



## *Appendix B*



# Design Area Observational Scales

This appendix contains resources related to each of the ten design areas of the NASOT model, which coaches and leaders can use as they observe teachers. Specifically, the resources for each design area include teacher evidence, student evidence, and an evaluation protocol. To score a teacher on a design area, a coach or leader should follow the steps of the protocol, referring to the behaviors and responses listed in the evidence sections to guide decisions about the levels of the scale.

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## DESIGN AREA I: **Providing and Communicating Clear Learning Goals**

### **Teacher Evidence**

The teacher designs and communicates clear learning goals that help students understand the progression of knowledge they are expected to master and where they are along that progression.

#### ***The Teacher Is . . .***

- i. Scales and Rubrics
  - ☐ Communicating the scope of learning goals or topics (element 1)
  - ☐ Communicating rubrics or proficiency scales for each topic (element 1)
  - ☐ Creating student-friendly proficiency scales (element 1)
- ii. Progress Tracking
  - ☐ Helping students track their progress on specific learning goals or measurement topics (element 2)
  - ☐ Using data notebooks (element 2)
- iii. Celebrating
  - ☐ Celebrating status (element 3)
  - ☐ Celebrating growth (element 3)

#### ***When Asked, the Teacher . . .***

- i. Scales and Rubrics
  - ☐ Can describe the learning goals or measurement topics on which he or she is currently focused and how he or she makes rubrics or proficiency scales user-friendly for students
- ii. Progress Tracking
  - ☐ Can describe how he or she ensures students are tracking their progress

#### iii. Celebrating

- ☐ Can describe how he or she celebrates students' status and growth

### **Student Evidence**

Students understand the progression of knowledge they are expected to master and where they are along that progression.

#### ***Students Are . . .***

- i. Scales and Rubrics
  - ☐ Referencing rubrics or proficiency scales to determine what they must do to progress
  - ☐ Seeking or providing help regarding working through specific rubrics or proficiency scales
- ii. Progress Tracking
  - ☐ Tracking their progress using rubrics or proficiency scales
- iii. Celebrating
  - ☐ Celebrating their status and growth

#### ***When Asked, Students . . .***

- i. Scales and Rubrics
  - ☐ Can identify the learning goal or measurement topic on which they are working
- ii. Progress Tracking
  - ☐ Can describe what they need to do to improve their status on rubrics or proficiency scales
- iii. Celebrating
  - ☐ Say they are proud of their status or growth

## Evaluation Protocol

Always begin with step A; see Teacher Evidence and Student Evidence for details.

| Step     | Score           | Descriptor                                                                                                                                                                                                                          | Directions                                  |
|----------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <b>C</b> | 4<br>Innovating | The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations. | If yes, score 4<br>If no, score 3           |
| <b>B</b> | 3<br>Applying   | The majority of students exhibit adequate evidence (observational or otherwise) that they understand the progression of knowledge they are expected to master and where they are along that progression.                            | If yes, go to step C<br>If no, score 2      |
| <b>A</b> | 2<br>Developing | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories:<br>i. Scales and Rubrics<br>ii. Progress Tracking<br>iii. Celebrating               | If yes, go to step B<br>If no, go to step D |
| <b>D</b> | 1<br>Beginning  | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).                                                   | If yes, score 1<br>If no, score 0           |
|          | 0<br>Not Using  | The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).                                                                                               |                                             |

## DESIGN AREA II: **Using Assessments**

### **Teacher Evidence**

The teacher designs and administers assessments that help students understand how test scores and grades relate to their status on the progression of knowledge they are expected to master.

