other existing content standards; - demonstrate high expectations, rigor and important learning in the discipline, and are connected to a sequence of learning, both in the discipline and in related disciplines; - are all clear, written in the form of student learning, and permit viable methods of assessment; - demonstrate several different types of learning, provide opportunities for interdisciplinary integration at appropriate levels of rigor, reflect diverse learning styles, and allow enhanced integration as Teacher collaborates with colleagues; - are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups in the class.</td>
</tr>
</tbody>
</table>

### Charlotte Danielson Framework for Teaching Supporting Documents

Teaching is a purposeful activity, even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Standard 1.

Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it’s important not only for students to learn to read, but educators also hope they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines. Elements of Component 1c are:

- **Value, sequence, and alignment:** Students must be able to build their understanding of important ideas from concept to concept.
- **Clarity:** Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.
- **Balance:** Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills.
- **Suitability for diverse students:** Outcomes must be appropriate for all students in the class. **Indicators include:**
  - Outcomes of a challenging cognitive level
  - Statements of student learning, not student activity
  - Outcomes central to the discipline and related to those in other disciplines
  - Permit assessment of student attainment
  - Differentiated for students of varied ability

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**WCSD Teacher Performance Standards** 2011/ Adapted from the Framework for Teaching by Charlotte Danielson, 2007, Aligned to the NEPF (Rev. 5/2016)
### Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples

#### 1c: Setting Instructional Outcomes

<table>
<thead>
<tr>
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<th>HIGHLY EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Outcomes lack rigor.</td>
<td>- Outcomes represent a mixture of low expectations and rigor.</td>
<td>- Outcomes represent high expectations and rigor.</td>
<td>- In addition to the characteristics of effective;</td>
<td>- Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</td>
</tr>
<tr>
<td>- Outcomes do not represent important learning in the discipline.</td>
<td>- Some outcomes reflect important learning in the discipline.</td>
<td>- Outcomes are related to “big ideas” of the discipline.</td>
<td>- Teacher connects outcomes to previous and future learning.</td>
<td>- Outcomes are differentiated to encourage individual students to take educational risks.</td>
</tr>
<tr>
<td>- Outcomes are not clear or are states as activities.</td>
<td>- Outcomes are suitable for most of the class.</td>
<td>- Outcomes are written in terms of what students will learn rather than do.</td>
<td>- Outcomes are suitable to groups of students in the class, differentiated where necessary.</td>
<td></td>
</tr>
<tr>
<td>- Outcomes are not suitable for many students in the class.</td>
<td>- Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, and communication.</td>
<td>- Outcomes are related to “big ideas” of the discipline.</td>
<td>- Outcomes are related to “big ideas” of the discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>Possible Examples</strong></td>
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</tr>
<tr>
<td>- A learning outcome for a fourth grade class is to make a poster illustrating a poem.</td>
<td>- Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.</td>
<td>- One of the learning outcomes is for students to “appreciate the aesthetics of 18th century English poetry”.</td>
<td>- The teacher encourages his students to set their own goals; he provides taxonomy of challenge verbs to help them strive for higher expectations.</td>
<td></td>
</tr>
<tr>
<td>- All the outcomes for a ninth grade history class are factual knowledge.</td>
<td>- The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students struggle.</td>
<td>- The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.</td>
<td>- Students will develop a concept map linking previous learning goals to those they are currently working on.</td>
<td></td>
</tr>
<tr>
<td>- The topic of the social studies unit involves the concept of “revolutions” but the teacher only expects his students to remember the important dates of battles.</td>
<td>- Despite having a number of ELL students in the class, the outcomes state all writing must be grammatically correct.</td>
<td>- The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.</td>
<td>- Some students identify additional learning goals.</td>
<td></td>
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</tbody>
</table>
## WCSD Standard 1
### Planning and Preparation

<table>
<thead>
<tr>
<th>COMPONENTS</th>
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</tr>
</thead>
</table>
| 1d: Demonstrating Knowledge of Resources - For classroom use | Teacher:  
   - does not use resources that are available through the school or district to enhance content and pedagogical knowledge in the classroom;  
   - is unaware of resources for students available through the school or district. | Teacher:  
   - demonstrates awareness of and/or uses resources that are available through the school or district to enhance content and pedagogical knowledge in the classroom;  
   - has no knowledge of resources available to students beyond the school or district. | Teacher:  
   - regularly makes use of resources that are available through the school or district to enhance content and pedagogical knowledge in the classroom;  
   - demonstrates some familiarity with current technology and with resources external to the school and, knows how to gain access for students. | Teacher:  
   - has extensive knowledge of and uses resources, including those available through the school or district, to enhance content and pedagogical knowledge in the classroom;  
   - is familiar with resources, including current technology, available in the community, through professional organizations and at universities, and assists students in gaining access. |
| - For students | Teacher:  
   - does not use resources that are available through the school or district to enhance content and pedagogical knowledge in the classroom;  
   - is unaware of resources for students available through the school or district. | Teacher:  
   - demonstrates awareness of and/or uses resources that are available through the school or district to enhance content and pedagogical knowledge in the classroom;  
   - has no knowledge of resources available to students beyond the school or district. | Teacher:  
   - regularly makes use of resources that are available through the school or district to enhance content and pedagogical knowledge in the classroom;  
   - demonstrates some familiarity with current technology and with resources external to the school and, knows how to gain access for students. | Teacher:  
   - has extensive knowledge of and uses resources, including those available through the school or district, to enhance content and pedagogical knowledge in the classroom;  
   - is familiar with resources, including current technology, available in the community, through professional organizations and at universities, and assists students in gaining access. |

### Charlotte Danielson Framework for Teaching Supporting Documents

Student learning is enhanced by a teacher’s skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students. Accomplished teachers also ensure the selection of materials and resources are appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can access the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.

**Elements of component 1d are:**
- Resources for classroom use: Materials align with learning outcomes.
- Resources to extend content knowledge and pedagogy: Furthering teachers’ professional knowledge.
- Resources for students: Materials are appropriately challenging.

**Indicators include:**
- District provided materials
- Range of texts
- Guest speakers
- Internet resources
- Materials provided by professional organizations
- Teacher continuing professional education courses or professional groups
- Community resources
<table>
<thead>
<tr>
<th>Critical Attributes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>- The teacher only uses district- provided materials, even when more variety</td>
<td>- The teacher uses materials in the school library, but does not search beyond the school for resources.</td>
<td>- Texts are at varied levels.</td>
<td>- In addition to the characteristics of effective;</td>
<td></td>
</tr>
<tr>
<td>would assist some students.</td>
<td>- The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.</td>
<td>- Texts are supplemented by guest speakers and field experiences.</td>
<td>- Texts are matched to student skill level.</td>
<td></td>
</tr>
<tr>
<td>- The teacher does not seek out resources available to expand his/her own skill.</td>
<td>- The teacher locates materials and resources for students available through the school, but does not pursue any other avenues.</td>
<td>- Teacher facilitates Internet resources.</td>
<td>- The teacher has ongoing relationship with colleges and universities that support student learning.</td>
<td></td>
</tr>
<tr>
<td>- Although aware of some student needs, the teacher does not inquire about</td>
<td>- Texts are matched to student skill level.</td>
<td>- Resources are multi-disciplinary.</td>
<td>- The teacher maintains log of resources for student reference.</td>
<td></td>
</tr>
<tr>
<td>possible resources.</td>
<td>- For their unit on China, the students accessed all of their information from the district-supplied textbook.</td>
<td>- Teacher expands knowledge with professional learning groups and organizations.</td>
<td>- The teacher pursues apprenticeships to increase discipline knowledge.</td>
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<tr>
<td></td>
<td>- Mr. J is not sure how to teach fractions, but doesn’t know how he’s expected to learn it by himself.</td>
<td>- Teacher pursues options offered by universities.</td>
<td>- The teacher facilitates student contact with resources outside the classroom.</td>
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<tr>
<td></td>
<td>- A student says, “It’s too bad we can’t go to the nature center when we’re doing our unit on the environment.</td>
<td>- Teacher provides lists of resources outside the class for students to draw on.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible Examples</td>
<td>- For a unit on ocean life; the teacher really needs more books, but the school library only has three to borrow.</td>
<td>- The teacher provides 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.</td>
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<tr>
<td>- The teacher knows she should learn more about teaching literacy, but the school</td>
<td>- The teacher took an online course on Literature to expand her knowledge of great American writers.</td>
<td>- The teacher took an online course on Literature to expand her knowledge of great American writers.</td>
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</tr>
<tr>
<td>library only offered one professional development day last year.</td>
<td>- The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.</td>
<td>- The teacher distributed a list of summer reading materials to help prepare 8th graders’ transition to high school.</td>
<td></td>
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</tr>
<tr>
<td>- A student says, “It’s too bad we can’t go to the nature center when we’re doing</td>
<td>- The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.</td>
<td></td>
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<tr>
<td>our unit on the environment.</td>
<td>- The teacher spends the summer at Dow Chemical learning more about current research to expand their knowledge base for teaching Chemistry.</td>
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<td></td>
<td>- The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.</td>
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</tr>
<tr>
<td>COMPONENTS Elements</td>
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</tr>
<tr>
<td>1e: Designing Coherent Instruction</td>
<td>- Learning activities, materials and resources are not suitable to students or to instructional outcomes, and are not designed to engage students in relevant and rigorous learning.</td>
<td>- Only some of the learning activities, materials and resources are rigorous and relevant to students or to the instructional outcomes, only some represent a moderate cognitive challenge and engage students in relevant and rigorous learning, but there is no differentiation for different groups of students.</td>
<td>- All of the learning activities, materials and resources are rigorous and relevant to <em>most</em> students or to the instructional outcomes, most represent significant cognitive challenge and are designed to engage <em>most</em> students in relevant and rigorous learning, but there is only some differentiation for different groups of students.</td>
<td>- All learning activities, materials and resources support the instructional outcomes, are highly rigorous and relevant to diverse learners, are all designed to engage all students in high level cognitive activity and in relevant, rigorous meaningful learning, are differentiated for individual learners, there is evidence of appropriate use of technology, and students participate in selecting or adapting materials.</td>
</tr>
<tr>
<td>- Learning activities</td>
<td>- Instructional materials and resources are not suitable to students or to instructional outcomes, and are not designed to engage students in relevant and rigorous learning.</td>
<td>- Instructional groups are not suitable to instructional outcomes and student learning.</td>
<td>- Instructional groups are varied, as appropriate, to support instructional outcomes and student learning.</td>
<td>- Instructional groups are varied, as appropriate, to support instructional outcomes and student learning.</td>
</tr>
<tr>
<td>- Instructional groups</td>
<td>- The lesson or unit has no clearly defined structure, or the structure is chaotic.</td>
<td>- The lesson or unit has a limited structure, although the structure is not uniformly maintained throughout.</td>
<td>- The lesson or unit has a clearly defined structure around which activities are organized.</td>
<td>- The lesson’s or unit’s structure is clear and allows for different pathways of differentiated instruction according to diverse student needs.</td>
</tr>
<tr>
<td>- Lesson and unit structure</td>
<td>- Activities do not follow or show an organized progression of scaffolding, and pacing/time allocations are unrealistic.</td>
<td>- Progression of activities shows limited scaffolding, but is uneven with only some reasonable pacing/time allocations.</td>
<td>- Progression of activities reflects even scaffolding, with reasonable pacing/time allocations for <em>most</em> students.</td>
<td>- The progression of activities is highly coherent for all students.</td>
</tr>
</tbody>
</table>

Charlotte Danielson Framework for Teaching Supporting Documents

Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires educators to have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons to contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Effective practice in this component recognizes a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the highly effective level the teacher plans instruction taking into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Standard 3. The elements of component 1e are:

- Learning activities: Instruction designed to engage students and advance them through the content.
- Instructional materials and resources: Appropriate to the learning needs of the students.
- Instructional groups: Intentionally organized to support student learning.
- Lesson and unit structure: Clear and sequenced to advance students’ learning.

