

Whitefish Bay School District Transformational Educational Practice (TEP) Committee Report

May 25, 2016

Whitefish Bay School District: Engaging 21st Century Learning

WFB Focus Plan Vision: Every student will meet or exceed comprehensive learning standards to promote future success within our global society.

Key Strategy #4: Ensure access to reliable, secure and sufficiently robust technology infrastructure that facilitates transformational educational practice.



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I. Introduction and Committee Objective

The 2013-2016 District Information and Technology Plan was authored by the District's Technology Committee and was presented and approved by the School Board in Spring 2013. It addresses three goals that are part of the **WFB District's Focus Plan**: (1) Empower students with the knowledge, skills and tools necessary to thrive in a changing, global society. (2) Empower staff with the knowledge, skills and tools necessary to educate students for a changing, global society. (3) Ensure access to current, relevant, reliable, secure and robust technology that **facilitates transformational educational** practice.

In the spring and summer of 2015, a committee was formed to begin to define *transformational educational practices* in the Whitefish Bay School District. The purpose of this report is two-fold:

- 1) to report on the TEP committee process, research and learning conducted in Summer 2015/Spring 2016, and
- 2) to make recommendations for Board consideration, ensuring that the Whitefish Bay School District is:
 - a. consistent with the WFB Refreshed Focus Plan
 - b. consistent with the WFB Approved Technology Plan

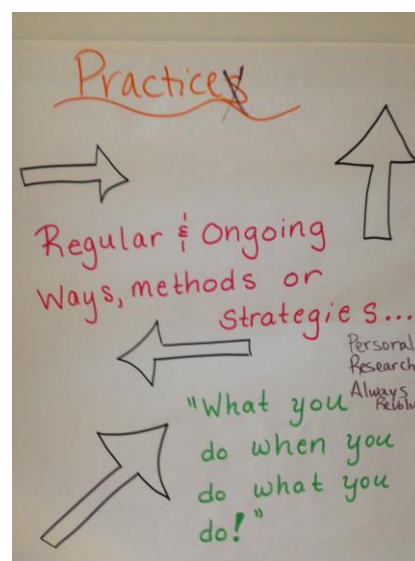
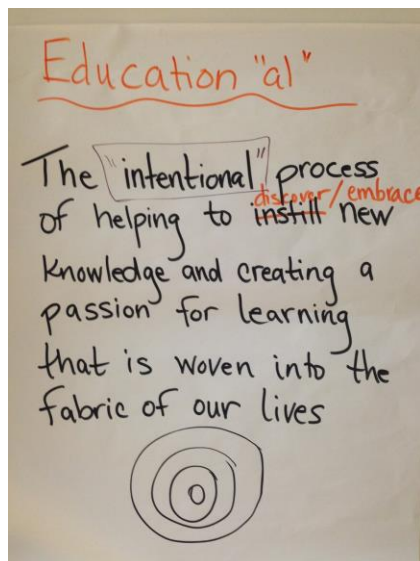
II. Background

This report is the result of work completed by the Transformational Educational Practice (TEP) Committee. In summary, the charge given to the committee was to:

- Provide statement of objectives and definition of transformational educational practices in the WFB School District
- Create and implement a key stakeholder committee and structure
- Facilitate a review of research and learning in transformation
- Review of key report learning and recommendations for Board consideration

The layout of this report was designed to archive artifacts of learning and discussions of the committee. As this committee was anything but “traditional” this report tries to outline key aspects of our learning. Out of transparency, as in an earlier Board TEP update, the committee did not use the Design Thinking model, or study a Feasibility Study of any specific project as originally communicated in spring 2015. The committee development and process led us down a different path altogether, which was supported by the Whitefish Bay Administration. It is and continues to be, messy learning!

Definition of Transformational Educational Practice



Transformational Educational Practice

To significantly change in form the intentional process of helping to discover and embrace new knowledge by creating a passion for learning that is woven into the fabric of our lives. This is accomplished through regular and ongoing ways, methods or strategies that are personal, always evolving, and research based.

III. Committee Membership and Organization

In this section, a description of the committee, leadership, organization, and timeline of the committee is included. A collaborative and representative team of stakeholders in the district is vital in carrying out a reliable and valid committee structure. Thus, the Whitefish Bay School District's TEP committee was comprised of a cross-representation of classroom teachers, parents, community members, and building and district administration. Because this committee required additional time of learning, the "typical" past practice of a 8-9th month participation commitment was not accurate. In the recruitment process, the following anticipated time commitment was presented to be transparent in, not only the additional time commitment, but in responsibility as well.

- Participating in a summer 2015 book study
- Two to three full days of learning throughout the fall and winter of 2015 and early 2016
- Monthly after-school meetings from 3:45-5:15 p.m. throughout the course of the 2015-2016 school year

There was a high level of interest and response to this committee and required an application process to determine membership. *It is truly amazing to see the high level of commitment of our teacher leadership and community participation in this district!*

Name	Grade/Department	Book Selection
Richards Elementary		
Susan Jones	IRC	Education Unbound
Michelle Mooney	1	Education Unbound
Barb Ade	4	Transformational Teaching
Pam Swanson	Physical Education	Transformational Teaching
Cumberland Elementary		
Jayne Heffrom	Principal	World Class Education
Jennifer Wilkinson	2	Catching up or Leading the Way
Kevin Moore	5	Catching up or Leading the Way
Matt Skinner	IRC	Focus
WFB Middle School		
Matt Rose	Associate Principal	Catching up or Leading the Way
Bizzy Schultz	Social Studies	The Global Achievement Gap
Jessica Leahy	Science	The Global Achievement Gap
Jodi Schmidt	IRC	
WFB High School		
Kara Harmon	Associate Principal	Transformational Teaching
Colleen Lentz	ELA/Theatre	A World Class Education
Paula Krukar	Science	Education Unbound
Community Members		
Bob DuBois		Transformational Teaching
Jacob Carter		
Kathy Hamel		A Whole New Mind Leading the New Literacies
Jeff Biskowitz		A Whole New Mind Leading the New Literacies
Adrienne Grunau		A Whole New Mind
Robert Shaver		The Global Achievement Gap
Joan Kuraitis		The Global Achievement Gap A World Class Education
Tom Ellis		The Global Achievement Gap A Whole New Mind
Steve Kopecky		The Global Achievement Gap
Pete Reynolds		The Global Achievement Gap Catching Up or Leading the Way Focus A Whole New Mind
School Board Representative		
Doug Armstrong		A World Class Education Transformational Teaching
District Representative		
Maria Kucharski	Chair-Director of Teaching and Learning	
Cassie Medved	Coordinator of Instructional Technology	Catching Up or Leading the Way
Stacy Gahan	Director of Special Education and Pupil Services	
John Thomsen	District Administrator	

Timeline / Key Events of the TEP Committee

The Transformational Educational Practices Committee operated in a four-part process as described below:

Information Phase

- August 2014-April 2015- Preparing for evaluation
- May 2015- Organization of committee membership
- Summer – Fall 2015- Book Study

Work Team Phase

- October 7, 2015- #1 (3:45—5:15 PM)
- October 8, 2015- #2 (8 AM-3:00 PM)
- November 4, 2015- #3 (3:45—5:15 PM)
- November 5, 2015- #4 (8 AM-3:00 PM)
- December 9, 2015- #5 (3:45-5:15 PM)
- January 6, 2016- #6 (3:45-5:15 PM)
- February 10, 2016- #7 (3:45-5:15 PM)
- February 11, 2016- #8 (8 AM-3:00 PM)
- March 2, 2016- #9 (3:45-5:15 PM)
- April 6, 2016- #10 (3:45-5:15 PM)
- May 4, 2016- #11 (3:45-5:15 PM)
- June 1, 2016- #12 (3:45-5:15 PM)

Various “work teams” scheduled additional meetings to discuss throughout the spring of 2016 and specific dates and times are not noted.