#### ***The Teacher Is . . .***

- iv.** Informal Assessments of the Whole Class
  - Using rating systems for students to rate how confident they are in their understanding of a topic (element 4)
  - Creating brief assessments to determine the proportion of students who understand a topic (element 4)
  - Using response strategies that provide a view of all students' responses (element 4)
- v.** Formal Assessments of Individual Students
  - Using a variety of assessment types for individual student assessment including obtrusive, unobtrusive, and student-generated (element 5)
  - Working with other teachers who teach the same content to design and administer common assessments (element 5)

#### ***When Asked, the Teacher . . .***

- iv.** Informal Assessments of the Whole Class
  - Can describe how to design informal whole-class assessments and how to use the information obtained from informal assessments of the entire class
- v.** Formal Assessments of Individual Students
  - Can describe the role of common assessments when scoring individual students and the various ways to design and use individual assessments

### **Student Evidence**

Students understand how test scores and grades relate to their status on the progression of knowledge they are expected to master.

#### ***Students Are . . .***

- iv.** Informal Assessments of the Whole Class
  - Actively engaged in whole-class assessment activities and interested in the progress of the entire class
- v.** Formal Assessments of Individual Students
  - Asking clarifying questions about their individual scores on classroom assessments

#### ***When Asked, Students . . .***

- iv.** Informal Assessments of the Whole Class
  - Can describe the status and growth of the class as a whole relative to specific topics
  - Can describe the differences between assessments of individuals and assessments of the whole class in general
- v.** Formal Assessments of Individual Students
  - Can explain what the scores they received on an assessment mean relative to a specific progression of knowledge
  - Can explain what their grades mean in terms of their status on specific topics

## Evaluation Protocol

Always begin with step A; see Teacher Evidence and Student Evidence for details.

| Step     | Score           | Descriptor                                                                                                                                                                                                                                     | Directions                                  |
|----------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <b>C</b> | 4<br>Innovating | The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.            | If yes, score 4<br>If no, score 3           |
| <b>B</b> | 3<br>Applying   | The majority of students exhibit adequate evidence (observational or otherwise) that they understand how test scores and grades relate to their status on the progression of knowledge they are expected to master.                            | If yes, go to step C<br>If no, score 2      |
| <b>A</b> | 2<br>Developing | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories:<br>iv. Informal Assessments of the Whole Class<br>v. Formal Assessments of Individual Students | If yes, go to step B<br>If no, go to step D |
| <b>D</b> | 1<br>Beginning  | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).                                                              | If yes, score 1<br>If no, score 0           |
|          | 0<br>Not Using  | The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).                                                                                                          |                                             |

## DESIGN AREA III: **Conducting Direct Instruction Lessons**

### **Teacher Evidence**

When content is new, the teacher designs and delivers direct instruction lessons that help students understand which parts of the content are important and how the parts fit together.

#### ***The Teacher Is . . .***

##### **vi. Chunking**

- Presenting new declarative knowledge in ways that highlight concepts and details that go together logically (element 6)
- Presenting new procedural knowledge in chunks that comprise steps that go together logically (element 6)

##### **vii. Processing**

- Having groups of students make predictions, summarize new information, and ask clarifying questions (element 7)
- Employing group processing strategies, such as perspective analysis, thinking hats, collaborative processing, jigsaws, reciprocal teaching, concept attainment, think-pair-share, and scripted dyads (element 7)

##### **viii. Recording and Representing**

- Utilizing a variety of instructional strategies such as informal outlines, summaries, pictorial notes, combination notes, graphic organizers, academic notebooks, free-flowing webs, dramatic enactments, mnemonic devices, rhyming peg words, or link strategies (element 8)

#### ***When Asked, the Teacher . . .***

##### **vi. Chunking**

- Can describe the process of chunking content into digestible bites

##### **vii. Processing**

- Can describe the various strategies they use for processing

##### **viii. Recording and Representing**

- Can explain various ways to use recording and representing strategies

### **Student Evidence**

Students understand which parts of the content they are working on are important and how the parts fit together.