Indicators include:

- Lessons support instructional outcomes and reflect important concepts
- Instructional maps indicate relationships to prior learning
- Activities represent high-level thinking
- Opportunities for student choice
- The use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plan

WCSD Teacher Performance Standards 2011/ Adapted from the Framework for Teaching by Charlotte Danielson, 2007, Aligned to the NEPF (Rev. 5/2016)
**Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples**

1e: Designing Coherent Instruction

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</tr>
</thead>
<tbody>
<tr>
<td>- Learning activities are boring and/or not well aligned to the instructional goals.</td>
<td>- Learning activities are moderately challenging.</td>
<td>- Learning activities are matched to instructional outcomes.</td>
<td>- Activities permit student choice.</td>
<td></td>
</tr>
<tr>
<td>- Materials are not engaging or meet instructional outcomes.</td>
<td>- Learning resources are suitable, but there is limited variety.</td>
<td>- Activities provide opportunity for higher-level thinking.</td>
<td>- Learning experiences connect to other disciplines.</td>
<td></td>
</tr>
<tr>
<td>- Instructional groups do not support learning.</td>
<td>- Instructional groups are random or only partially support objectives.</td>
<td>- Teacher provides a variety of appropriately challenging materials and resources.</td>
<td>- Teacher provides a variety of appropriately challenging resources differentiated for students in the class.</td>
<td></td>
</tr>
<tr>
<td>- Lesson plans are not structured or sequenced and are unrealistic in their expectations.</td>
<td>- Lesson structure is uneven or may be unrealistic in terms of time expectations.</td>
<td>- Teacher provides a variety of appropriately challenging resources differentiated for students in the class.</td>
<td>- Lesson plans differentiate for individual student needs.</td>
<td></td>
</tr>
</tbody>
</table>

**Possible Examples**

- After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet.
- Despite having a textbook over 15 years old, the teacher plans to use the textbook as the sole resource for the Communism unit.
- The teacher organizes the class in rows, seating students alphabetically; teacher plans to have students work all year in groups of four based on where they are sitting.
- The teacher’s lesson plans are written on sticky notes in his grade book; they indicate: lecture, activity, or test.
- After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.
- The teacher found an atlas to use as a supplemental resource during the geography unit.
- The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with.
- The teacher’s lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.
- The teacher reviews learning activities with a reference to high level “action verbs” and rewrites some of the activities to increase the challenge level.
- The teacher creates a list of historical fiction titles which will expand students’ knowledge of the age of exploration.
- The teacher plans for students to complete projects in small groups; the teacher carefully selects group members based on their ability level and learning style.
- The teacher reviews lesson plans with the principal; they are well structured with pacing times and activities clearly indicated.
- The teacher’s unit on ecosystems lists a variety of high-level activities in a menu; students choose those that suit their approach to learning.
- While completing their projects, the teacher’s students will have access to a wide variety of resources she has coded by reading level so they can make the best selections.
- After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future.
- The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for students to link the current lesson outcomes to those they previously learned.
### WCSD STANDARD 1
### PLANNING AND PREPARATION

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<tr>
<td>1f: Designing Student Assessments</td>
<td>- Assessment procedures are not congruent with instructional outcomes, and there are no criteria or standards.</td>
<td>- Some of the instructional outcomes are assessed inconsistently, and only as a whole class.</td>
<td>- All the instructional outcomes are assessed and adapted for groups of students as needed.</td>
<td>- The proposed approach to assessment is fully aligned with the instructional outcomes in both content and process.</td>
</tr>
<tr>
<td></td>
<td>- There are no plans to use assessment results in designing future instruction.</td>
<td>- Assessment criteria and standards have been developed, but they are not clearly stated.</td>
<td>- Assessment criteria and standards are clearly stated.</td>
<td>- Assessment methodologies have been adapted for individual students, criteria and standards are clearly stated, and there is evidence that the students have contributed to the development of the assessments.</td>
</tr>
<tr>
<td></td>
<td>- There is no plan to incorporate formative and summative assessment in the lesson or unit.</td>
<td>- Use of formative and summative assessment techniques is inconsistent, including only some of the instructional outcomes, and assessment results are used to plan for future instruction for the class as a whole.</td>
<td>- The proposed approach to assessment is well designed, includes student and Teacher use of the assessment information, and assessment results are used to plan future instruction for individual students.</td>
<td></td>
</tr>
</tbody>
</table>

### Charlotte Danielson Framework for Teaching

Supporting Documents

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure teachers know students have learned the intended outcomes. These assessments must be designed in such a manner they provide evidence of the full range of learning outcomes; different methods are needed to assess reasoning skills than for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the learning outcomes.

**Elements of Component 1f are:**

- Congruence with instructional outcomes: Assessments must match learning expectations.
- Criteria and standards: Expectations must be clearly defined.
- Design of formative assessments: Assessments for learning must be planned as part of the instructional process.
- Use for planning: Results of assessment guide future planning.

**Indicators include:**

- Lesson plans indicate correspondence between assessments and instructional outcomes
- Assessment types are suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments are available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction
### Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples
#### 1f: Designing Student Assessments

<table>
<thead>
<tr>
<th>Critical Attributes</th>
<th>INEFFECTIVE</th>
<th>MINIMALLY EFFECTIVE</th>
<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Assessments do not match instructional outcomes.</td>
<td>- Only some of the instructional outcomes are addressed in the planned assessments.</td>
<td>- All the learning outcomes have a method for assessment.</td>
<td>In addition to the characteristics of effective;</td>
<td>- Assessments provide opportunities for student choice.</td>
</tr>
<tr>
<td>- Assessments have no criteria.</td>
<td>- Assessment criteria are vague.</td>
<td>- Assessment types match learning expectations.</td>
<td>- Students participate in designing assessments for their own work.</td>
<td>- Teacher-designed assessments are authentic with real-world application, as appropriate.</td>
</tr>
<tr>
<td>- No formative assessments have been designed.</td>
<td>- Plans refer to the use of formative assessments, but they are not fully developed.</td>
<td>- Plans indicate modified assessments for some students as needed.</td>
<td>- Students develop rubrics according to teacher-specified learning objectives.</td>
<td>- Students are actively involved in collecting information from formative assessments and provide input.</td>
</tr>
<tr>
<td>- Assessment results do not impact future plans.</td>
<td>- Assessment results are used to design lesson plans for the whole class, not individual students.</td>
<td>- Lesson plans indicate possible adjustments based on formative assessment data.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Possible Examples

**INEFFECTIVE**
- The teacher marks papers on the foundation of the U.S. Constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc.
- After the students present research on Globalization, the teacher tells them their letter grade; when students asked how the grade was arrived at, the response is, “After all these years in education, I just know what grade to give.”
- The teacher says, “What’s the difference between formative assessment and the test I give at the end of the unit?”
- The teacher says, “The district gave me this entire curriculum to teach, so I just have to keep moving.”

**MINIMALLY EFFECTIVE**
- The teacher says, “What’s the difference between formative assessment and the test I give at the end of the unit?”
- The teacher’s students received their tests back; each one was simply marked with a letter grade at the top.
- The plan indicates the teacher will pause to “check for understanding,” but without a clear process of how it will be done.
- A student says, “If half the class passed the test, why are we all reviewing the material again?”

**EFFECTIVE**
- The district goal for the Europe unit is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.
- The teacher knows his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.
- Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined.
- Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson’s activities.
- Based on the previous morning’s formative assessment, Ms. D plans to have five students work on a more challenging project, while she works with 6 other students to reinforce the concept.

**HIGHLY EFFECTIVE**
- Mr. K knows his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.
- Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined.
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- Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson’s activities.
- Based on the previous morning’s formative assessment, Ms. D plans to have five students work on a more challenging project, while she works with 6 other students to reinforce the concept.

**Possible Examples**

- The teacher says, “What’s the difference between formative assessment and the test I give at the end of the unit?”
- The teacher knows his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.
- Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined.
- Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson’s activities.
- Based on the previous morning’s formative assessment, Ms. D plans to have five students work on a more challenging project, while she works with 6 other students to reinforce the concept.

**Possible Examples**

- To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue important to the students: the use of cell phones in class.
- Mr. J’s students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics and they will refer to those as they create a rubric of their own.
- After the lesson, Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know their rating will indicate their activity for the next lesson.
- Mrs. T has developed a routine for her class; students know if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.
**WCSD STANDARD 2**
**CLASSROOM ENVIRONMENT**

<table>
<thead>
<tr>
<th>COMPONENT Elements</th>
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<tbody>
<tr>
<td>2a: Creating an Environment of Respect and Rapport</td>
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</tr>
<tr>
<td>- Positive regard in teacher/student interactions</td>
<td>- Teacher/student interactions are negative, demeaning, sarcastic, or inappropriate to the age or culture of the students, and some students’ exhibit disrespect for the teacher.</td>
<td>- Teacher/student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures, and students exhibit only minimal respect for the teacher.</td>
<td>- Teacher/student interactions are friendly, demonstrate caring and respect appropriate to the age and cultures of the students, and most students exhibit respect for the teacher and their peers’ contributions, supporting their learning.</td>
<td>- Teacher/student interactions reflect genuine respect and caring for individuals as well as for groups of students, and there is an environment in which all students feel safe and comfortable to ask questions, comment, discuss and share ideas.</td>
</tr>
<tr>
<td>- Student/student interactions</td>
<td>- Teacher does not monitor or intervene in student/student interactions that are characterized by conflict, sarcasm, or put-downs.</td>
<td>- Teacher facilitates a climate in which students may demonstrate disrespect for one another, limited support for the contributions of learning of their peers, and intervenes inconsistently when they do.</td>
<td>- Teacher facilitates a climate in which student/student interactions are polite and respectful, and intervenes appropriately and consistently.</td>
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</tr>
</tbody>
</table>

*Charlotte Danielson Framework for Teaching Supporting Documents*

An essential skill of teaching is managing relationships with students and ensuring those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.