Board Information Phase

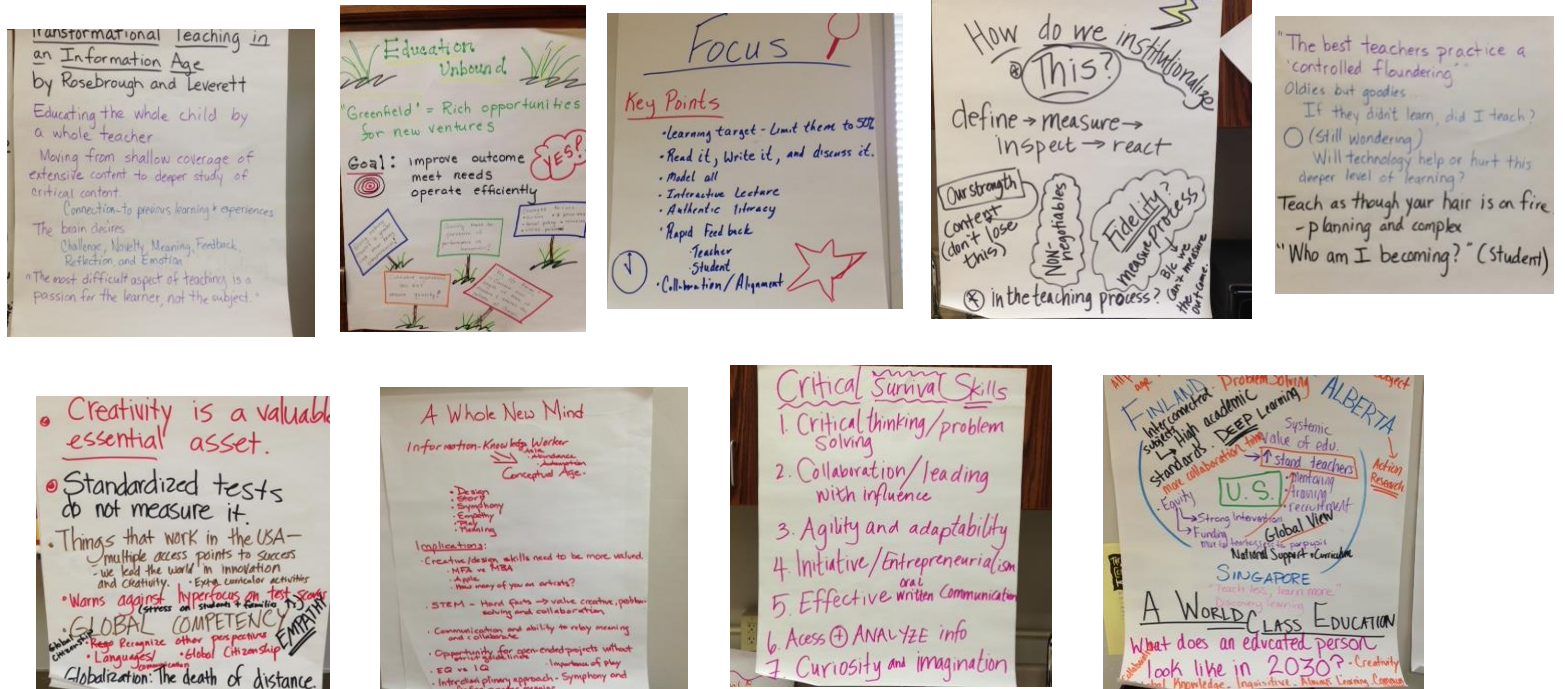
- Fall 2014- Board Learning Retreat facilitated by Maria Kucharski
- Spring 2015- TEP Committee Established at Board Meeting
- Winter 2015- After work teams were established, the team information was shared through a Friday FYI
- Winter-Spring- TEP website was created for the work teams, and additional research and learning was shared through this digital media. Access given to all Board members to learn more
<https://sites.google.com/a/wfbschools.com/wfb-transformational-educational-practices-committee/>
- March 16, 2016- Board Committee Representative, Doug Armstrong, gave a committee report
- Spring 2016- Board received some information and videos through the Friday FYI

IV. Learning Process and Evidence-Based Learning

We began our first TEP meeting by completing a Focus Plan activity that the District Administrator does with every new teacher team member in the induction program. This activity requires groups to first review the layout and design of our graphic and make inferences. The second part has them consider the phrases within the graphic (e.g., A partnership for educational excellence) and identify words that best capture the consensus of the team's impression and to then share with the committee. This launching activity was a wonderful way to start the team, as it already sparked much dialogue and analysis about our District and our priorities and the purpose of the committee and the relevance to the Focus Plan.

Additional time in the early stages was to debrief our summer/fall book study and learning.

Below are the artifacts and evidence of our learning:



As our committee and learning progressed, themes began to emerge. As we moved forward we realized that many of these themes are not “innovative” or “transformative” in nature perhaps when compared to what may or may not be occurring in the broader global and national educational environment. The committee had many in-depth conversations about our committee, especially in regards to change and change theory, specifically in the Whitefish Bay Community where change is often slow and resisted at times. Many people accept and champion the “traditional” excellence and “traditional” aspect of our teaching and practices.



Establish the Urgency and Expectation of a Culture of Change

The pace of change is ever increasing. On the one hand, failing to act when the environment around you is radically changing leads to extinction. On the other hand, making quick decisions under conditions of mind-racing mania can be equally fatal. Deep and sustained reform depends on many of us, not just a few! It needs to be rooted in a moral purpose, the intention of making a positive difference. WFB’s past and current academic success, well rooted in traditional practices, perhaps has led us into an organization with limited second order change. Without stakeholder support and leadership execution, many may have simply “out waited” every new change initiative and the leaders who have attempted to build them.

Culture has many meanings, but here it is simply defined as “the way we do things here.” Our District Leadership and Board need to begin creating the conditions and expectation for change and continued learning. Establishing the expectation along with focusing on change leadership is imperative for successful change. Systemically we need to engage the variety of community stakeholders, similar to the actual make-up of the TEP committee membership, to continue to build the deeper understanding and urgency for change. (Resources- Leading in a Culture of Change, Leading Change in your School)

Many committee members feel that we should do more; our actual work should all be around transformation and innovation. But within our current Whitefish Bay Community and culture, actually moving towards implementing pieces of the vision of the Focus Plan would be rather innovative in nature, but not truly transformative as the committee defined it. To delve deeper into these areas, additional learning teams were established. Below is the list of the learning teams and themes:

1. Foster a growth mindset and whole learner culture

2. Identify and establish the role of 21st century skills (thriving dispositions) and resources (i.e., technology, partnerships, mentoring)
3. Support innovative educators and intentional exploration
4. Ensure student access and equity to learning
5. Measure and ensure quality of proven teaching and learning practices

V. Work Teams and Evidence-Based Learning

Additional committee time was spent in our work teams and additional learning. Below are artifacts and evidence of learning for each work team.

1. Foster a growth mindset and whole learner culture

- Growth Mindset/Lifelong learning
- Commitment to students' best interest and work ethic
- Establishing and value is high on relationships
- Ownership/drive in learning
- Values differences
- Empathy
- Resilience, grit
- Engagement



IS it possible to develop the 7 Survival Skills without honoring the whole child and factoring in culture?

Whole Learner through the *Seven Thriving Disposition* Environment

It is the work team's belief that if we begin to fully embrace and bring the *seven thriving dispositions* into our student's experiences, we would further develop the whole learner. This would include students and staff, as they begin to build an environment that empowers learning, builds talent and creativity and build upon the confidence of all. To have this work effectively, the skills and other "whole child" development learning needs to be well crafted and purposefully integrated into our curriculum and classrooms. (Resource- Wisconsin's Guiding Principles for Teaching and Learning)

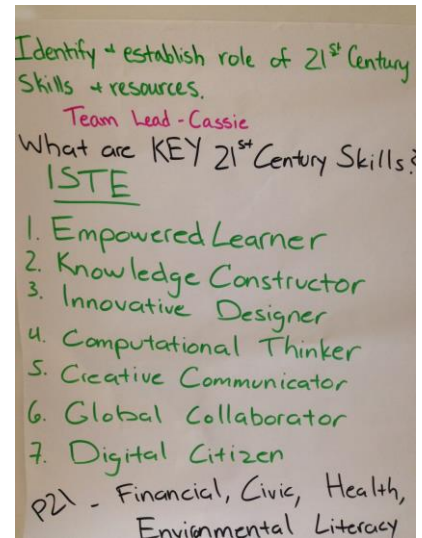
Accountability for Second Order Change - Growth Mindset

First-order change is when a change is perceived as: an extension of the past, within existing paradigms, consistent with values and norms, and implemented with existing knowledge and skills. Second-order change is when a change is perceived as: a break with the past, outside of existing paradigms, conflicted with prevailing values and norms, and requires new knowledge and skills to implement.