#### ***Students Are . . .***

##### **vi. Chunking**

- Actively engaging in trying to understand each chunk

##### **vii. Processing**

- Actively interacting with the content, volunteering predictions, and asking clarification questions

##### **viii. Recording and Representing**

- Producing summaries and nonlinguistic representations that include critical information
- Demonstrating that they remember the critical content from previous lessons

#### ***When Asked, Students . . .***

##### **vi. Chunking**

- Can explain why the teacher stops at specific points during presentation of new content

**vii. Processing**

- Can explain their conclusions about specific chunks of information

**viii. Recording and Representing**

- Can recall what they have learned about content that was directly taught

- Can explain the nonlinguistic representations they create

**Evaluation Protocol**

Always begin with step A; see Teacher Evidence and Student Evidence for details.

| Step     | Score           | Descriptor                                                                                                                                                                                                                          | Directions                                  |
|----------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <b>C</b> | 4<br>Innovating | The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations. | If yes, score 4<br>If no, score 3           |
| <b>B</b> | 3<br>Applying   | The majority of students exhibit adequate evidence (observational or otherwise) that they understand which parts of the content they are working on are important and how the parts fit together.                                   | If yes, go to step C<br>If no, score 2      |
| <b>A</b> | 2<br>Developing | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories:<br>vi. Chunking<br>vii. Processing<br>viii. Recording and Representing              | If yes, go to step B<br>If no, go to step D |
| <b>D</b> | 1<br>Beginning  | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).                                                   | If yes, score 1<br>If no, score 0           |
|          | 0<br>Not Using  | The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).                                                                                               |                                             |

## DESIGN AREA IV: **Conducting Practicing and Deepening Lessons**

### **Teacher Evidence**

After presenting content, the teacher designs and delivers lessons that help students deepen their understanding of information and develop fluency in skills and processes.

#### ***The Teacher Is . . .***

##### **ix.** Structured Practice

- Providing well-structured opportunities for students to practice new skills, strategies, and processes and monitoring students' actions to correct early errors or misunderstandings (element 9)
- Modeling skills, strategies, and processes for students (element 9)
- Engaging students in varied practice, fluency practice, worked examples, or practice sessions prior to testing (element 9)

##### **x.** Similarities and Differences

- Having students identify similarities and differences across two or more topics (element 10)
- Using graphic organizers (for example, Venn diagrams, T-charts, double bubble diagrams, or comparison matrices) to help students examine similarities and differences (element 10)

##### **xi.** Errors in Reasoning

- Having students identify and rectify specific types of errors in reasoning such as faulty logic, errors of attack, errors of weak reference, errors of misinformation, and errors in logic (element 11)
- Asking students to examine support for claims, identify statistical limitations,

or judge reasoning and evidence in an author's work (element 11)

#### ***When Asked, the Teacher . . .***

##### **ix.** Structured Practice

- Can describe various types of practice and the reason for those types

##### **x.** Similarities and Differences

- Can describe the various ways to use strategies for examining similarities and differences in the classroom

##### **xi.** Errors in Reasoning

- Can describe the various types of errors in reasoning and the various ways errors of reasoning can be addressed in the classroom

### **Student Evidence**

Students are deepening their understanding of information and developing fluency in skills and processes.

#### ***Students Are . . .***

##### **ix.** Structured Practice

- Increasing their competence with procedures
- Increasing their fluency in executing the procedure

##### **x.** Similarities and Differences

- Demonstrating that they understand the similarities and differences between the elements being compared

##### **xi.** Errors in Reasoning

- Actively identifying and analyzing errors in reasoning

***When Asked, Students . . .*****ix.** Structured Practice

- ☐ Can explain how practice is affecting their performance

**x.** Similarities and Differences

- ☐ Can explain how activities involving similarities and differences deepen their knowledge

**xi.** Errors in Reasoning

- ☐ Can explain how examining errors in reasoning helps deepen their knowledge

**Evaluation Protocol**

Always begin with step A; see Teacher Evidence and Student Evidence for details.