**Elements of component 2a are:**
- Teacher interactions with students, including both words and actions: A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey they are interested in and care about their students.
- Student interactions with other students, including both words and actions: As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.

**Indicators include:**
- Respectful talk and turn taking
- Respect for students’ background and lives outside of the classroom
- Teacher and student body language
- Physical proximity
- Warmth and caring
- Politeness
- Encouragement
- Active listening
- Fairness
<table>
<thead>
<tr>
<th>Critical Attributes</th>
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<tbody>
<tr>
<td>Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity.</td>
<td>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</td>
<td>Talk between teacher and students and among students is uniformly respectful.</td>
<td>In addition to the characteristics of effective; Teacher demonstrates knowledge and caring about individual students’ lives beyond school.</td>
<td></td>
</tr>
<tr>
<td>Students use disrespectful talk towards one another with no response from the teacher.</td>
<td>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</td>
<td>Teacher responds to disrespectful behavior among students.</td>
<td>When necessary, students correct one another in their conduct towards classmates.</td>
<td></td>
</tr>
<tr>
<td>Teacher displays no familiarity with or caring about individual students’ interests or personalities.</td>
<td>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</td>
<td>Teacher makes general connections with individual students.</td>
<td>There is no disrespectful behavior among students.</td>
<td></td>
</tr>
<tr>
<td>Talk between teacher and students is uneven, with occasional disrespect.</td>
<td>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</td>
<td>Teacher responds to disrespectful behavior among students.</td>
<td>The teacher’s response to a student’s incorrect response respects the student’s dignity.</td>
<td></td>
</tr>
</tbody>
</table>

**Possible Examples**

- A student slumps in his/her chair following a comment by the teacher.
- Students roll their eyes at a classmate’s idea; the teacher does not respond.
- Many students talk when the teacher and other students are talking; the teacher does not correct them.
- Some students refuse to work with other students.
- Teacher does not call students by their names.
- Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.
- A few students do not engage with others in the classroom, even when put together in small groups.
- Students applaud half-heartedly following a classmate’s presentation to the class.
- Teacher says: “Don’t talk that way to your classmates” but student shrugs his/her shoulders
- Students attend fully to what the teacher is saying.
- Students wait for classmates to finish speaking before beginning to talk.
- Students applaud politely following a classmate’s presentation to the class.
- The teacher says: “That’s an interesting idea, Josh, but you’re ‘forgetting...’”
### WCSD STANDARD 2
**CLASSROOM ENVIRONMENT**

<table>
<thead>
<tr>
<th>COMPONENT Elements</th>
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<tbody>
<tr>
<td>2b: Establishing a Culture for Learning</td>
<td>- Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. - Teacher conveys low academic and behavioral expectations, or shows overt bias for instructional outcomes, activities, assignments and classroom interactions. - Students demonstrate little or no pride in their work, lack commitment, and seem to be motivated by the desire to complete a task rather than to do high quality work.</td>
<td>- Teacher communicates importance of the content but, with little conviction, and achieves only minimal apparent buy-in by the students - Teacher conveys inconsistent academic and behavioral expectations of instructional outcomes, activities, assignments and classroom interactions. - Students minimally accept the responsibility to do good work, but invest little of their energy, indicating minimal commitment to high quality work.</td>
<td>- Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. - Teacher conveys high academic and behavioral expectations for instructional outcomes, activities, assignments and classroom interactions for most students. - Most students accept the teacher's insistence on work of consistently high quality, and they demonstrate pride in that work.</td>
<td>Teacher intentionally creates opportunities for students to demonstrate through their active participation, curiosity, and taking initiative, that they value the importance of the content. - Teacher consistently and skillfully conveys high expectations for the academic and behavioral performance of all students through instructional outcomes, activities, assignments and classroom interactions, and Teacher intentionally creates opportunities for students to set expectations for their own learning. - All students demonstrate attention to detail and take obvious pride in their work, initiating improvements such as revising drafts on their own or helping peers.</td>
</tr>
</tbody>
</table>

### Charlotte Danielson Framework for Teaching Supporting Documents

“A culture for learning” refers to the atmosphere in the classroom which reflects the educational importance of the work undertaken by both students and teacher. It describes the norms governing the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.

**Elements of Component 2b are:**
- **Importance of the content and of learning:** In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.
- **Expectations for learning and achievement:** In classrooms with robust cultures for learning, all students receive the message while the work is challenging, all are capable of achieving at a high level if they are prepared to work hard.
- **Student pride in work:** When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

**Indicators include:**
- **Belief in the value of the work**
- **Expectations are high and supported through both verbal and nonverbal behaviors**
- **Quality is expected and recognized**
- **Effort and persistence are expected and recognized**
- **Confidence in ability is evidenced by teacher and students language and behaviors**
- **Expectation for all students to participate**
### Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples

#### 2b: Establishing a Culture for Learning

<table>
<thead>
<tr>
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</thead>
</table>
| **Possible Examples**                                                               | - The teacher conveys the reasons for the work are external or trivializes the learning goals and assignments.  
- The teacher conveys to some students the work is too challenging for them.  
- Students exhibit little or no pride in their work.  
- Class time is devoted more to socializing than to learning.                                                                                     | - Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.”  
- The teacher conveys high expectations for only some students.  
- Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.  
- Many students indicate they are looking for an “easy path.”                                                                                       | - The teacher communicates the importance of learning, and with hard work all students can be successful in it.  
- The teacher demonstrates a high regard for student abilities.  
- Teacher conveys an expectation of high levels of student effort.  
- Students expend good effort to complete work of high quality.                                                                                      | In addition to the characteristics of effective;  
- The teacher communicates a genuine passion for the subject.  
- Students indicate they are not satisfied unless they have complete understanding.  
- Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.  
- Students recognize the efforts of their classmates.  
- Students take initiative in improving the quality of their work.                                                                                                                                                                                                                                                                                     |
## WCSD STANDARD 2
### CLASSROOM ENVIRONMENT

<table>
<thead>
<tr>
<th>COMPONENT Elements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2c: Managing Classroom Procedures</td>
<td>- Teacher has not established procedures and routines for group work, or communicated the behavioral expectations to students.</td>
<td>- Teacher has established a few procedures and routines for group work, with only some students aware of the behavioral expectations.</td>
<td>- Teacher has established procedures and routines for group work, and students follow the behavioral expectations.</td>
<td>- Teacher has clearly established procedures and routines for group work; all students follow the behavioral expectations, and are able to monitor themselves and others.</td>
</tr>
<tr>
<td>- Instructional groups</td>
<td>- There is significant loss of instructional time due to chaotic transitions, disorganized or unsafe management of materials and supplies, and inefficient performance of non-instructional duties.</td>
<td>- Only some transitions, routines for handling materials and supplies, and performance of non-instructional duties function moderately well, resulting in some loss of instructional time.</td>
<td>- Transitions, routines for handling materials and supplies, and performance of efficient systems for non-instructional duties occur smoothly, with little loss of instructional time.</td>
<td>- Transitions, routines for handling materials and supplies, and performance of efficient systems for non-instructional duties are seamless, with students assuming responsibility in ensuring the efficient operation of the program.</td>
</tr>
<tr>
<td>- Transitions</td>
<td>- Volunteers and paraprofessionals have no clearly defined duties, and are idle most of the time.</td>
<td>- Volunteers and paraprofessionals are productively engaged during portions of class time.</td>
<td>- Volunteers and paraprofessionals are productively and independently engaged during the entire class.</td>
<td>- Volunteers and paraprofessionals make a substantive contribution to the classroom environment.</td>
</tr>
<tr>
<td>- Materials and supplies</td>
<td>- Non-instructional duties</td>
<td>- Instructional groups</td>
<td>- Transitions, routines for handling materials and supplies, and performance of efficient systems for non-instructional duties are seamless, with students assuming responsibility in ensuring the efficient operation of the program.</td>
<td></td>
</tr>
<tr>
<td>- Non-instructional duties</td>
<td></td>
<td>- Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.</td>
<td>- Volunteers and paraprofessionals make a substantive contribution to the classroom environment.</td>
<td></td>
</tr>
<tr>
<td>- Volunteers and paraprofessionals</td>
<td></td>
<td>- Management of instructional groups: Many lessons engage students in different types of activities – large group, small group, independent work. Its important little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Management of transitions: Experienced teachers have all necessary materials on hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>- Performance of non-instructional duties: Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.</td>
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</tbody>
</table>

**Charlotte Danielson Framework for Teaching Supporting Documents**

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are instructional groups which are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense the class “runs itself.”

**Elements of Component 2c are:**
- Management of instructional groups: Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.
- Management of transitions: Many lessons engage students in different types of activities – large group, small group, independent work. Its important little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.
- Management of materials and supplies: Experienced teachers have all necessary materials on hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.
- Performance of non-instructional duties: Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

**Indicators include:**
- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students know what to do, where to move
## Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples
### 2c: Managing Classroom Procedures

<table>
<thead>
<tr>
<th>Critical Attributes</th>
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</thead>
<tbody>
<tr>
<td>- Students not working with the teacher are not productively engaged or are disruptive to the class.</td>
<td>- Small groups are only partially engaged while not working directly with the teacher.</td>
<td>- The students are productively engaged during small group work.</td>
<td>In addition to the characteristics of effective;</td>
<td>- Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</td>
</tr>
<tr>
<td>- There are no established procedures for distributing and collecting materials.</td>
<td>- Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</td>
<td>- Transitions between large and small group activities are smooth.</td>
<td>- Students take the initiative with their classmates to ensure their time is used productively.</td>
<td>- A student reminds classmates of the roles they are to play within the group.</td>
</tr>
<tr>
<td>- Procedures for other activities are confused or chaotic.</td>
<td>- Classroom routines function unevenly.</td>
<td>- Routines for distribution and collection of materials and supplies work efficiently.</td>
<td>- Students themselves ensure transitions and other routines are accomplished smoothly.</td>
<td>- A student re-directs a classmate to the table s/he should be at following a transition.</td>
</tr>
</tbody>
</table>

### Possible Examples

| - When moving into small groups, students ask questions as to where they are supposed to go, whether they should take their chairs, etc. | - Some students not working with the teacher are off-task | - Students get started on an activity while the teacher takes attendance. | - Students propose an improved attention signal. | - Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. |
| - There are long lines for materials and supplies or distributing supplies is time-consuming. | - Transition between large and small group activities requires five minutes but is accomplished. | - Students move directly between large and small group activities. | - A student independently checks themselves into class on the attendance board. | |
| - Students bump into one another lining up or sharpening pencils. | - Students ask what they are to do when materials are being distributed or collected. | - The teacher has an established timing device, such as counting down, to signal students to return to their desks. | - A student reminds classmates of the roles they are to play within the group. |
| - Roll-taking consumes much time at the beginning of the lesson and students are not working on anything. | - Students ask some clarifying questions about procedures. | - Teacher has an established attention signal, such as raising a hand, or dimming the lights. | - A student re-directs a classmate to the table s/he should be at following a transition. |
| - Most students ask what they are to do or look around for clues from others. | - Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form. | - One member of each small group collects materials for the table. | - Students propose an improved attention signal. |