Second-order change requires us to create conditions that promote a change mentality. It really is about moving from a fixed to a growth mind-set, something that is challenging for many educators and schools. Carol Dweck discusses the differences between "fixed" and "growth" mindset. In a fixed mindset, students and/or staff believe that their abilities, their intelligence, their talents are fixed traits. They have a certain amount and that's that! In a growth mindset, students and staff understand their talents and abilities can be developed through effort, good teaching and persistence. They believe that everyone can get smarter if they work at it. (Resources- McRel What Matters Most, Innovation Mindset, Growth Mindset)

2. Identify and establish the role of 21st century skills (*seven thriving dispositions*) and resources (ie..technology, partnerships, mentoring)

- Content Authenticity (Related to real-world applications)
- Knowledge of the outside world (Partner with business and industry)
- Collaborative
- Communication Skills
- Critical Thinking (beyond the book, connections)
- Curiosity and imagination
- Inquiry- Investigate the world
- Global



Define and Implement New Literacies for Global Education

Our students want to be creative and collaborate, utilize technology for learning, connect with their peers in other countries, understand the messages that media convey, and solve real-world problems. Schools and systems that do not embrace the new literacies (digital, global, media) will fail to resonate with our students. It is about providing learners with knowledge, skills and confidence to succeed in college, careers, and jobs that have not even been created yet. This accomplished by allowing students to use real-world tools to apply what they learn and construct new knowledge. As we grow our integration of technology and skills, we need to include teaching them how to use it appropriately through digital citizenship and footprints. By focusing on how specific technologies can be used to engage students, educators begin to establish a foundation for learning that will help lead us to the *seven thriving dispositions*. Purposeful integration of technology and the new literacies, once defined, should be included in WFB's Identified Best Practices and Expectations. (Resource-Curriculum 21, The New Literacies, NET/ISTE Standards, A World Class Education)

3. Support innovative educators and intentional exploration

- Empowered to be risk-takers
- Inquiry
- Authentic application of learning
- Different learning models (blended, project based)
- What are the other top performing district's doing that we are not?

Form a systemic plan for uncommon learning using essential questions that add perspective for the change: Why is this change needed? How will it be implemented? What resources are needed? How will we monitor progress and evaluate on a consistent basis? How will it impact students? Etc... These questions and the combined researched practitioner examples created by our innovation work-team (see Appendix 2) will help us create a concrete plan for action.



Establish District-Wide Innovation Community of Practices and Process- Empowering Students and Staff for Learning

Communities of Practices are groups of people bound together by a shared expertise and passion for a joint enterprise. They build and exchange knowledge to increase their effectiveness for students.

WFB ultimately may be judged in the future as effective or ineffective not by our leadership or academic success, but by what we produced in others. There is a common fallacy that school administrators are leaders of change. The reality is that many individuals in leadership positions are not actually working directly with students. Teachers are the true catalysts of change that can create schools that work for kids. WFB needs more teacher leaders who are empowered to take risks to develop innovative approaches that enable deeper learning and higher order thinking. For change to be successful it must be sustained. Teacher leaders must not only be willing to see the process through, they also must create a process and conditions that promote change. (Resources- McRel What Matters Most, Innovation Mindset, Uncommon Learning, Education Unbound)



Uncommon Learning Initiatives- Grow TEP's Common Vision of the Seven Thriving Disposition and Develop and Implement an Action Plan

The structure and function of the majority of schools in this country are the exact opposite of the worlds that our learners are growing up in. Conforming to this system creates masses of compliant students who ultimately acquired the necessary skills to assist society in becoming more industrialized.

Meaningful learning happens in environments where creativity, awareness, inquiry, and critical thinking are part of instruction. Responsive learning environments adapt to the individual needs of each student and encourage learning by promoting collaboration rather than isolation of learners. Learning environments, whether classrooms, schools or other systems, should be structured to promote engaged teaching and learning.

(Resources- Global Achievement Gap, Innovation Mindset, Uncommon Learning)

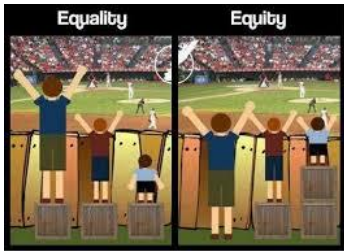
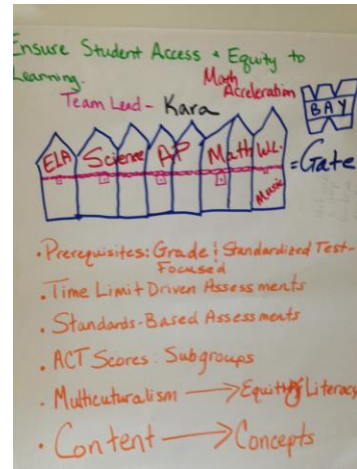


Expectation to Continue and Expand the Transformational Educational Practices (TEP) Committee Learning-

The District needs to continue the learning that occurred in the TEP Committee. Although the TEP committee's charge is complete, an ongoing team should be established to continue and grow the emerging TEP learning and identified thriving skills, provide feedback to the District's strategic planning process, and to oversee the process established for the community of practice. So much is happening in the world around us, having a team dedicated to the consistent environmental scan/intentional exploration and learning is imperative for the health of our system.

4. Ensure student access and equity to learning

- Student-centered through responsive teaching
- Individualized or more personal instruction
- Different learning styles
- Developmental appropriateness



Continue to Build Equity, Access and Global/Cultural Competence

It is our collective responsibility as an educational community to make certain each child receives a high-quality, challenging education designed to maximize potential, and reflects their abilities and interests. This belief in the right of every child to learn forms the basis of equitable teaching and learning. Access to an equitable education is a legal right for all children, and the quality of access in classroom instruction is a moral and ethical right.

Students bring strengths and experiences to learning. Although no two students come to school with the same culture, learning strengths, background knowledge, or experiences, and no two students learn in exactly the same way, every student's unique personal history enriches classrooms, schools. And the community. Diversity is our biggest asset.

(Resource- Wisconsin's Guiding Principles for Teaching and Learning)

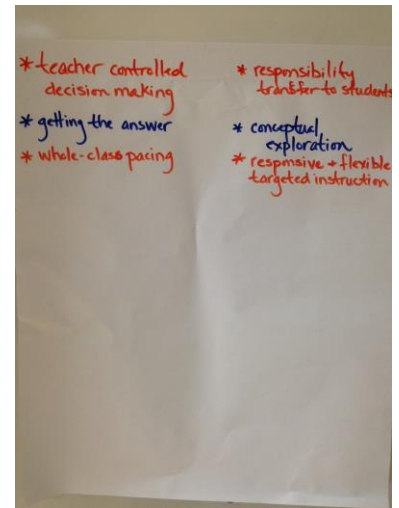
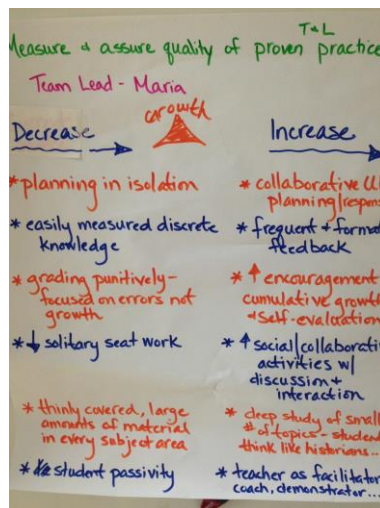
Review of Existing Policies and Practices

District acceptable use policies and school practices should connect and reflect a commitment to the *seven thriving dispositions*.



5. Measure and assure quality of proven teaching and learning practices

- Continuous Improvement
- Commitment to essential understanding/skills
- Foundational skills to achieve goals
- Student interest and choice



Establish and Implement Teaching Best Practices



Best practices largely means identifying fundamental approaches and fine-tuning them until they work. They are straight forward and replicable structures that are rigorous and relevant. They take the teacher offstage, decentralize the classroom, and transfer responsibility for active learning to the students in any subject at any grade level. It is crucial that sound pedagogical techniques and best practices are emphasized to effectively integrate technology to enhance teaching and learning. All too often technology is infused into the learning environment where the teacher is still employing a direct approach to instruction. We currently do not have these identified for the district, thus we do not have consistent instructional approaches or expectations within our 4K-12 system. These should be identified and implemented throughout the system. (Resource- Best Practice: Bringing Standards to Life in America's Classroom, Focus)

Finding The Time to Collaborate and Learn



Similar to the English Language Arts Curriculum and Renewal Design Process recommendation in March 2016, we need to build a District Calendar and School Schedules that are designed to have consistent time for teacher collaboration and planning. Simply, we will be unable to change and grow any recommendations without it. The next District Calendar should reflect this need in its priority.