| Step     | Score           | Descriptor                                                                                                                                                                                                                               | Directions                                  |
|----------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <b>C</b> | 4<br>Innovating | The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.      | If yes, score 4<br>If no, score 3           |
| <b>B</b> | 3<br>Applying   | The majority of students exhibit adequate evidence (observational or otherwise) that they are deepening their understanding of information and developing fluency in skills and processes.                                               | If yes, go to step C<br>If no, score 2      |
| <b>A</b> | 2<br>Developing | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories:<br>ix. Structured Practice<br>x. Similarities and Differences<br>xi. Errors in Reasoning | If yes, go to step B<br>If no, go to step D |
| <b>D</b> | 1<br>Beginning  | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).                                                        | If yes, score 1<br>If no, score 0           |
|          | 0<br>Not Using  | The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).                                                                                                    |                                             |

## DESIGN AREA V: **Conducting Knowledge Application Lessons**

### **Teacher Evidence**

After presenting content, the teacher designs and delivers lessons that help students apply their knowledge through complex tasks and generate and defend claims about that knowledge.

#### ***The Teacher Is . . .***

##### **xii. Complex Tasks**

- Engaging students in explicit experimental inquiry, problem solving, decision making, investigation, invention, or student-designed tasks that require them to generate and test a hypothesis (element 12)

##### **xiii. Resources and Guidance**

- Providing resources that students will need to succeed at their tasks (element 13)
- Circulating around the room while students work on their cognitively complex task, allowing students to easily request assistance (element 13)

##### **xiv. Claims**

- Having students formally (orally or in writing) present and support claims (element 14)

#### ***When Asked, the Teacher . . .***

##### **xii. Complex Tasks**

- Can describe the various ways complex tasks can be used in the classroom

##### **xiii. Resources and Guidance**

- Can describe how resources and guidance are provided for complex tasks

##### **xiv. Claims**

- Can describe the strategies that are used to help students generate and defend claims

### **Student Evidence**

Students are applying their knowledge through complex tasks and generating and defending claims about that knowledge.

#### ***Students Are . . .***

##### **xii. Complex Tasks**

- Actively designing and carrying out complex tasks
- Actively working on their complex tasks, making adaptations as they do so

##### **xiii. Resources and Guidance**

- Seeking out the teacher for advice regarding their complex tasks

##### **xiv. Claims**

- Generating and defending claims based on their cognitively complex tasks

#### ***When Asked, Students . . .***

##### **xii. Complex Tasks**

- Can describe the type of complex tasks they have engaged in

##### **xiii. Resources and Guidance**

- Can explain how the teacher's guidance helps them with their project

##### **xiv. Claims**

- Can describe how generating and supporting claims help them learn more deeply and rigorously

## Evaluation Protocol

Always begin with step A; see Teacher Evidence and Student Evidence for details.

| Step     | Score           | Descriptor                                                                                                                                                                                                                          | Directions                                  |
|----------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <b>C</b> | 4<br>Innovating | The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations. | If yes, score 4<br>If no, score 3           |
| <b>B</b> | 3<br>Applying   | The majority of students exhibit adequate evidence (observational or otherwise) that they are applying their knowledge through complex tasks and generating and defending claims about that knowledge.                              | If yes, go to step C<br>If no, score 2      |
| <b>A</b> | 2<br>Developing | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories:<br>xii. Complex Tasks<br>xiii. Resources and Guidance<br>xiv. Claims                | If yes, go to step B<br>If no, go to step D |
| <b>D</b> | 1<br>Beginning  | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).                                                   | If yes, score 1<br>If no, score 0           |
|          | 0<br>Not Using  | The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).                                                                                               |                                             |

## DESIGN AREA VI: Using Strategies That Appear in All Types of Lessons

### Teacher Evidence

Throughout all types of lessons, the teacher uses strategies that help students continually integrate new knowledge with old knowledge and revise their understanding accordingly.