### Possible Examples (continued)

| - In small group work, students have established roles, they listen to one another, summarize different views, etc. | - Clean-up at the end of a lesson is fast and efficient. | - In small group work, students have established roles, they listen to one another, summarize different views, etc. | | |

### Possible Examples (continued)

<p>| - Clean-up at the end of a lesson is fast and efficient. | | | | |</p>
<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>Elements</th>
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</thead>
</table>
| 2d: Managing Student Behavior | - Expectations  
- Monitoring of student behavior  
- Response to student misbehavior |  
- No standards of conduct appear to have been established, or students are confused as to what the standards are. 
- Teacher does not monitor or respond to misbehavior, leading to unawareness, or the response is inconsistent, overly repressive, or does not respect each student’s dignity. |  
- Standards of conduct appear to have been established, and most students follow expectations. 
- Teacher is aware of student behavior, but may miss opportunities or achieve mixed results in providing positive reinforcement or consequences for some students. |  
- Standards of conduct are posted, stated and followed by all students, who also monitor their own behavior. Teacher is alert to student behavior at all times, and takes the appropriate opportunity to provide positive reinforcement or consequences while respecting each student’s dignity, or student behavior is generally appropriate. |  
- Standards of conduct are posted, stated and referred to by all students, appear to have been developed with student participation, so monitoring by teacher is subtle and preventative, and students monitor their own and peers’ behavior, correcting one another respectfully. Teacher response to misbehavior is appropriate, successful and sensitive to students’ individual needs, or student behavior is entirely appropriate. |

**Charlotte Danielson Framework for Teaching Supporting Documents**

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

**Elements of Component 2d are:**

- **Expectations:** It is clear, either from what the teacher says, or by inference from student actions, expectations for student conduct have been established and are being implemented.
- **Monitoring of student behavior:** Experienced teachers seem to have eyes “in the backs of their heads”; they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe.
- **Response to student misbehavior:** Even experienced teachers find their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content, are they trying to impress their friends?) and respond in such a way they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.

**Indicators include:**

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Fairness
- Absence of misbehavior
- Reinforcement of positive behavior
<table>
<thead>
<tr>
<th>Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>2d: Managing Student Behavior</td>
</tr>
<tr>
<td><strong>Critical Attributes</strong></td>
</tr>
<tr>
<td>- The classroom environment is chaotic, with no apparent standards of conduct.</td>
</tr>
<tr>
<td>- The teacher does not monitor student behavior.</td>
</tr>
<tr>
<td>- Some students violate classroom rules, without apparent teacher awareness.</td>
</tr>
<tr>
<td>- When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</td>
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<tr>
<td>Possible Examples</td>
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</tbody>
</table>
## WCSD STANDARD 2
### CLASSROOM ENVIRONMENT

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>INEFFECTIVE</th>
<th>MINIMALLY EFFECTIVE</th>
<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
</tr>
</thead>
</table>
| **2e: Organizing Physical Space**  
- Safety and accessibility  
- Arrangement of furniture and use of physical resources  
- Resource-rich environment | - The physical arrangement of the classroom is unsafe, or learning is not accessible to some students.  
- The furniture arrangement hinders the learning activities, or the Teacher makes poor use of physical resources.  
- No student exemplars, relevant instructional materials, or representations of current content are displayed. | - The physical arrangement of the classroom is safe, and essential learning is accessible to most students.  
- The furniture may be adjusted for a lesson, but with limited effectiveness.  
- Limited student exemplars, relevant instructional materials, or representations of current content are displayed, and minimal interaction with resources is initiated by the Teacher. | - The physical arrangement of the classroom is safe, and learning is equally accessible to all students.  
- Furniture is arranged and resource materials are available to aid and extend learning activities for most students.  
- A variety of student exemplars, relevant instructional materials and/or representations of current content are displayed. | - The classroom physical arrangement is safe, and students ensure that all learning is equally accessible to all.  
- Furniture is arranged and resources available to advance learning.  
- Teacher and students have multiple opportunities to use or create resource materials to learn or extend learning opportunities. |

**Charlotte Danielson Framework for Teaching Supporting Documents**

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what’s going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.

**Elements of Component 2E are:**
- Safety and accessibility: Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don’t have access to the board or other learning resources
- Arrangement of furniture and use of physical resources: Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment

**Indicators include:**
- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

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**WCSD Teacher Performance Standards** 2011/ Adapted from the *Framework for Teaching* by Charlotte Danielson, 2007, Aligned to the NEPF (Rev. 5/2016)
<table>
<thead>
<tr>
<th>Critical Attributes</th>
<th>INEFFECTIVE</th>
<th>MINIMALLY EFFECTIVE</th>
<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are physical hazards in the classroom, endangering student safety.</td>
<td>The physical environment is safe, and most students can see and hear.</td>
<td>The classroom is safe, and all students are able to see and hear.</td>
<td>In addition to the characteristics of effective;</td>
<td></td>
</tr>
<tr>
<td>Many students can’t see or hear the teacher or the board.</td>
<td>The physical environment is not an impediment to learning, but does not enhance it.</td>
<td>The classroom is arranged to support the instructional goals and learning activities.</td>
<td>- Modifications are made to the physical environment to accommodate students with special needs.</td>
<td></td>
</tr>
<tr>
<td>Available technology is not being used, even if available and its use would enhance the lesson.</td>
<td>The teacher makes limited use of available technology and other resources.</td>
<td>The teacher makes appropriate use of available technology.</td>
<td>- There is total alignment between the goals of the lesson and the physical environment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Examples</th>
<th>INEFFECTIVE</th>
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<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are electrical cords running around the classroom.</td>
<td>The teacher ensures dangerous chemicals are stored safely.</td>
<td>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</td>
<td>- Students ask if they can shift the furniture to better suit small group work, or discussion.</td>
<td></td>
</tr>
<tr>
<td>There is a pole in the middle of the room; some students can’t see the board.</td>
<td>The classroom desks remain in two semicircles, requiring students to lean around their classmates during small group work.</td>
<td>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</td>
<td>- A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate’s eyes.</td>
<td></td>
</tr>
<tr>
<td>A white board is in the classroom, but it is facing the wall.</td>
<td>The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.</td>
<td>The use of an Internet connection extends the lesson.</td>
<td>- A student suggests an application of the white board for an activity.</td>
<td></td>
</tr>
</tbody>
</table>
## WCSD STANDARD 3
### INSTRUCTION

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>INEFFECTIVE</th>
<th>MINIMALLY EFFECTIVE</th>
<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a: Communicating with Students</td>
<td>- The oral or written purpose of a lesson or unit is unclear to students, including directions, procedures, or explanations of the content.</td>
<td>- The instructional purpose, directions and procedures are explained with limited success and must be clarified after initial student confusion.</td>
<td>- The purpose of the lesson or unit is clear, appropriate, and connects with most students’ prior knowledge and experience, including where the lesson is situated within broader learning.</td>
<td>- The purpose of the lesson or unit is clear, to all students including where it is situated within broader learning, and linking that purpose to all students’ interests.</td>
</tr>
<tr>
<td>- Expectations for learning Directions, procedures and explanation of content</td>
<td>- The Teacher’s spoken and/or written language contains errors of grammar or syntax.</td>
<td>- The Teacher’s vocabulary is correct, but limited or inappropriate to student ages and background.</td>
<td>- Directions and procedures are clear to students, anticipate possible student misunderstanding, the explanation of content connects with all students’ prior knowledge and experience, and present learning, and students contribute to explaining concepts to their peers.</td>
<td>- Directions and procedures are clear to students, anticipate possible student misunderstanding, the explanation of content connects with all students’ prior knowledge and experience, and present learning, and students contribute to explaining concepts to their peers.</td>
</tr>
<tr>
<td>- Objectives are not posted or communicated to students.</td>
<td>- Objectives are posted or communicated, but not referred to during the lesson.</td>
<td>- Objectives are posted or communicated, but referred to throughout the lesson.</td>
<td>- Objectives are posted or communicated, but referred to throughout the lesson.</td>
<td>- References to objectives are integrated throughout the lesson.</td>
</tr>
</tbody>
</table>

### Charlotte Danielson Framework for Teaching Supporting Documents

Teachers communicate with students for several independent, but related, purposes. First, they convey teaching and learning are purposeful activities; they make purpose clear to students. They also provide clear directions for classroom activities, so students know what it is 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. 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.

Elements of Component 3a are:
- Expectations for learning: The goals for learning are communicated clearly to students. Even if not conveyed at the outsets 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
- Directions for activities: 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
- Explanations of content: 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
- Use of oral and written language: 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

Indicators include:
- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts
- Students understand the content
- Correct and imaginative use of language
### Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples

#### 3a: Communicating with Students

<table>
<thead>
<tr>
<th>Critical Attributes</th>
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<th>EFFECTIVE</th>
<th>HIGHER EFFECTIVE</th>
</tr>
</thead>
</table>
| **Possible Examples** | - A student asks: “What are we supposed to be doing?” but the teacher ignores the question.  
- The teacher states to add fractions, they must have the same numerator.  
- Students have a quizical look on their faces; some may withdraw from the lesson.  
- Students become disruptive, or talk among themselves in an effort to follow the lesson.  
- The teacher uses technical terms without explaining their meanings.  
- The teacher says, “ain’t.”  
- The teacher mispronounces words  
- The teacher says: “And oh, by the way, today we’re going to factor polynomials.”  
- A student asks: “What are we supposed to be doing?” and the teacher clarifies the task.  
- Students ask, “What do I write here?” in order to complete a task.  
- The teacher says: “Watch me while I show you how to …” with students asked only to listen.  
- A number of students do not seem to be following the explanation.  
- Students are inattentive during the teacher’s explanation of content. | - The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.  
- Teacher must clarify the learning task so students can complete it.  
- The teacher makes no serious content errors, although may make a minor error.  
- The teacher’s explanation of the content consists of a monologue or is purely procedural with minimal participation by students.  
- Vocabulary and usage are correct but unimaginative.  
- Vocabulary is too advanced or juvenile for the students. | - The teacher states clearly, at some point during the lesson, what the students will be learning.  
- If appropriate, the teacher models the process to be followed in the task.  
- Students engage with the learning task, indicating they understand what they are to do.  
- The teacher makes no content errors.  
- Teacher’s explanation of content is clear, and invites student participation and thinking.  
- Vocabulary and usage are correct and completely suited to the lesson.  
- Vocabulary is appropriate to the students’ ages and levels of development. | In addition to the characteristics of effective:  
- The teacher points out possible areas for misunderstanding.  
- Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.  
- All students seem to understand the presentation.  
- The teacher invites students to explain the content to the class, or to classmates.  
- Teacher uses rich language, offering brief vocabulary lessons where appropriate. |