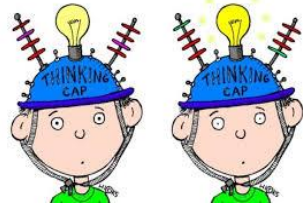
VI. Seven Thriving Dispositions

As noted often in our learning and in our work teams, much of the research and discussion revolved around what the committee called *seven thriving dispositions*. It is the committee’s belief that if all of our stakeholders ensured these “soft skills/dispositions” were valued and become the norm, not the exception throughout the school system, our students would surely THRIVE in our global world. These are easily listed, but not necessarily easily implemented.

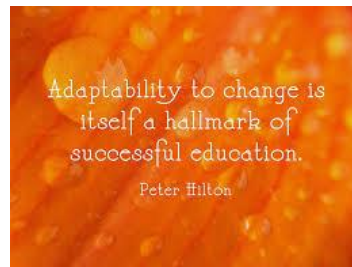
WFB Focus Plan Wordle



Critical Thinking and Problem Solving



Agility and Adaptability



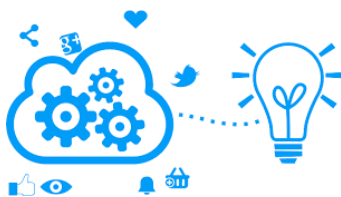
Curiosity and Imagination



Initiative/ Entrepreneurialism



Access and Analyze Information



Effective Oral and Written Communication



Collaboration



Many of our children are taught by competent teachers every day in our great WFB schools. But are we truly teaching them for what the global world will require of them? Moving towards our seven thriving dispositions will help with a core set of skills needed for lifelong learning. These dispositions are neither taught consistently nor tested in Bay (or any other top-rated school system), thus not valued as they should!

VII. Committee Recommendation

The following recommendations were developed by the TEP Committee membership, and identify a simple starting point to engage more systemically in the work:

In order to provide students the means to succeed beyond school, we need to develop the essential *Seven Thriving Dispositions*, by intentionally planning and implementing them in our 4K-12 system. They already exists in pockets and must be encouraged and supported throughout the entire community (learners, educators, parents, administrators, and surrounding community members) in order to establish them as the new norm.

1. The *Seven Thriving Dispositions* need to be the focus of the classroom culture and structure using the Danielson Framework. The District needs to identify the ones that align to the thriving dispositions and focus on the “how” to do it.
2. Establish Community of Practices around either specific strategies and/or specific thriving dispositions to allow for innovative practices to develop throughout our school system.
3. *Thriving dispositions* need to be aligned and strategic in Board, district and building goals.
4. Showcase the work...the “pockets” that have the *seven thriving dispositions* being utilized consistently and intentionally.

VIII. Additional Administrative Recommendation

The following comments and recommendation was developed by the Director of Teaching and Learning Services, Maria Kucharski, who facilitated the TEP Committee.

I personally have a PASSION for the work of transformation in education. As a teacher, I always took risks, learned, grew, and challenged myself and others to strive to instill a passion for learning in all students each and every day. I have a strong sense of moral obligation to provide an exceptional education for ALL students in an ever-changing global world. Actually, it was the driving force for me to become an administrator in the first place, as I already previously shared my own professional experiences within transformation at a Board retreat. Looking at other school systems that have already been doing TEP work, it is clear and understood in all parts of the system and organization. It is a priority in resources, time, leadership capacity, and becomes in essence “the work.” Part of my reason and interest in joining the Whitefish Bay Community was the Focus Plan and the vision of being a part of an “innovative learning community.” What I have learned these past 9 or so months, is that the above committee recommendations were accepted from a variety of stakeholders, as a place to start the work! It is not an end, nor should it be viewed as the “only” recommendations from the learning. I view it as a “tipping point” or an “ignited spark” in our district as a catalyst for change. Learning is our work in a learning organization! From my perspective, it is the best a committee can do in isolation; without a clear understanding, commitment or priority from the community level, School Board level, and to a classroom level. I would be remiss as your Director of Teaching and Learning Services, if I did not communicate that I feel we need to do more, much more, to not only meet the District’s focus plan vision, but to truly provide an exceptional place to learn for our students. We need to model being a learning organization.

My recommendation is for the Board to engage in transformation learning and discussions on the learning and artifacts in this report and how it aligns to the WFB District Vision and Focus Plan. How do you define transformational educational practices? Do you feel it should be the “work” and “learning” of the District; from community, boardroom to classroom?

IX. Appendix

Resource List/ Learning that Guided our Work- Appendix 1

Work Team #3 (Support Innovative Educators)-Appendix 2

Danielson Framework for Teaching- Appendix 3

Whitefish Bay School District Focus Plan- Appendix 4

Appendix 1

Learning that Guided our Work

This is not at all intended to be an exhaustive list, and we recommend visiting the TEP website, as it has many additional learning resources. It does not account additional resources used by various work teams, nor the amount done by a variety of committee members. This list should be viewed as more of a “core” list of resources available to every TEP member.

<https://sites.google.com/a/wfbschools.com/wfb-transformational-educational-practices-committee/>

Couros, G., *The Innovator’s Mindset: Empower learning, unleash talent, and lead a culture creativity*, Dave Burgess Consulting, Inc., San Diego, CA. (2015)

Hess, F., *Education Unbound*, ASCD, Alexandria, VA (2010)

Fullan, M., *Leading in a Culture of Change*, Jossey-Bass, San Francisco, CA. (2001)

ISTE, *NETS DRAFT*, International Society for Technology in Education, Washington, DC (2015)

Jacobs, H., *Curriculum 21: Essential education for a changing world*, ASCD, Alexandria, VA (2010)

Pink, D., *A Whole New Mind*, Berkley Publishing Group, New York, NY (2006)

Sheninger, E., *Uncommon Learning: Creating schools that work for kids*, Corwin, Thousand Oaks, CA (2016)

Steward, V., *A World-Class Education*, ASCD, Alexandria, VA (2012)

Waters, T., & Cameron, G., *The Balanced Leadership Framework: Connecting vision with action*. MCREL, Denver, CO. (2007)

Wagner, T., *The Global Achievement Gap*, Basic Books, New York, NY. (2008)

Zemelman, S., Daniels, H., Hyde, A., *Best Practice: Bringing standards to life in America’s classrooms*, Heinemann, Alexandria, VA. (2012)

Zhao, Y., *Catching Up or Leading the Way*, ASCD, Alexandria, VA (2009)

Appendix 2

POTENTIAL INNOVATION STRATEGIES FROM WORK TEAM

1. These are really inspiring!
2. These all sound great, but they would never happen in my school/town/country.
3. Enough with the innovation! We educate children perfectly well already.

A thought for all of us: John Maynard Keynes notes: *“When my information changes, I alter my conclusions. What do you do, sir?”*

VISION > Central organizing goal is self-directed student learning- heuristic learning- which will be a point of focus for all/most other innovative/change strategies/practices

A- Offer non-cognitive (soft) skills courses. N-C has been broadly defined as representing the “patterns of thought, feelings and behavior”, such as critical thinking skills, problem solving skills, social skills, persistence, creativity, and self-control—that allow them to contribute meaningfully to society and to succeed in their public lives, workplaces, homes, and other societal contexts.

Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information

Research skills and practices, interrogative questioning

Creativity, artistry, curiosity, imagination, innovation, personal expression

Perseverance, self-direction, planning, self-discipline, adaptability, initiative

Oral and written communication, public speaking and presenting, listening

Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces

Information and communication technology (ITC) literacy, media and internet literacy, data interpretation and analysis, computer programming

“Too many facts, too little conceptualizing, too much memorizing, and too little thinking.”

~ **Paul Hurd**, the Organizer in Developing Blueprints for Institutional Change

The 21st Century Classroom

21st Century Skills are a combination of cognitive processes and the technologies that enable individuals to leverage these processes for the greatest impact. The 21st Century classroom is one that is student-centered, project based and focused on creating life-long learners.

Research & Information Fluency	Problem Solving & Critical Thinking	Collaboration & Communication	Creativity & Innovation
<p>Teacher:</p> <ul style="list-style-type: none"> provides opportunities for students to develop and demonstrate essential skills. <p>Students:</p> <ul style="list-style-type: none"> select appropriate digital tools to assemble, evaluate, and utilize information. apply varied research skills to find and evaluate resources. use information and resources to accomplish real-world tasks. 	<p>Teacher:</p> <ul style="list-style-type: none"> provides opportunities for students to develop and demonstrate essential skills. <p>Students:</p> <ul style="list-style-type: none"> use multiple resources to plan, design, and execute real-world problems. use technology to collaborate and solve authentic problems. develop and answer open-ended questions using higher order thinking skills 	<p>Teacher:</p> <ul style="list-style-type: none"> creates structures, provides opportunities, and assesses student performances <p>Students:</p> <ul style="list-style-type: none"> Initiate communication in real and non-real time. communicate and collaborate with learners of diverse cultural backgrounds. form collaborative teams to solve real-world problems and create original works. 	<p>Teacher:</p> <ul style="list-style-type: none"> provides opportunities for students to develop and demonstrate essential skills. <p>Students:</p> <ul style="list-style-type: none"> apply critical thinking, research methods, and communication tools to create original work. collaborate effectively with an audience beyond the classroom to create original work.