#### *The Teacher Is . . .*

##### **xv.** Highlighting

- Engaging in previewing strategies, such as asking students questions about upcoming content, utilizing informational hooks, bell ringers, or anticipation guides, helping students make overt links between old and new content (element 15)
- Engaging in highlighting strategies, such as repeating the most important content, asking questions that focus on the most important content, using tone of voice, gestures, and body position to emphasize important information (element 16)

##### **xvi.** Reviewing and Revising

- Engaging reviewing and revising strategies, such as using cumulative review, summarizing previously learned content, using review questions (element 17)
- Engaging in revising strategies, such as reminding students to look for and correct mistakes, having students identify and fill gaps in their understanding, letting students revise the assignment based on the feedback (element 18)

- Engaging in reflection strategies, such as posing reflection questions (for example, What could you do differently to improve your work?), having students reflect on specific cognitive skills that were addressed in the lesson (for example, classification, drawing, inferences, decision making, creative thinking, or self-regulation; element 19)

##### **xvii.** Extending

- Using homework to preview upcoming concepts or ideas they will study in class, assigning homework to deepen students' knowledge, assigning homework that helps students practice a process or skill (element 20)
- Asking students inferential questions, engaging students in elaborative interrogation, using question sequences, asking students to expand on their answers (element 21)

##### **xviii.** Organizing

- Establishing protocols for student interaction, using multiple grouping strategies to form student groups (for example, elbow partners, table groups, close partners, across the room partners, inside outside circles, and so on; element 22)

#### *When Asked, the Teacher . . .*

##### **xv.** Highlighting

- Can describe the various strategies used in the classroom to highlight critical information

**xvi.** Reviewing and Revising

- Can describe the various strategies used in the classroom to review critical content

**xvii.** Extending

- Can describe the various strategies used in the classroom to extend students' knowledge

**xviii.** Organizing

- Can describe the various strategies used in the classroom to organize students for learning

## Student Evidence

Students are continually integrating new knowledge with old knowledge and revising their understanding accordingly.

### *Students Are . . .*

**xv.** Highlighting

- Engaging in brief summarizing activities and making predictions about what they expect to learn

**xvi.** Reviewing and Revising

- Making corrections in what they have previously learned
- Examining how well they did on specific tasks and trying to articulate how they would do better if they performed the task again

**xvii.** Extending

- Becoming better prepared for new learning after completing homework
- Volunteering answers to inferential questions and providing explanations for their answers

**xviii.** Organizing

- Moving into groups quickly and with purpose, treating each other with respect during group activities, and interacting in a manner that deepens their understanding

### *When Asked, Students . . .*

**xv.** Highlighting

- Can explain the links they are making to their prior knowledge and can describe the level of importance of specific information

**xvi.** Reviewing and Revising

- Can describe how their previous understanding of topics has changed
- Can describe what they are clear about and what they are confused about and can describe their levels of effort and the relationship of their effort to their learning
- Can describe what they might do to improve their learning

**xvii.** Extending

- Can describe how homework directly contributes to their learning
- Can describe inferences they have made about content and describe the teacher's questions as challenging but helpful

**xviii.** Organizing

- Describe how working in groups helps them learn

## Evaluation Protocol

Always begin with step A; see Teacher Evidence and Student Evidence for details.

| Step     | Score           | Descriptor                                                                                                                                                                                                                                 | Directions                                  |
|----------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <b>C</b> | 4<br>Innovating | The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.        | If yes, score 4<br>If no, score 3           |
| <b>B</b> | 3<br>Applying   | The majority of students exhibit adequate evidence (observational or otherwise) that they are continually integrating new knowledge with old knowledge and revising their understanding accordingly.                                       | If yes, go to step C<br>If no, score 2      |
| <b>A</b> | 2<br>Developing | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories:<br>xv. Highlighting<br>xvi. Reviewing and Revising<br>xvii. Extending<br>xviii. Organizing | If yes, go to step B<br>If no, go to step D |
| <b>D</b> | 1<br>Beginning  | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).                                                          | If yes, score 1<br>If no, score 0           |
|          | 0<br>Not Using  | The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).                                                                                                      |                                             |

## DESIGN AREA VII: Using Engagement Strategies

### Teacher Evidence

The teacher uses strategies that help students pay attention, be energized, be intrigued, and be personally motivated.