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WCSD Teacher Performance Standards/ 2011/ Adapted from the Framework for Teaching by Charlotte Danielson, 2007, Aligned to the NEPF (Rev. 5/2016)
### WCSD STANDARD 3
#### INSTRUCTION

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>INEFFECTIVE</th>
<th>MINIMALLY EFFECTIVE</th>
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</thead>
<tbody>
<tr>
<td><strong>3b: Using Questioning and Discussion Techniques</strong></td>
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<tr>
<td>- Quality of questions</td>
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<tr>
<td>- Discussion techniques/student participation</td>
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<tr>
<td>- Questions are virtually all of poor quality, with low cognitive challenge, single correct responses, and asked in rapid succession.</td>
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<tr>
<td>- Teacher and student interactions are predominantly recitation style, with the teacher mediating all questions and answers, and few students participate in the discussion.</td>
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<tr>
<td>- Teacher makes no attempt to support students in making connections.</td>
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<tr>
<td>- Questions are a combination of low and high quality, posed in rapid succession, and only some invite a thoughtful response.</td>
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<tr>
<td>- Teacher makes an attempt to engage students in a discussion, but with limited success.</td>
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<tr>
<td>- Student discussions and interactions allow limited opportunities to develop understanding or gain skills.</td>
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<tr>
<td>- Teacher makes limited attempts or uses unvaried strategies to support students in making connections among concepts or events.</td>
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<tr>
<td>- Questions are of high quality, are appropriate for lesson objectives, promote thoughtful responses, and adequate time is provided for students to respond.</td>
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<tr>
<td>- Teacher creates opportunities for sustained discussions among students using a variety of discussion techniques.</td>
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<tr>
<td>- Student discussions and interactions generally allow students to articulate and deepen understanding or gain skills.</td>
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<tr>
<td>- Teacher uses at least two strategies, including high quality questioning, to support students in making connections among concepts or events previously believed to be unrelated, and arrive at a new understanding of complex material.</td>
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<tr>
<td>- Questions are of uniformly high quality, with adequate time for students to respond, and students formulate content-relevant questions.</td>
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<tr>
<td>- Teacher intentionally creates an opportunity for sustained student-led discussions, where students make unsolicited contributions.</td>
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<tr>
<td>- Student discussions and interactions allow students to articulate and deepen their understanding or gain skills.</td>
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<tr>
<td>- Teacher uses a variety of strategies, including high quality questions, to support students in making connections among concepts or events previously believed to be unrelated, and arrive at a new understanding of complex material.</td>
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</table>

### Charlotte Danielson Framework for Teaching Supporting Documents

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 for 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 students are engaged in making connections among issues and events they learn about. High quality questions encourage students to make connections between 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 extend and learn about their understandings. They may be based around questions formulated by the students themselves.

Not all questions must be at a high cognitive level in order for a teacher’s performance to be rated at a high level; when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure 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.

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 these skills have been taught.

**Elements of component 3b are:**
- Quality of questions/prompts: 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.

**WCSD Teacher Performance Standards**/ 2011/ Adapted from the Framework for Teaching by Charlotte Danielson, 2007, Aligned to the NEPF (Rev. 5/2016)
- Discussion techniques: Effective teachers promote learning through discussion. Some teachers report, "we discussed x" when what they mean is, "I said x." 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, thus enabling students to engage in discussion directly with one another, not always mediated by the teacher.
- Student participation: 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 all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.

**Indicators include:**
- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Discussion with the teacher stepping out of the central, mediating role
- High levels of student participation in discussion

### Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples

**3b: Using Questioning and Discussion Techniques**

<table>
<thead>
<tr>
<th>Critical Attributes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Questions are rapid-fire, and convergent, with a single correct answer.</td>
<td>Teacher frames some questions designed to promote student thinking, but only a few students are involved.</td>
<td>Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</td>
<td>Teacher asks: &quot;How many ways are there to get this answer?&quot;</td>
<td>In addition to the characteristics of effective; Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion.</td>
</tr>
<tr>
<td>There is no wait time after a question.</td>
<td>The teacher invites students to respond directly to one another’s ideas, but few students respond.</td>
<td>The teacher builds on student responses to questions effectively.</td>
<td>A student asks, &quot;How many ways are there to get this answer?&quot;</td>
<td></td>
</tr>
<tr>
<td>Questions do not invite student thinking.</td>
<td>Teacher calls on many students, but only a small number actually participate in the discussion.</td>
<td>Discussions enable students to talk to one another, without ongoing mediation by the teacher.</td>
<td>A student says to a classmate: &quot;I don’t think I agree with you on this, because...&quot;</td>
<td></td>
</tr>
<tr>
<td>All discussion is between teacher and students; students are not invited to speak directly to one another.</td>
<td>Teacher’s wait time is inconsistent.</td>
<td>The teacher calls on most students, even those who don’t initially volunteer.</td>
<td>A student asks of other students: &quot;Does anyone have another idea as to how we might figure this out?&quot;</td>
<td></td>
</tr>
<tr>
<td>A few students dominate the discussion.</td>
<td></td>
<td>Many students actively engage in the discussion.</td>
<td>A student asks &quot;What if...?&quot;</td>
<td></td>
</tr>
</tbody>
</table>

**Possible Examples**

- All questions are of the "recitation" type, such as "What is 3 x 4?" The teacher asks a question for which the answer is on the board; students respond by reading it. The teacher only calls on students who have their hands up.
- "How many members of the House of Representatives are there?" The teacher asks: "Who has an idea about this?" the same three students offer comments. The teacher asks: "Michael, can you comment on Mary’s idea?" but Michael does not respond, or makes a comment directly to the teacher.
- Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" The teacher asks: "Who has an idea about this?" the same three students offer comments. The teacher asks: "Michael, can you comment on Mary’s idea?" but Michael does not respond, or makes a comment directly to the teacher.
- The teacher asks: "Who has an idea about this?" the same three students offer comments. The teacher asks: "Michael, can you comment on Mary’s idea?" but Michael does not respond, or makes a comment directly to the teacher.
- The teacher asks: "Who has an idea about this?" the same three students offer comments. The teacher asks: "Michael, can you comment on Mary’s idea?" but Michael does not respond, or makes a comment directly to the teacher.
### WSD STANDARD 3
### INSTRUCTION

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>3c: Engaging Students in Learning</td>
<td>Teacher-designed instructional groups, and instructional materials, resources, activities and assignments: - are not developmentally appropriate and do not promote differentiated instruction; - do not engage students cognitively in discussions, or provide opportunity for interaction, and are not appropriate to instructional outcomes; - have no clearly defined structure, or the pace of the lesson is too slow or rushed, or both, there is no closure and students are not provided opportunities to reflect on their learning; - No research-based instructional strategies are used in the classroom, and appropriate technology is not incorporated into the lesson.</td>
<td>Teacher-designed instructional groups, and instructional materials, resources, activities and assignments: - partially facilitate differentiated instruction, but are only partially developmentally appropriate to the instructional purpose; - limit interaction and discussion, are only moderately successful in engaging students cognitively in discussions, and may fail to advance the instructional outcomes of the lesson; - have a recognizable structure, although it is not uniformly maintained throughout the lesson, although and opportunities for reflection and closure are limited or unrelated to the learning goals, pacing of the lesson is appropriate and reflects the needs of some students. - Minimal research-based instructional strategies are used, and only minimal technology is incorporated into the lesson.</td>
<td>Teacher-designed instructional groups, and instructional materials, resources, relevant and worthwhile activities and assignments: - facilitate differentiation, are developmentally productive, and are appropriate to the students or to the instructional purposes of the lesson; - engage most students cognitively, providing opportunity for interaction and extended discussion; - have a clearly defined structure around which the activities are organized, and pacing of the lesson is appropriate allowing for reflection and closure and reflects the needs of most students. - Some research-based instructional strategies are used, and appropriate technology is incorporated into the lesson.</td>
<td>Teacher-designed instructional groups, and instructional materials, resources, relevant and worthwhile activities and assignments: - facilitate differentiation, are developmentally productive, and are fully appropriate to all the students and to the instructional purposes of the lesson; - engage all students cognitively and provide opportunities for extended discussion and for students to initiate choice, adaptation, or creation of materials and activities to enhance their learning; - have a structure that is highly coherent, allowing for reflection and closure, and pacing of the lesson is appropriate and reflects the needs of all students. - Extensive research-based instruction strategies are used, and appropriate technology is always incorporated into the lesson.</td>
</tr>
</tbody>
</table>

### Charlotte Danielson Framework for Teaching Supporting Documents

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 in the latter students are developing their understanding through what they do. The students 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.

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. 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 the question is they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.

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.
Elements of Component 3c are:
- Activities and assignments: The activities and assignments are the centerpiece of student engagement, since they determine what it is students are asked to do. Activities and assignments promote learning are aligned with the goals of the lesson, and require student thinking emphasizing depth over breadth, and allow students to exercise some choice.
- Grouping of students: 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.
- Instructional materials and resources: 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 which are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.
- Structure and pacing: 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.

Indicators include:
- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and are persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works.”
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

| Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples |
|----------------------------------------|----------------------------------------|----------------------------------------|----------------------------------------|
| **Critical Attributes**                 | **INEFFECTIVE**                        | **MINIMALLY EFFECTIVE**                | **EFFECTIVE**                          |
| - Few students are intellectually engaged in the lesson. | - Some students are intellectually engaged in the lesson. | - Most students are intellectually engaged in the lesson. | In addition to the characteristics of effective; |
| - Learning tasks require only recall or have a single correct response or method. | - Learning tasks are a mix of those requiring thinking and recall. | - Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. | - Virtually all students are highly engaged in the lesson. |
| - The materials used ask students only to perform rote tasks. | - Student engagement with the content is largely passive, learning primarily facts or procedures. | - Students have some choice in how they complete learning tasks. | - Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. |
| - Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. | - Students have no choice in how they complete tasks. | - There is a mix of different types of groupings, suitable to the lesson objectives. | - Students suggest modifications to the grouping patterns used. |
| - Instructional materials used are unsuitable to the lesson and/or the students. | - The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. | - Materials and resources support the learning goals and require intellectual engagement, as appropriate. | - Students have extensive choice in how they complete tasks. |
| - The lesson drags, or is rushed. | - The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. | - The pacing of the lesson provides students the time needed to be intellectually engaged. | - Students suggest modifications or additions to the materials being used. |
|                                                                 | - The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. |                                                                 | - Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. |

WCSD Teacher Performance Standards/ 2011/ Adapted from the Framework for Teaching by Charlotte Danielson, 2007, Aligned to the NEPF (Rev. 5/2016)
### Possible Examples

| - Most students are playing video games during the lesson. | - In three of the five small groups, students are figuring out an answer to the assigned problem. | - Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. | - Students are asked to write an essay "in the style of Hemmingway." |
| - Students fill out the lesson worksheet by copying words from the board. | - Students are asked to fill in a worksheet, following an established procedure. | - Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. | - A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. |
| - The teacher lectures for 45 minutes. | - There is a recognizable beginning, middle, and end to the lesson. | - There is a clear beginning, middle, and end to the lesson. | - Students identify or create their own learning materials. |
| - Most students don't have time to complete the assignment; the teacher moves on in the lesson. | - The teacher lectures for 20 minutes, and provides 15 minutes for the students to write an essay; most students are able to complete it. | - The lesson is neither rushed nor drags. | - Students summarize their learning from the lesson. |
| - Students are asked to fill in a worksheet, following an established procedure. | - In three of the five small groups, students are figuring out an answer to the assigned problem. | - Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. | - Students are asked to write an essay "in the style of Hemmingway." |
Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of 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 intended) assessment for 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.