* 21st Century classroom 2

B- Schools are shifting away from the conception of the lesson as a rigid, subject-specific unit of time that takes place within the four walls of a classroom, instead embracing the idea that a lesson can be many things. Organic or structured. Long or short. Based within or beyond school premises. And as the structure of lessons diversifies, so too does the role of the teacher.

C- **Think outside the classroom** > In an age in which wireless internet means we are literally surrounded by information, we no longer need students in rows facing the teacher. The pursuit of 21st century skills – collaborative problem-solving, IT, information and economic literacy – require 21st century teaching methods. The role of teachers can no longer be to impart knowledge but to guide, discuss and, of course, measure the progress of students so that they know when more support is needed. Today, innovative schools are designing classrooms for the pursuit of knowledge.

D- **Personalized Learning** > the fact is that everybody has ‘special educational needs’: we approach problems in our own way, grasp concepts at our own pace, and respond differently to different kinds of feedback. Personalization of learning is an important underpinning of the whole New Paradigm model of education. It starts with the idea that learners are not products that can be mass-produced by schools. If one accepts the undeniable truth that no two children are exactly alike, then it must logically follow that no one system of education can work for all students. From this follows the notion that a good educational model will "personalize" each student's learning.

E- **Project-based learning** offers even more radical opportunities for personalization, because it allows students to draw on their passions, skills, and interests in order to

create work that is meaningful to them. Today, a growing number of young people are learning by carrying out projects that require them to carry out research across subject boundaries, create a professional quality product that demands multiple drafts, and publicly present their work to their peers, their parents and the wider world. PBL is a way to make learning meaningful and real. Instead of “learning” material out of textbooks, students work in teams to tackle real-world problems. Often, students will collaborate with peers across the world on global projects, forge meaningful relationships and build virtual communities of learner’s world.

F- Digital technology allows teachers to keep track of students’ progress all the time without spending hours on marking. Google Classroom provides many apps that can help to mitigate the time pressures on teacher, and simplify and rationalize their workload.

G- **Students have a different information paradigm than many teachers** > our young people who have grown up with technology as an integral and ever-present part of their lives. Today’s students are natural investigators, researchers and synthesizers of information. These skills can be put to powerful use in any classroom: the days of IT as a discrete subject, taught at designated times in computer labs, are numbered. Technology has revolutionized our relationship with information in the real world. Today, mobile devices have become an extension of our brains. While the skeletal structure of our head does not allow for much new tissue, a plethora of new folds, or an expanded neocortex (all of which would take millennia to evolve), possessing an external mobile brain and external hard drives allow us to progress aggressively into the future as homo futuris.

H- **Students as teachers** > students, too, have long been informally inspiring, advising, supporting and offering a listening ear to their friends and classmates. Indeed, schools are beginning to recognize the potential of harnessing and developing these assets in order to help students to work in complementary ways alongside teachers, enabling them to play a more active part in shaping their own education and that of their peers.

I- **Assessment matters** > what we choose to assess inevitably determines what is taught. And how we assess it influences how we teach it. Therefore, the question that every educational system must ask is, “Are we assessing what we want students to be able to do once they finish school?” If we want students to leave school prepared for adulthood, we need to make sure they have experienced and mastered the skills they will need in a context that accurately reflects the world outside the school walls.

J- **Power to students** > what we are talking about is not tokenistic involvement. It’s not about students having a say in minor decisions, such as dress codes or dinner menus. Fundamentally, this is about giving students real power over strategic decision-making at all levels. We need to recognize that students aren’t just passive recipients in their education, but potential partners in learning. If we do this we will foster school cultures where everyone participates in education and learning.

K- **Self-directed learning- heutagogy** > self-determined learning or heutagogy is fast gaining interest from educators around the world interested in an evidence-based

approach to learning. Grounded as it is on brain research and extensive research into how people learn self-determined learning is particularly popular among those interested in innovative approaches to learning.

L- Multi-age classes > While there are certainly some developmental stages that are more or less age-specific, even these milestones are not exact. That means, it makes eminent sense to group students in ways that offer them the best opportunity to get a rich learning experience and not on the basis of their age. Accordingly, multi-age groupings (in and outside “classrooms”) are a more suitable way in which to organize a given student population.

M- Cooperative learning > Education Week defines cooperative learning as, “A method of instruction that encourages students to work in small groups, learning material, then presenting what they have learned to other small groups. In doing so, they take responsibility for their own learning as well as their classmates’.”

N- WFB School District responsible for more ed. in-service of teaching staff by using technology as a learning medium >

O- District leadership and school administrator develop a professional culture that supports innovation and change > **teachers are the cornerstone of change.**

P- Develop a teacher resource website to share information about innovative practices in education. Teachers should be both subject-specific experts and general education specialists. Continuous research is central to a dynamic future > <https://www.youtube.com/watch?v=hw2hi7D1ALE>

Q-Prepare an education primer on how students learn > what has changed, say since 1990, due to technology and the information era. How are peripheries used as an adjunct to memorizing (i.e. telephone numbers, directions, etc.) and what are the implications for schools now and in the future where this phenomenon could grow exponentially?

R- With information/knowledge more readily accessible, what skills will be most cogent to the adult of 2025 (noncognitive?) >

S- List new/knew behaviors that are likely to be expected of teachers in 2025

T- Many futuristic models predict a transformation of the role of the teacher from instructor/lecturer to Facilitator-Mentor-Instructor. Is this a role we want to foster at WFB? If so, how?

U- Parents become intimately involved in their children’s ed. becoming a learning coach > **80% elementary, 50% MS, 10% HS**

V- If we innovate in our district, the community was be very well-informed and educated as to the realities of the “new paradigm.” The ed. must me a continual stream of information, not just a one-time or casual exchange > publish an illustrated booklet w/ USA Today style.

W- Age and grade of the student will not be the sole determinate of course placement > traditional k12 grades have to become more flexible, more porous.

X- The ultimate goal in student development/evolution is producing a student, throughout all k12 grades, to be as self-learner. The ultimate gift of self-directed-learning will prepare the student to able to successfully negotiate the rate of change and technology in our society.

Y- Blended Learning. In fall of 2016 create a class of seniors/jrs who will 1) take an online ed. course for credit, 2) they will create source book of online sites that can be used by selected HS subjects for the use of teachers and future students. Future selects online learning for students in class and her/his role is discussion and understanding.

Z- Use of Projects to teach lessons.

AA- Conduct an inventory of all WFB schools projects to determine what we are doing and what is sucking up all of the creative energy > improve/consolidate/eliminate

BB- Corporate culture > (survey?) > where are teachers > feelings, attitude, open/closed organization, top-down, bottom-up, are teachers valued (how, indicators)? We can only progress at the rate of our teacher’s commitment and buy-in, part of the problem or part of solution

CC- Prepare a memo to all teachers in system, advise them that we are developing innovative ideas for the future of ed, and ask for their input.

DD- Create a consortium of several schools (local and or state-wide that can contribute financial and human resources to refine and implement innovative systems for the future ed.

EE- Apply for a Dept. of Ed of WI to give us a pass on current requirements that eat up our time so that we can research/implement programs that support a cutting-edge future ed. system.