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.

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.

**Elements of Component 3d are:**
- **Assessment Criteria:** It is essential 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.
- **Monitoring of student learning:** 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.
- Feedback to students: 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.
- Student self-assessment and monitoring of progress: 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.

**Indicators include:**
- Teacher paying close attention to evidence of student understanding
- Teacher posing specifically-created questions to elicit evidence of student understanding
- Teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

### Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples

**3d: Using Assessment in Instruction**

<table>
<thead>
<tr>
<th>Critical Attributes</th>
<th>INEFFECTIVE</th>
<th>MINIMALLY EFFECTIVE</th>
<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
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<tbody>
<tr>
<td></td>
<td>- 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.</td>
<td>- 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; few assess their own work. - Questions/prompts/assessments are rarely used to diagnose evidence of learning.</td>
<td>- Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback advancing 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.</td>
<td>- Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence 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.</td>
</tr>
<tr>
<td>Possible Examples</td>
<td>- The teacher gives no indication of what high quality work looks like.</td>
<td>- There is little evidence the students understand how their work will be evaluated.</td>
<td>- Students indicate they clearly understand the characteristics of high-quality work.</td>
<td>In addition to the characteristics of effective;</td>
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<td>- The teacher makes no effort to determine whether students understand the lesson.</td>
<td>- Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students</td>
<td>- The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</td>
<td>- There is evidence students have helped establish the evaluation criteria.</td>
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<td></td>
<td>- Feedback is only global.</td>
<td>- Teacher requests global indications of student understanding.</td>
<td>- Feedback includes specific and timely guidance for at least groups of students.</td>
<td>- Teacher monitoring of student understanding is sophisticated and continuous: The teacher is constantly “taking the pulse” of the class.</td>
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<td></td>
<td>- The teacher does not ask students to evaluate their own or classmates’ work.</td>
<td>- Feedback to students is not uniformly specific, not oriented towards future improvement of work.</td>
<td>- The teacher attempts to engage students in self- or peer-assessment.</td>
<td>- Teacher makes frequent use of strategies to elicit information about individual student understanding.</td>
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<td></td>
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<td>- The teacher makes only minor attempts to engage students in self- or peer-assessment.</td>
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<td>- Feedback to students is specific and timely, and is provided from many sources, including other students.</td>
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<td>- Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</td>
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</tbody>
</table>
### WCSD Standard 3

**Instruction**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Ineffective</th>
<th>Minimally Effective</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
</table>
| 3e: Demonstrating Flexibility and Responsiveness - Lesson adjustment - Response to students - Persistence | Teacher:  
- adheres rigidly to an instructional plan, even when evidence clearly indicates a change is needed;  
- ignores or brushes aside students’ questions, interests, or feedback;  
- gives up or blames the student, the student’s home environment, or the larger culture, when a student has difficulty learning. | Teacher:  
- attempts to adjust a lesson in response to students’ needs with minimal success;  
- responds or incorporates students’ questions, interests or feedback, although the pacing of the lesson is disrupted;  
- accepts responsibility for the success of all students, but has only a limited repertoire of instructional strategies to draw on. | Teacher:  
- successfully adjusts a lesson in response to students’ needs;  
- responds or incorporates students’ questions, interests or constructive feedback;  
- persists in seeking approaches for all students, including those who need help and/or enrichment, drawing on a broad repertoire of strategies. | Teacher:  
- makes fluid adjustments to a lesson, when appropriate for student needs, and may involve students in making those adjustments, seizing opportunities to enhance learning;  
- builds on students’ interests, questions, constructive feedback, and/or a spontaneous event;  
- persists in seeking effective approaches for all students, including those who need help and/or enrichment, using an extensive repertoire of strategies, and soliciting additional resources beyond the school. |

### Charlotte Danielson Framework for Teaching Supporting Documents

“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 either a lesson is not going as they would like, or 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.

**Elements of Component 3e are:**
- **Lesson adjustment:** 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.
- **Response to students:** 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.
- **Persistence:** 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.

**Indicators include:**
- Incorporation of student interests and events of the day into a lesson
- Visible adjustment in the face of student lack of understanding - Teacher seizing on a “teachable moment”
### Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples

#### 3e: Demonstrating Flexibility and Responsiveness

<table>
<thead>
<tr>
<th>Critical Attributes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>- Teacher ignores indications of student boredom or lack of understanding.</td>
<td>- Teacher’s efforts to modify the lesson are only partially successful.</td>
<td>- When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</td>
<td>In addition to the characteristics of effective;</td>
<td>- The teacher’s adjustments to the lesson are designed to assist individual students.</td>
</tr>
<tr>
<td>- Teacher brushes aside student questions.</td>
<td>- Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</td>
<td>- Teacher incorporates students’ interests and questions into the heart of the lesson.</td>
<td>- Teacher seizes on a teachable moment to enhance a lesson.</td>
<td>- The teacher conveys to students s/he won’t consider a lesson “finished” until every student understands, and s/he has a broad range of approaches to use.</td>
</tr>
<tr>
<td>- Teacher makes no attempt to incorporate student interests into the lesson.</td>
<td>- The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</td>
<td>- In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</td>
<td>- In reflecting on practice, the teacher conveys to students s/he won’t consider a lesson “finished” until every student understands, and s/he has a broad range of approaches to use.</td>
<td>- In reflecting on practice, the teacher conveys to students s/he won’t consider a lesson “finished” until every student understands, and s/he has a broad range of approaches to use.</td>
</tr>
<tr>
<td>- The teacher conveys to students when they have difficulty learning, it is their fault.</td>
<td>- In reflecting on practice, the teacher indicators the desire to reach all students, but does not suggest strategies to do so.</td>
<td>- The teacher conveys to students s/he won’t consider a lesson “finished” until every student understands, and s/he has a broad range of approaches to use.</td>
<td>- In reflecting on practice, the teacher conveys to students s/he won’t consider a lesson “finished” until every student understands, and s/he has a broad range of approaches to use.</td>
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</tr>
<tr>
<td>- In reflecting on practice, the teacher does not indicate it is important to reach all students.</td>
<td>- The teacher says: “We don’t have time for that today.”</td>
<td>- The teacher says: “I’ll try to think of another way to come at this and get back to you.”</td>
<td>- 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.”</td>
<td>- The teacher incorporates the school’s upcoming championship game into an explanation of averages.</td>
</tr>
<tr>
<td>- The teacher says: “If you’d just pay attention, you could understand this.”</td>
<td>- The teacher makes no attempt to adjust the lesson based on student confusion</td>
<td>- The teacher says: “I realize not everyone understands this, but we can’t spend any more time on it.”</td>
<td>- The teacher says: “If we have to come back to this tomorrow, we will; it’s really important you understand it.”</td>
<td>- The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson; it’s partially successful.</td>
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</table>

### Possible Examples

<table>
<thead>
<tr>
<th>Critical Attributes</th>
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</tr>
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<tbody>
<tr>
<td>- The teacher says: “We don’t have time for that today.”</td>
<td>- The teacher says: “I’ll try to think of another way to come at this and get back to you.”</td>
<td>- The teacher says: “That’s an interesting idea; let’s see how it fits.”</td>
<td>- 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.”</td>
<td>- 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.”</td>
</tr>
<tr>
<td>- The teacher makes no attempt to adjust the lesson based on student confusion</td>
<td>- The teacher says: “I realize not everyone understands this, but we can’t spend any more time on it.”</td>
<td>- The teacher illustrates a principle of good writing to a student using his interest in basketball as context.</td>
<td>- The teacher incorporates the school’s upcoming championship game into an explanation of averages.</td>
<td>- 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.”</td>
</tr>
<tr>
<td>- The teacher says: “If you’d just pay attention, you could understand this.”</td>
<td>- The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson; it’s partially successful.</td>
<td>- The teacher says: “Let’s try this way, and then uses another approach.”</td>
<td>- The teacher says: “If we have to come back to this tomorrow, we will; it’s really important you understand it.”</td>
<td>- The teacher says: “If we have to come back to this tomorrow, we will; it’s really important you understand it.”</td>
</tr>
</tbody>
</table>
## WCSD STANDARD 4
### PROFESSIONAL RESPONSIBILITY

<table>
<thead>
<tr>
<th>COMPONENTS</th>
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<tbody>
<tr>
<td>Elements</td>
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</tr>
<tr>
<td>4a: Reflecting on Teaching - Accuracy</td>
<td>Teacher: - does not self-reflect or know whether a lesson was effective or achieved its objectives, or misjudges the success of a lesson; - references no data to support the reflection of the lesson; - has no suggestions for how a lesson could be improved another time the lesson is taught.</td>
<td>Teacher: - on occasion will self-reflect and has a generally accurate impression of a lesson’s effectiveness and the extent to which its objectives are met; - references limited data to support the reflection of the lesson; - makes general suggestions about how a lesson could be improved another time the lesson is taught.</td>
<td>Teacher: - is self-reflective and usually makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieves its objectives; - can cite general references, based on data, to support the reflection of the lesson; - makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>Teacher: - is highly self-reflective and always makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieves its objectives; - cites specific examples, based on multiple data points, to support the reflection of the lesson; - offers specific alternative actions, complete with the probable success of different courses of action.</td>
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<tr>
<td>- Use in future teaching</td>
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### Charlotte Danielson Framework for Teaching Supporting Documents

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.

**Elements of Component 4a are:**
- Accuracy: As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.
- Use in future teaching: In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.