FF- Test teachers for their individual capability in using technology and create various intensive educational interventions to create a relatively common playing field,

- GG-** Hire a grant writer to assist us in developing funds to support our innovate effort > create a Grand Vision.
- HH-** Create a school within a school- perhaps a class of 20 students with a common schedule and use online technology- blended- to educate. Students will both be ed. takers and seekers at they search for acceptable techniques- a few “geeks” would help.
- II-** Our ultimate goal, beyond college preparatory, will be to teach students to be self-learners and understand that it will be their responsibility to be SL the rest of their lives > half-life of knowledge.
- JJ-** Each student, starting in Middle S. creates a personal, electronic, Book of Models > develop > ex. Principle of Least Effort or Pareto Principle.
- KK-** Breakdown traditional specific subject departmental insulation/isolation and blend/integrate lessons across department boundaries.
- LL-** Among “soft” subjects- prob. solving, crit. thinking, etc- add mindfulness/meditation as blended course- school and home. Good research on effectiveness on young people.
- MM-** Obviously, altering classroom seating design to facilitate group/team learning/projects.
- NN-** Create a teacher/mentor Resource Ctr. online that will assist them in implementing continuous-incremental innovation in their teaching an classroom with tool/research/methodologies
- OO-** The “soft” subjects are critically needed by our students, but at the root/foundation of these subjects is the notion of change and paradigms and as the which is the most ubiquitous adjustment all humans must adapt to as they move though life. Understanding the dynamic nature of change could be quite useful.
- PP-**Create a series of 1-3 week fee-based courses during the summer for students who want to enhance their skills (soft courses).
- QQ-** Create curriculum which will educate teachers on the research, practices, and behavioral change necessary for our transition to a new ed. paradigm. National Academies offer a book- pdf- on teacher mentoring,

Appendix 3

FRAMEWORK FOR TEACHING, 2013 EDITION

Domain 1: Planning and Preparation				
Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<i>1a: Demonstrating Knowledge of content and pedagogy</i>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>The teacher displays little understanding of prerequisite knowledge important to student learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another.</p> <p>The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete.</p> <p>The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</p> <p>The teacher demonstrates accurate understanding of prerequisite relationships among topics.</p> <p>The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</p> <p>The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding.</p> <p>The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>
Critical Attributes	<p>The teacher makes content errors.</p> <p>The teacher does not consider prerequisite relationships when planning.</p> <p>The teacher's plans use inappropriate strategies for the discipline.</p>	<p>The teacher's understanding of the discipline is rudimentary.</p> <p>The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies, and are not suitable to the content.</p>	<p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher provides clear explanations of the content.</p> <p>The teacher answers students' questions accurately and provides feedback that furthers their learning.</p> <p>Instructional strategies in unit and lesson plans are entirely suitable to the content.</p>	<p>The teacher cites intra- and interdisciplinary content relationships.</p> <p>The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.</p> <p>The teacher's plans reflect recent developments in content-related pedagogy.</p>
<i>1b: Demonstrating knowledge of students</i>	<p>The teacher displays minimal understanding of how students learn - and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage - and does not indicate that such knowledge is valuable.</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students.</p> <p>The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>

Domain 1: Planning and Preparation				
Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Critical Attributes	<p>The teacher does not understand child development characteristics and has unrealistic expectations for students.</p> <p>The teacher does not try to ascertain varied ability levels among students in the class.</p> <p>The teacher is not aware of students' interests or cultural heritages.</p> <p>The teacher takes no responsibility to learn about students' medical or learning disabilities.</p>	<p>The teacher cites developmental theory but does not seek to integrate it into lesson planning.</p> <p>The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."</p> <p>The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</p>	<p>The teacher knows, for groups of students, their levels of cognitive development.</p> <p>The teacher is aware of the different cultural groups in the class.</p> <p>The teacher has a good idea of the range of interests of students in the class.</p> <p>The teacher has identified "high," "medium," and "low" groups of students within the class.</p> <p>The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</p> <p>The teacher is aware of the special needs represented by students in the class.</p>	<p>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</p> <p>The teacher seeks out information from all students about their cultural heritage.</p> <p>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p>
<i>1c: Setting instructional outcomes</i>	<p>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline.</p> <p>They are stated as student activities, rather than as outcomes for learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration.</p> <p>Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p>	<p>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p>	<p>All outcomes represent high-level learning in the discipline.</p> <p>They are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration.</p> <p>Outcomes are differentiated, in whatever way is needed, for individual students.</p>

Critical Attributes	<p>Outcomes lack rigor.</p> <p>Outcomes do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities.</p> <p>Outcomes are not suitable for many students in the class.</p>	<p>Outcomes represent a mixture of low expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline.</p> <p>Outcomes are suitable for most of the class.</p>	<p>Outcomes represent high expectations and rigor.</p> <p>Outcomes are related to the “big ideas” of the discipline.</p> <p>Outcomes are written in terms of what students will learn rather than do.</p> <p>Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.</p> <p>Outcomes, differentiated where necessary, are suitable to groups of students in the class.</p>	<p>The teacher’s plans make reference curricular frameworks or blueprints to ensure accurate sequencing.</p> <p>The teacher connects outcomes to previous and future learning.</p> <p>Outcomes are differentiated to encourage individual students to take educational risks.</p>
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Domain 1: Planning and Preparation				
Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<i>1d: Demonstrating knowledge of resources</i>	<p>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, not is the teacher aware of resources for expanding one’s own professional skill.</p>	<p>The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one’s professional skill but does not seek to expand this knowledge.</p>	<p>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s professional skill, and seeks out such resources.</p>	<p>The teacher’s knowledge of resources for classroom use and for extending one’s own professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>
Critical Attributes	<p>The teacher uses only district-provided materials, even when more variety would assist some students.</p> <p>The teacher does not seek out resources available to expand his or her own skill.</p> <p>Although the teacher is aware of some student needs, the teacher does not inquire about possible resources.</p>	<p>The teacher uses materials in the school library but does not search beyond the school for resources.</p> <p>The teacher participates in content-area workshops offered by the school but does not pursue other professional development.</p> <p>The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</p>	<p>Texts are at varied levels.</p> <p>Texts are supplemented by guest speakers and field experiences.</p> <p>The teacher facilitates the use of Internet resources.</p> <p>Resources are multidisciplinary.</p> <p>The teacher expands her knowledge through professional learning groups and organizations.</p> <p>The teacher pursues options offered by universities.</p> <p>The teacher provides lists of resources outside the class for students to draw on.</p>	<p>Texts are matched to student skill level.</p> <p>The teacher has ongoing relationship with colleges and universities that support student learning.</p> <p>The teacher maintains a log of resources for student reference.</p> <p>The teacher pursues apprenticeships to increase discipline knowledge.</p> <p>The teacher facilitates student contact with resources outside the classroom.</p>

<p><i>1e: Designing coherent instruction</i></p>	<p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations.</p> <p>Instructional groups are not suitable to the activities and offer no variety.</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students.</p> <p>Instructional groups partially support the activities, with some variety.</p> <p>The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations reasonable.</p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity.</p> <p>These are appropriately differentiated for individual learners.</p> <p>Instructional groups are varied appropriately, with some opportunity for student choice.</p>
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Domain 1: Planning and Preparation

Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<p>Critical Attributes</p>	<p>Learning activities are boring and/or not well aligned to the instructional goals.</p> <p>Materials are not engaging or do not meet instructional outcomes.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable, but there is limited variety.</p> <p>Instructional groups are random, or they only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic about time expectations.</p>	<p>Learning activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higherlevel thinking.</p> <p>The teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</p> <p>The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>Activities permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p>Lesson plans differentiate for individual student needs.</p>
<p><i>1f: Designing student assessments</i></p>	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed.</p> <p>The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>Assessment procedures are partially congruent with instructional outcomes.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear.</p> <p>The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work.</p> <p>The plan contains evidence of student contribution to its development.</p> <p>Assessment methodologies have been adapted for individual students as the need has arisen.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>

Critical Attributes	<p>Assessments do not match instructional outcomes.</p> <p>Assessments lack criteria.</p> <p>No formative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p>	<p>Only some of the instructional outcomes are addressed in the planned assessments.</p> <p>Assessment criteria are vague.</p> <p>Plans refer to the use of formative assessments, but they are not fully developed.</p> <p>Assessment results are used to design lesson plans for the whole class, not individual students.</p>	<p>All the learning outcomes have a method for assessment.</p> <p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments when they are necessary for some students.</p> <p>Assessment criteria are clearly written.</p> <p>Plans include formative assessments to use during instruction.</p> <p>Lesson plans indicate possible adjustments based on formative assessment data.</p>	<p>Assessments provide opportunities for student choice.</p> <p>Students participate in designing assessments for their own work.</p> <p>Teacher-designed assessments are authentic with real-world application as appropriate.</p> <p>Students develop rubrics according to teacher specified learning objectives.</p> <p>Students are actively involved in collecting information from formative assessments and provide input.</p>
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Domain 2: The Classroom Environment				
Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<i>2a: Creating an environment of respect and rapport</i>	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Student interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>The teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students.</p> <p>Interactions among students are generally polite and respectful, and students exhibit respect for the teacher.</p> <p>The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between teacher and students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>
Critical Attributes	<p>The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Student body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or caring about, individual students.</p> <p>The teacher disregards disrespectful interactions among students.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students. Students exhibit respect for the teacher.</p>	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>There is no disrespectful behavior among students.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>