**Indicators include:**
- Accurate reflections on a lesson
- Citations of adjustments to practice, drawing on a repertoire of strategies

*WCSD Teacher Performance Standards* / 2011/ Adapted from the *Framework for Teaching* by Charlotte Danielson, 2007, Aligned to the NEPF (Rev. 5/2016)
<table>
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</thead>
<tbody>
<tr>
<td>- The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</td>
<td>- The teacher has a general sense of whether or not instructional practices were effective.</td>
<td>- The teacher accurately assesses the effectiveness of instructional activities used.</td>
<td>- The teacher identifies specific ways in which a lesson might be improved, utilizing relevant data.</td>
<td>In addition to the characteristics of effective;</td>
</tr>
<tr>
<td>- The teacher makes no suggestions for improvement.</td>
<td>- The teacher offers general modifications for future instruction with limited reference to data.</td>
<td>- The teacher identifies specific ways in which a lesson might be improved, utilizing relevant data.</td>
<td>- The teacher’s assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.</td>
<td>- Teacher’s suggestions for improvement draw on an extensive repertoire, and are based on data related to student learning.</td>
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<tr>
<td>- The teacher does not utilize data in the reflection.</td>
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<tr>
<td>Possible Examples</td>
<td>- Despite evidence to the contrary, the teachers says, “My students did great on the lesson!”</td>
<td>- At the end of the lesson the teacher says, “I guess that went okay.”</td>
<td>- The teacher says: “I wasn’t pleased with the level of engagement of the students.”</td>
<td>- The teacher says: “I think the lesson worked pretty well, although I was disappointed in how the group at the back table performed.”</td>
</tr>
<tr>
<td>- The teacher says: “The lesson was awful; I wish I knew what to do!”</td>
<td>- The teacher says: “I guess I’ll try x next time.”</td>
<td>- The teacher’s journal indicates several possible lesson improvements based on some data.</td>
<td>- In conversation with colleagues, the teacher considers different group strategies for improving a lesson, using all available student assessment data.</td>
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<td>- The teacher does not use data related to student achievement.</td>
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<tr>
<td>COMPONENTS</td>
<td>INEFFECTIVE</td>
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<tr>
<td>Elements</td>
<td>Teacher’s system for maintaining information on students' completion of assignments and student progress in learning is incomplete or in disarray.</td>
<td>Teacher’s system for maintaining information on students' assignments and student progress in learning requires frequent monitoring.</td>
<td>Teacher’s system for maintaining information on students’ completion of assignments and progress in learning is complete and accurate.</td>
<td>Teacher’s system for maintaining information on students’ completion of assignments and progress in learning is complete and accurate.</td>
</tr>
<tr>
<td>4b: Maintaining Accurate Records</td>
<td>Records of non-instructional activities are incomplete or in disarray.</td>
<td>Records of non-instructional activities are incomplete and/or inaccurate, and require frequent monitoring.</td>
<td>Students may contribute information and participate in interpreting their own results, i.e. data folders, portfolios, charts, graphs and goal sheets, and may contribute to the maintenance of their instructional records.</td>
<td>Students contribute information, participate in interpreting their results, and contribute to the maintenance of their instructional records when appropriate.</td>
</tr>
<tr>
<td>- Student completion of assignments</td>
<td>- Student progress in learning</td>
<td>- Non-instructional records</td>
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<td></td>
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</tbody>
</table>

Charlotte Danielson Framework for Teaching Supporting Documents

An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This includes student completion of assignments, student progress in learning, and records of non-instructional activities are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital, as these records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, records of formal assessments may be recorded electronically, using spreadsheets and databases, allowing for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes kept in student folders.

**Elements of Component 4b are:**

- Student completion of assignments: Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.
- Student progress in learning: In order to plan instruction, teachers need to know where each student “is” in his or her learning. This information may be collected formally or informally, but must be updated frequently.
- Non-instructional records: Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures.

**Indicators include:**

- Routines and systems track student completion of assignments.
- Systems of information regarding student progress against instructional outcomes.
- Processes of maintaining accurate non-instructional records.
### Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples

<table>
<thead>
<tr>
<th>Critical Attributes</th>
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<th>MINIMALLY EFFECTIVE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>- Absence of a system for either instructional or non-instructional records.</td>
<td>- The teacher has process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.</td>
<td>- The teacher’s process for tracking student progress is cumbersome to use.</td>
<td>- The teacher’s process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</td>
<td>In addition to the characteristics of effective;</td>
</tr>
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<td>- Record-keeping systems are in disarray so as to provide incorrect or confusing information.</td>
<td>- The teacher’s process for recording some non-instructional information, but not all, or it may contain some errors.</td>
<td>- The teacher’s process for tracking student progress is cumbersome to use.</td>
<td>- The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.</td>
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<td>- The teacher’s process for tracking some non-instructional information, but not all, or it may contain some errors.</td>
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### Possible Examples

- A student says, “I’m sure I turned in my assignment, but the teacher lost it!”
- The teacher says, “I misplaced the writing samples for my class but it doesn’t matter – I know what the students would have scored.”
- On the morning of the field trip, the teacher discovers five students never turned in their permission slips.
- A student says, “I wasn’t in school today, and my teacher’s website is out of date, so I don’t know what the assignments are!”
- The teacher says: “I’ve got all these notes about how the kids are doing; I should put them into the system but I just don’t have time.”
- On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.
- The teacher creates a link on the class website which students can access to check on any missing assignments.
- The teacher’s grade book records student progress toward learning goals.
- The teacher creates a spreadsheet for tracking which students have paid for their school pictures.
- A student-from each team maintains the database of current and missing assignments for the team.
- When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals.
- When they bring in their permission slips for a field trip, students add their own information to the database.
WCSD STANDARD 4
PROFESSIONAL RESPONSIBILITY

<table>
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<tr>
<td>4c: Developing Partnerships with Families</td>
<td>Teacher:  - provides no information or assistance to help families understand the components of the educational system, or understand the student’s academic progress in the classroom;  - cannot explain the meaning of the instructional program or its significance to families;  - does not have relationships/connections established with families;  - does not seek to gain an understanding of cultural differences, does not initiate outreach, and provides minimal information to families about individual students.</td>
<td>Teacher:  - provides little information or assistance to help families understand the components of the educational system in the classroom;  - explains the instructional program and individual student academic progress by referring the family to other resources to support the student’s academic needs;  - makes modest or partially successful attempts to develop relationships/connections with families, or relationships are limited to families that are already visible at the school;  - responds to family concerns in a minimal or occasionally insensitivity manner;  - initiates conversations about culture, but does not have the skills or knowledge to further the conversation.</td>
<td>Teacher:  - provides frequent information or assistance to help families understand the components of the educational system in and outside the classroom;  - clearly explains the instructional program and the student’s academic progress, sharing strategies to support academic learning in terms understandable to families;  - builds positive relationships/connections with families by collaborating in school and outreach opportunities in both traditional and non-traditional means;  - communicates about the student’s progress on a regular basis, and is available as needed to respond to family concerns;  - is comfortable with conversations about culture and has the skills and knowledge to discuss the cultural backgrounds of his/her students and families.</td>
<td>Teacher:  - provides consistent and continuous information and assistance to help families and students understand the components of the educational system in and outside the classroom;  - clearly explains, in understandable terms, the instructional program and the student’s academic progress, sharing strategies/resources to support academic learning tailored to the student’s areas of need;  - maintains consistent and continuous positive relationships/connections with families, and fosters outreach opportunities in both traditional and non-traditional means;  - communicates frequently with families and is able to prepare students to communicate and explain their progress to others;  - consistently demonstrates an understanding of cultural differences, and communicates with students and families by initiating additional opportunities to build cultural awareness and understanding.</td>
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</table>

Charlotte Danielson Framework for Teaching Supporting Documents

Although the ability of families to participate in their child’s learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child’s progress. Teachers establish relationships with families by communicating with them about the instructional program, about individual students and they invite them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher’s effort to communicate with families conveys an essential caring on the part of the teacher, valued by families of students of all ages.

Elements of component 4c are:
- Information about the instructional program: Frequent information is provided to families, as appropriate, about the instructional program.
- Information about individual students: Frequent information is provided to families, as appropriate, about students’ individual progress.
- Engagement of families in the instructional program: Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities.

Indicators include:
- Frequent and culturally appropriate information sent home regarding the instructional program, and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process.

WCSD Teacher Performance Standards/2011/Adapted from the Framework for Teaching by Charlotte Danielson, 2007, Aligned to the NEPF (Rev. 5/2016)
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<tr>
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<tr>
<td>- Little or no information regarding instructional program available to parents.</td>
<td>- School or district-created materials about the instructional program are sent home.</td>
<td>- Information about the instructional program is available on a regular basis.</td>
<td>In addition to the characteristics of effective;</td>
<td>- On a regular basis, students develop materials to inform their families about the instructional program.</td>
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<tr>
<td>- Families are unaware of their children’s progress.</td>
<td>- Infrequent or incomplete information sent home by teachers about the instructional program.</td>
<td>- The teacher sends information about student progress home on a regular basis.</td>
<td>- Students maintain accurate records about their individual learning progress and frequently share this information with families.</td>
<td>- Students contribute to regular and ongoing projects designed to engage families in the learning process.</td>
</tr>
<tr>
<td>- Lack of family engagement activities.</td>
<td>- Teacher maintains school-required grade book but does little else to inform families about student progress.</td>
<td>- Teacher develops activities designed to successfully engage families in their children’s learning, as appropriate.</td>
<td>- Students create materials for “Back to School” night that outline the approach for learning science.</td>
<td>- Students daily reflection log describes learning and go home each week for a response from a parent or guardian.</td>
</tr>
<tr>
<td>- Culturally inappropriate communication.</td>
<td>- Teacher communications are sometimes inappropriate to families’ cultural norms.</td>
<td>- Information about the instructional program is available on a regular basis.</td>
<td>- Students design a project on charting family use of plastics.</td>
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<thead>
<tr>
<th>Possible Examples</th>
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<tr>
<td>- A parent says, “I’d like to know what my kid is working on at school!”</td>
<td>- A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.”</td>
<td>- The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc.</td>
<td>- Students contribute to regular and ongoing projects designed to engage families in the learning process.</td>
<td>- Students design a project on charting family use of plastics.</td>
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<tr>
<td>- A parent says, “I wish I knew something about my child’s progress before the report card comes out.”</td>
<td>- A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note stating he’s doing fine.”</td>
<td>- The teacher-created monthly progress report sent home for each student.</td>
<td>- Students design a project on charting family use of plastics.</td>
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<tr>
<td>- A parent says, “I wonder why we never see any school work come home.”</td>
<td>- Weekly quizzes are sent home for parent/guardian signature.</td>
<td>- The teacher sends home a project asking students to interview a family member about growing up during the 1950’s.</td>
<td>- Students create materials for “Back to School” night that outline the approach for learning science.</td>
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Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples
4c: Developing Partnerships with Families