<p><i>2b: Establishing a culture for learning</i></p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than the quality of the work.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language.</p> <p>High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning, hard work, and the precise use of language.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>
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Domain 2: The Classroom Environment				
Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<p>Critical Attributes</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p> <p>Students use language incorrectly; the teacher does not correct them.</p>	<p>The teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.”</p> <p>The teacher’s primary concern appears to be to complete the task at hand.</p> <p>The teacher urges, but does not insist, that students use precise language.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher demonstrates a high regard for student abilities.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p> <p>The teacher insists on precise use of language by students.</p>	<p>The teacher communicates passion for the subject.</p> <p>The teacher conveys the satisfaction that accompanies a deep understanding of complex content.</p> <p>Students indicate through their questions and comments a desire to understand the content.</p> <p>Students assist their classmates in understanding the content.</p> <p>Students take initiative in improving the quality of their work.</p> <p>Students correct one another in their use of language.</p>
<p><i>2c: Managing classroom procedures</i></p>	<p>Much instructional time is lost due to inefficient routines and procedures.</p> <p>There is little or no evidence of the teacher’s managing instructional groups and transitions and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures.</p> <p>The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures.</p> <p>The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures.</p> <p>Students take initiative in the management of instructional groups, transitions, and/or the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>

Critical Attributes	<p>Students not working with the teacher are not productively engaged.</p> <p>Transitions are disorganized, with much loss of instructional time.</p> <p>There do not appear to be any established procedures for distributing and collecting materials.</p> <p>A considerable amount of time is spent off task because of unclear procedures.</p>	<p>Students not working directly with the teacher are only partially engaged.</p> <p>Procedures for transitions seem to have been established, but their operation is not smooth.</p> <p>There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</p> <p>Classroom routines function unevenly.</p>	<p>Students are productively engaged during small-group or independent work.</p> <p>Transitions between large- and smallgroup activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Classroom routines function smoothly.</p>	<p>With minimal prompting by the teacher, students ensure that their time is used productively.</p> <p>Students take initiative in distributing and collecting materials efficiently.</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly.</p>
<i>2d: Managing student behavior</i>	<p>There appear to be no established standards of conduct, or students challenge them.</p> <p>There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct.</p> <p>Teacher monitoring of student behavior is subtle and preventive.</p> <p>The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>

Domain 2: The Classroom Environment

Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Critical Attributes	<p>The classroom environment is chaotic, with no standards of conduct evident.</p> <p>The teacher does not monitor student behavior.</p> <p>Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</p>	<p>The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</p> <p>The teacher attempts to keep track of student behavior, but with no apparent system.</p> <p>The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</p>	<p>Standards of conduct appear to have been established and implemented successfully.</p> <p>Overall, student behavior is generally appropriate.</p> <p>The teacher frequently monitors student behavior.</p> <p>The teacher's response to student misbehavior is effective.</p>	<p>Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.</p> <p>The teacher silently and subtly monitors student behavior.</p> <p>Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</p>
<i>2e: Organizing physical space</i>	<p>The classroom environment is unsafe, or learning is not accessible to many.</p> <p>There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activity.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher makes modest use of physical resources, including computer technology.</p> <p>The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>	<p>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p>	<p>The classroom environment is safe, and learning is accessible to all students, including those with special needs.</p> <p>The teacher makes effective use of physical resources, including computer technology.</p> <p>The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>

Critical Attributes	<p>There are physical hazards in the classroom, endangering student safety.</p> <p>Many students can't see or hear the teacher or see the board.</p> <p>Available technology is not being used even if it is available and its use would enhance the lesson.</p>	<p>The physical environment is safe, and most students can see and hear the teacher or see the board.</p> <p>The physical environment is not an impediment to learning but does not enhance it.</p> <p>The teacher makes limited use of available technology and other resources.</p>	<p>The classroom is safe, and all students are able to see and hear the teacher or see the board.</p> <p>The classroom is arranged to support the instructional goals and learning activities.</p> <p>The teacher makes appropriate use of available technology.</p>	<p>Modifications are made to the physical environment to accommodate students with special needs.</p> <p>There is total alignment between the learning activities and the physical environment.</p> <p>Students take the initiative to adjust the physical environment.</p> <p>The teacher and students make extensive and imaginative use of available technology.</p>
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Domain 3: Instruction				
Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<i>3a: Communicating with students</i>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; others difficult to follow.</p> <p>The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently.</p> <p>The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds.</p> <p>The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled.</p> <p>The teacher's explanation of content is scaffolded, clear, and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement.</p> <p>The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests.</p> <p>The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use.</p> <p>Students contribute to the correct use of academic vocabulary.</p>

Domain 3: Instruction				
Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Critical Attributes	<p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>Students indicate through their body language or questions that they don't understand the content being presented.</p> <p>The teacher makes a serious content error that will affect students' understanding of the lesson.</p> <p>Students indicate through their questions that they are confused about the learning task.</p> <p>The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.</p> <p>The teacher's vocabulary is inappropriate to the age or culture of the students.</p>	<p>The teacher provides little elaboration or explanation about what the students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher makes no serious content errors but may make minor ones.</p> <p>The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.</p> <p>The teacher must clarify the learning task so that students can complete it.</p> <p>The teacher's vocabulary and usage are correct but unimaginative.</p> <p>When the teacher attempts to explain academic vocabulary, it is only partially successful.</p> <p>The teacher's vocabulary is too advanced, or too juvenile, for the students.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p> <p>If appropriate, the teacher models the process to be followed in the task.</p> <p>The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</p> <p>The teacher's vocabulary is appropriate to the students' ages and levels of development.</p>	<p>If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</p> <p>The teacher points out possible areas for misunderstanding.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students suggest other strategies they might use in approaching a challenge or analysis.</p> <p>The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</p> <p>Students use academic language correctly.</p>
<i>3b: Questioning and discussion techniques</i>	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession.</p> <p>Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning.</p> <p>Only a few students participate in the discussion.</p>	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved.</p> <p>The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote thinking and understanding.</p> <p>The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate.</p> <p>The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>

Domain 3: Instruction				
Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Critical Attributes	<p>Questions are rapid-fire, and convergent, with a single correct answer.</p> <p>Questions do not invite student thinking.</p> <p>All discussion is between the teacher and students; students are not invited to speak directly to one another.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number actually participate in the discussion.</p> <p>The teacher asks students to explain their reasoning, but only some students attempt to do so.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>The teacher makes effective use of wait time.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>The teacher calls on most students, even those who don't initially volunteer.</p> <p>Many students actively engage in the discussion.</p> <p>The teacher asks students to justify their reasoning, and most attempt to do so.</p>	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student response to questions in order to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Students invite comments from their classmates during a discussion and challenge one another's thinking.</p> <p>Virtually all students are engaged in the discussion.</p>
<i>3c: Engaging students in learning</i>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible.</p> <p>The groupings of students are unsuitable to the activities.</p> <p>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant.</p> <p>The groupings of students are moderately suitable to the activities.</p> <p>The lesson has recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement.</p> <p>The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students.</p> <p>The teacher provides suitable scaffolding and challenges students to explain their thinking.</p> <p>There is evidence of some student initiation of inquiry and student contribution to the exploration of important content; students may serve as resources for one another.</p> <p>The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>

Domain 3: Instruction				
Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Critical Attributes	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks/activities and materials require only recall or have a single correct response or method.</p> <p>Instructional materials used are unsuitable to the lesson and/or the students.</p> <p>The lesson drags or is rushed.</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with content is largely passive; the content consists primarily facts or procedures.</p> <p>The materials and resources are partially aligned to the lesson objectives.</p> <p>Few of the materials are resources require student thinking or ask students to explain their thinking.</p> <p>The pacing of the lesson is uneven—suitable in parts, but rushed or dragging in others.</p> <p>The instructional groupings used are partially appropriate to the activities.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p>The pacing of the lesson provides students the time needed to be intellectually engaged.</p> <p>The teacher uses grouping that are suitable to the lesson activities.</p>	<p>Virtually all students are highly engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.</p> <p>Students have an opportunity for reflection and closure after the lesson to consolidate their understanding.</p>
<i>3d: Using assessment in instruction</i>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not engage in self- or peer assessment.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole.</p> <p>Questions and assessments are rarely used to diagnose evidence of learning.</p> <p>Feedback to students is general, and few students assess their own work.</p>	<p>Students appear to be aware of the assessment criteria and the teacher monitors student learning for groups of students.</p> <p>Questions and assessments are regularly used to diagnose evidence of learning.</p> <p>Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Questions and assessments are used regularly to diagnose evidence of learning by individual students.</p> <p>A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning.</p> <p>Students self-assess and monitor their own progress.</p> <p>The teacher successfully differentiates instruction to address individual students' misunderstandings.</p>

Domain 3: Instruction				
Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Critical Attributes	<p>The teacher gives no indication of what high-quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to only one student.</p> <p>The teacher does not ask students to evaluate their own or classmates' work.</p>	<p>There is little evidence that the students understand how their work will be evaluated.</p> <p>The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague and not oriented towards future improvement of work.</p> <p>The teacher makes only minor attempts to engage students in self-assessment or peer assessment.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements; most of them do so.</p> <p>Feedback includes specific and timely guidance, at least for groups of students.</p>	<p>Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</p> <p>The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</p> <p>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</p> <p>High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</p>
<i>3e: Demonstrating flexibility and responsiveness</i>	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success.</p> <p>The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use.</p> <p>Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>Teacher successfully accommodates students' questions and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p> <p>If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>
Critical Attributes	<p>The teacher ignores indications of student boredom or lack of understanding.</p> <p>The teacher brushes aside student questions.</p> <p>The teacher conveys to students that when they have difficulty learning it is their fault.</p> <p>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</p> <p>The teacher makes no attempt to adjust the lesson in response to student confusion.</p>	<p>The teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</p> <p>The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.</p> <p>In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.</p> <p>The teacher's attempts to adjust the lesson are partially successful.</p>	<p>The teacher incorporates students' interests and questions into the heart of the lesson.</p> <p>The teacher conveys to students that she has other approaches to try when the students experience difficulty.</p> <p>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p> <p>When improvising becomes necessary, the teacher makes adjustments to the lesson.</p>	<p>Teacher seizes on a teachable moment to enhance a lesson.</p> <p>The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.</p> <p>In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.</p> <p>The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.</p>

Domain 4: Professional Responsibilities				
Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<i>4a: Reflecting on teaching</i>	<p>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson.</p> <p>The teacher has no suggestions for how a lesson could be improved.</p>	<p>The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>The teacher makes general suggestions about how a lesson could be improved.</p>	<p>The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
Critical Attributes	<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</p> <p>The teacher makes no suggestions for improvement.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective.</p> <p>The teacher offers general modifications for future instruction.</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used.</p> <p>The teacher identifies specific ways in which a lesson might be improved.</p>	<p>The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</p> <p>The teacher's suggestions for improvement draw on an extensive repertoire.</p>
<i>4b: Maintaining accurate records</i>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>The teacher's records for non-instructional activities are in disarray, the results being errors and confusion.</p>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>
Critical Attributes	<p>There is no system for either instructional or non-instructional records.</p> <p>Record-keeping systems are in disarray and provide incorrect or confusing information.</p>	<p>The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to access the information.</p> <p>The teacher's process for tracking student progress is cumbersome to use.</p> <p>The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.</p>	<p>The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</p> <p>The teacher's process for recording noninstructional information is both efficient and effective.</p>	<p>Students contribute to and maintain records indicating completed and outstanding work assignments.</p> <p>Students contribute to and maintain data files indicating their own progress in learning.</p> <p>Students contribute to maintaining noninstructional records for the class.</p>

Domain 4: Professional Responsibilities				
Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<i>4c: Communicating with families</i>	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	Little or no information regarding the instructional program is available to parents. Families are unaware of their children's progress. Family engagement activities are lacking. There is some culturally inappropriate communication.	School- or district-created materials about the instructional program are sent home. The teacher sends home infrequent or incomplete information about the instructional program. The teacher maintains a school-required gradebook but does little else to inform families about student progress. Some of the teacher's communications are inappropriate to families' cultural norms.	The teacher regularly makes information about the instructional program available. The teacher regularly sends home information about student progress. The teacher develops activities designed to engage families successfully and appropriately in their children's learning. Most of the teacher's communications are appropriate to families' cultural norms.	Students regularly develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process. All of the teacher's communications are highly sensitive to families' cultural norms.
<i>4d: Participating in a professional community</i>	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked to do so.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	The teacher's relationship with colleagues is characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school district and community projects.	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 school district and community projects.	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 activities, as well as school district and community projects.	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 school district and community projects.

Domain 4: Professional Responsibilities				
Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<i>4e: Growing and developing professionally</i>	<p>The teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>The teacher participates to a limited extent in professional activities when they are convenient.</p> <p>The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.</p> <p>The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice.</p> <p>The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>The teacher solicits feedback on practice from both supervisors and colleagues.</p> <p>The teacher initiates important activities to contribute to the profession.</p>
Critical Attributes	<p>The teacher is not involved in any activity that might enhance knowledge or skill.</p> <p>The teacher purposefully resists discussing performance with supervisors or colleagues.</p> <p>The teacher ignores invitations to join professional organizations or attend conferences.</p>	<p>The teacher participates in professional activities when they are required or provided by the school district.</p> <p>The teacher reluctantly accepts feedback from supervisors and colleagues.</p> <p>The teacher contributes in a limited fashion to educational professional organizations.</p>	<p>The teacher seeks regular opportunities for continued professional development.</p> <p>The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.</p> <p>The teacher actively participates in organizations designed to contribute to the profession.</p>	<p>The teacher seeks regular opportunities for continued professional development, including initiating action research.</p> <p>The teacher actively seeks feedback from supervisors and colleagues.</p> <p>The teacher takes an active leadership role in professional organizations in order to contribute to the profession.</p>
<i>4f: Showing professionalism</i>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>The teacher makes decisions and recommendations based on self-serving interests.</p> <p>The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public.</p> <p>The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students' being ill served by the school.</p> <p>The teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>The teacher maintains an open mind in team or departmental decision making.</p> <p>The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</p> <p>The teacher is highly proactive in serving students, seeking out resources when needed.</p> <p>The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p>The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

Domain 4: Professional Responsibilities				
Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Critical Attributes	<p>The teacher is dishonest.</p> <p>The teacher does not notice the needs of students.</p> <p>The teacher engages in practices that are self-serving.</p> <p>The teacher willfully rejects school district regulations.</p>	<p>The teacher is honest.</p> <p>The teacher notices the needs of students but is inconsistent in addressing them.</p> <p>The teacher does not notice that some school practices result in poor conditions for students.</p> <p>The teacher makes decisions professionally but on a limited basis.</p> <p>The teacher complies with district regulations.</p>	<p>The teacher is honest and known for having high standards of integrity.</p> <p>The teacher actively addresses student needs.</p> <p>The teacher actively works to provide opportunities for student success.</p> <p>The teacher willingly participates in team and departmental decision making.</p> <p>The teacher complies completely with district regulations.</p>	<p>The teacher is considered a leader in terms of honesty, integrity, and confidentiality.</p> <p>The teacher is highly proactive in serving students.</p> <p>The teacher makes a concerted effort to ensure that opportunities are available for all students to be successful.</p> <p>The teacher takes a leadership role in team and departmental decision making.</p> <p>The teacher takes a leadership role regarding district regulations.</p>

NOTE: The Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.

Appendix 4

Focus Plan

Our Vision

The School District of Whitefish Bay, in partnership with families and community, is student-centered with a tradition of educational excellence. We will build upon this tradition by:

- Empowering students with the knowledge, skills, and character necessary to thrive in a changing, global society.
- Respecting the diversity of our students and engaging them as individual learners in an innovative learning community.
- Addressing the needs of the whole child in a caring, inclusive environment.

Our Goals & Key Strategies

Academic Achievement and Engaging 21st Century Learning

Every student will meet or exceed comprehensive learning standards to promote future success within our global society.

1. Develop exemplary, standards-based curriculum and assessment.
2. Develop and implement data-driven, differentiated instruction across all grade levels and subject areas.
3. Develop and implement timely, comprehensive support systems to ensure success for every student.
4. Ensure access to reliable, secure and sufficiently robust technology infrastructure that facilitates transformational educational practice.

Supportive Environment & Whole Child Development

Every student will experience a caring, inclusive learning environment that supports the development of the whole child with balanced attention to physical, social, emotional, and intellectual well-being.

1. Conduct strengths and needs analysis, including the development of a student feedback process to inform the continuous improvement of a caring, inclusive and culturally responsive environment.
 2. Provide professional development for all staff members about nurturing the whole child.
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The Whitefish Bay School District



An Exceptional Place To Learn