WCSD Teacher Performance Standards: 2011/ Adapted from the Framework for Teaching by Charlotte Danielson, 2007, Aligned to the NEPF (Rev. 5/2016)
### WCSD STANDARD 4
### PROFESSIONAL RESPONSIBILITY

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<tr>
<td>4d: Participating in a Professional Community</td>
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<tr>
<td>- Relationships with colleagues</td>
<td>Teacher: - has negative or self-serving relationships with colleagues; - avoids participation in a culture of professional collaboration, resisting opportunities to become involved; - avoids becoming involved in school and district events and projects.</td>
<td>Teacher: - maintains cordial relationships with colleagues to fulfill duties that the school or district requires; - becomes involved in the school’s culture of professional collaboration when invited to do so; - participates in school and district events and projects when specifically asked and makes a contribution.</td>
<td>- Teacher: - has relationships with colleagues that are characterized by mutual support and cooperation, and serves as a mentor to support colleagues either formally or informally; - actively participates in a culture of professional collaboration to ensure students’ needs are met; - volunteers to participate in school and district events and projects, making a substantial contribution.</td>
<td>- Teacher: - has relationships with colleagues that are characterized by mutual support and cooperation, and takes initiative in assuming a leadership role within the faculty and maintains mentoring relationships either formally or informally; - takes a leadership role within the faculty to promote a culture of professional collaboration to ensure students’ needs are met; - volunteers to participate in school and district events and projects, assuming a leadership role and making a substantial contribution.</td>
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<tr>
<td>- Involvement in a culture of professional collaboration</td>
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<tr>
<td>- Service to the school</td>
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<tr>
<td>- Participation in school and district projects</td>
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**Charlotte Danielson Framework for Teaching Supporting Documents**

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as member of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers’ duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

**Elements of component 4d are:**
- Relationships with colleagues: Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.
- Involvement in a culture of professional inquiry: Teachers contribute to and participate in a learning community that supports and respects its members’ efforts to improve practice.
- Service to the school: Teachers’ efforts move beyond classroom duties by contributing to school initiatives and projects.
- Participation in school and district projects: Teachers contribute to and support larger school and district projects designed to improve the professional community

**Indicators include:**
- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

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**WCSD Teacher Performance Standards** 2011/ Adapted from the *Framework for Teaching* by Charlotte Danielson, 2007, Aligned to the NEPF (Rev. 5/2016)
### Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples

#### 4d: Participating in a Professional Community

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<td></td>
<td>- The teacher’s relationships with colleagues are characterized by negativity or combative nature. - The teacher purposefully avoids contributing to activities promoting professional inquiry. - The teacher avoids involvement in school activities and district and community projects.</td>
<td>- The teacher has cordial relationships with colleagues. - When invited, the teacher participates in activities related to professional inquiry. - When asked, the teacher participates in school activities, as well as district and community projects.</td>
<td>- The teacher has supportive and collaborative relationships with colleagues. - The teacher regularly participates in activities related to professional inquiry. - The teacher frequently volunteers to participate in school events and school district and community projects.</td>
<td>- The teacher takes a leadership role in promoting activities related to professional inquiry. - The teacher regularly contributes to and leads events that positively impact school life. - The teacher regularly contributes to and leads significant district and community projects.</td>
</tr>
<tr>
<td>Possible Examples</td>
<td>- The teacher doesn’t share test-taking strategies with his colleagues. He figures that if his students do well, he will look good. - The teacher does not attend PLC meetings. - The teacher does not attend any school functions after the dismissal bell. - The teacher says, “I work from 8:30 to 3:30 and not a minute more. I won’t serve on any district committee unless they get me a substitute to cover my class.”</td>
<td>- The teacher is polite but seldom shares any instructional materials with his grade partners. - The teacher attends PLC meetings only when reminded by her supervisor. - The principal says, “I wish I didn’t have to ask the teacher to ‘volunteer’ every time we need someone to chaperone the dance.” - The teacher contributes to the district literacy committee only when requested to do so by the principal.</td>
<td>- The principal remarks that the teacher’s students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings. - The teacher has decided to take some free MIT courses online and to share his learning with colleagues. - The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there. - The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.</td>
<td>- The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching. - The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. - The teacher leads the annual “Olympics” day, thereby involving the entire student body and faculty in athletic events. - The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.</td>
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### PROFESSIONAL RESPONSIBILITY

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<tr>
<td>4e: Growing and Developing Professionally</td>
<td>Teacher: - engages in no professional development activities to enhance knowledge or skill, and makes no effort to share knowledge with others; - does not assume professional responsibilities; - resists feedback on teaching performance from either supervisors or more experienced peers.</td>
<td>Teacher: - participates in professional activities to a limited extent, and only when they are convenient or required; - finds limited ways to contribute to the profession; - accepts, with some reluctance, feedback on teaching performance from both supervisors and professional peers.</td>
<td>Teacher: - seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and implements them in instructional practices; - participates actively in assisting other educators; - welcomes feedback when offered by supervisors or peers when opportunities arise through professional collaboration.</td>
<td>Teacher: - seeks out opportunities for professional development and takes a leadership role in utilizing and implementing new knowledge and skills; - initiates important activities to contribute to the profession; - seeks out feedback on his/her teaching from both supervisors and peers.</td>
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<tr>
<td>Enhancement of content knowledge and pedagogical skill</td>
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<tr>
<td>Receptivity to feedback from colleagues</td>
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<tr>
<td>Service to the profession</td>
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### Charlotte Danielson Framework for Teaching Supporting Documents

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

Elements of component 4e are:
- Enhancement of content knowledge and pedagogical skill: Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.
- Receptivity to feedback from colleagues: Teachers actively pursue networks that provide collegial support and feedback.
- Service to the profession: Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.

Indicators include:
- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

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#### 4e: Growing and Developing Professionally

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<td><strong>Possible Examples</strong></td>
<td>- The teacher never takes continuing education courses, even though the credits would increase his salary.</td>
<td>- The teacher politely attends district workshops and professional development days but doesn’t make much use of the materials received.</td>
<td>- The teacher eagerly attends the district’s optional summer workshops, knowing they provide a wealth of instructional strategies he’ll be able to use during the school year.</td>
<td>- The teacher’s principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.</td>
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<td>- The teacher endures the principal’s annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.</td>
<td>- The teacher joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn’t feel it’s worth much of her time.</td>
<td>- The teacher joins the science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.</td>
<td>- The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.</td>
<td>- The teacher’s principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.</td>
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<td>- Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members’ time.</td>
<td>- The teacher listens to his principal’s feedback after a lesson but isn’t sure that the recommendations really apply in his situation.</td>
<td>- The teacher enjoys her principal’s weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.</td>
<td>- The teacher enjoys her principal’s weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.</td>
<td>- The teacher’s principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.</td>
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## WCSD STANDARD 4
### PROFESSIONAL RESPONSIBILITY

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<td>4f: Showing Professionalism</td>
<td>Teacher: - openly displays dishonesty and unethical interactions with colleagues, students, and the public; - does not comply with school and district regulations; - is unaware, unresponsive, or apathetic to student and family needs and does not advocate or respond to their needs; - makes decisions and recommendations based on self-serving interests.</td>
<td>Teacher: - is honest and ethical in interactions with colleagues, students, and the public; - complies minimally with school and district regulations, doing just enough to get by; - attempts to respond to student or family needs, but is inconsistent with decisions, modeling, advocating for them, or responding to needs; - makes recommendations based on limited, though genuinely professional, considerations.</td>
<td>Teacher: - displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; - complies with school and district regulations; - effectively models, advocates for, and responds to student needs by ensuring that all students and families receive a fair and equitable opportunity to succeed; - maintains an open mind and participates in team or departmental decision making.</td>
<td>Teacher: - holds the highest standards of honesty, integrity, and confidentiality; - always complies fully with school and district regulations; - is highly effective and proactive in modeling, advocating for, and responding to students by seeking out resources when needed and working with colleagues and the community to ensure all students and families receive fair and equitable treatment; - takes a leadership role with colleagues in team or departmental decision making, and helps ensure that such decisions are based on the highest professional standards.</td>
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### Charlotte Danielson Framework for Teaching Supporting Documents

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teacher advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

**Elements of component 4f are:**
- Integrity and ethical conduct: Teachers act with integrity and honesty.
- Service to students: Teachers put students first in all considerations of their practice.
- Advocacy: Teachers support their students’ best interests, even in the face of traditional practice or beliefs.
- Decision making: Teachers solve problems with students' needs as a priority.
- Compliance with school and district regulations: Teachers adhere to policies and established procedures.

**Indicators include:**
- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures
### Charlotte Danielson Framework for Teaching Critical Attributes and Possible Examples

#### 4f: Showing Professionalism

<table>
<thead>
<tr>
<th>Component 4f</th>
<th>INEFFECTIVE</th>
<th>MINIMALLY EFFECTIVE</th>
<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
</tr>
</thead>
</table>
| **Critical Attributes** | - The teacher is dishonest.  
- The teacher does not notice the needs of students.  
- The teacher engages in practices that are self-serving.  
- The teacher willfully rejects district regulations. | - The teacher is honest.  
- The teacher notices the needs of students but is inconsistent in addressing them.  
- The teacher does not notice that some school practices result in poor conditions for students.  
- The teacher makes decisions professionally but on a limited basis.  
- The teacher complies with district regulations. | - The teacher is honest and known for having high standards of integrity.  
- The teacher actively addresses student needs.  
- The teacher actively works to provide opportunities for student success.  
- The teacher willingly participates in team and departmental decision making.  
- The teacher complies completely with district regulations. | - The teacher is considered a leader in terms of honesty, integrity, and confidentiality.  
- The teacher is highly proactive in serving students  
- The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.  
- The teacher takes a leadership role in team and departmental decision making.  
- The teacher takes a leadership role regarding district regulations. |
| **Possible Examples** | - The teacher makes some errors when marking the most recent common assessment but doesn’t tell his colleagues.  
- The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can’t afford daycare.  
- The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.  
- When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won’t have to share in the coverage responsibilities.  
- The teacher does not file his students’ writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break. | - The teacher says, “I have always known my grade partner to be truthful. If she called in sick today, then I believe her.”  
- The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.  
- The teacher notices a student struggling in his class and sends a quick email to the speech therapist. When he doesn’t get a response, he assumes the problem has been taken care of.  
- When the teacher’s grade partner goes out on maternity leave, the teacher says “Hello” and “Welcome” to the substitute but does not offer any further assistance.  
- The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair. | - The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.  
- Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons.  
- The teacher notices some speech delays in a few of her young students; she call in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.  
- The English department chair says, “I appreciate when ____ attends our after-school meeting; he always contributes something meaningful to the discussion.”  
- The teacher learns the district’s new online curriculum mapping system and writes in all of her courses. | - When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher – who, she knows, can be relied on for expert advice and complete discretion.  
- After the school’s intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions.  
- The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.  
- The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.  
- When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation. |