#### *The Teacher Is . . .*

##### **xix.** Attention

- Monitoring individual student engagement, monitoring overall class engagement, and asking students to signal their level of engagement (element 23)
- Attempting to engage all students in answering questions by utilizing choral response, paired response, response cards, whiteboards, technology-based response platforms, or hand signals, random names, and wait time (element 24)

##### **xx.** Energy

- Using movement or having students stand up and stretch when energy levels are low, using physical movement as a response rate strategy (for example, vote with your feet, four corners, stand and be counted), or using physical movement to help students create representations of content (for example, body representations or drama-related activities; element 25)
- Varying pace by speeding up or slowing down to meet students' engagement needs, ensuring all instructional segments occur in a brisk but unhurried fashion, and utilizing motivational hooks to spark students' attention (element 26)

- Making explicit connections between content and the world outside school, telling personal stories about the content to make it more accessible to students, using humor to trigger interest in content, using volume, tone of voice, verbal emphasis on specific words or phrases, pauses, and rate of speech to communicate intensity and enthusiasm (element 27)

##### **xxi.** Interest and Intrigue

- Presenting unusual or intriguing information to capture students' attention, having students explore, find, and share unusual information, and inviting guest speakers to share unusual or intriguing information with the class (element 28)
- Engaging students in friendly controversy by having them explain and defend their positions on topics about which they disagree, having students vote on particular issues and discuss their positions, setting up seminars, legal models, town hall meetings, or debates for students to participate in friendly controversy, or asking students to take a perspective opposite of their own and defend that position (element 29)
- Using academic games of inconsequential competition to review content from the current unit of study (element 30)

##### **xxii.** Personal Motivation

- Administering interest surveys, administering student learning profiles, using breaks during instructional time

so that students can draw links between what they are studying and their lives, and relating content to students' lives by relating content to what is known about students' interest and personal experiences (element 31)

- Explicitly teaching about a growth mindset and cultivating it in students by praising effort rather than intelligence and having students reflect on their level of effort, engaging students in possible-selves activities to imagine what they could develop into later in life, having students complete personal projects that they are interested in, and engaging students in altruism projects that connect them to something greater than themselves (element 32)

### ***When Asked, the Teacher . . .***

#### **xix. Attention**

- Can describe the various strategies used in the classroom monitor and maintain attention

#### **xx. Energy**

- Can describe the various strategies used in the classroom to enhance students' levels of energy

#### **xxi. Interest and Intrigue**

- Can describe the various strategies used in the classroom to enhance students' interest and intrigue

#### **xxii. Personal Motivation**

- Can describe the various strategies used in class to enhance students' personal motivation

## **Student Evidence**

Students are paying attention, energized, intrigued, and personally motivated.

### ***Students Are . . .***

#### **xix. Attention**

- Aware of the fact that the teacher is noticing their engagement levels and increasing their levels of engagement when appropriate
- Responding to questions as large groups or as an entire class and paying attention to the answers other students provide

#### **xx. Energy**

- Actively engaging in the activities involving physical movement and demonstrating an increase in energy levels
- Increasing their attention levels in response to the teacher's interest and enthusiasm

#### **xxi. Interest and Intrigue**

- Increasing their engagement levels in response to the unusual information
- Readily engaging in the friendly controversy activities
- Engaging in academic games enthusiastically

#### **xxii. Personal Motivation**

- Engaging in activities that help them make connections between their personal interests and the content
- Demonstrating that they are personally inspired

### ***When Asked, Students . . .***

#### **xix. Attention**

- Can explain how and why the teacher expects high engagement levels
- Can explain the teacher's expectations regarding multiple students answering questions

**xx. Energy**

- ☐ Can explain how the physical movement keeps their interest and helps them learn
- ☐ Can describe how a lively pace of instruction enhances their achievement
- ☐ Can describe the effects of the teacher's intensity and enthusiasm on their learning

**xxi. Interest and Intrigue**

- ☐ Can explain how unusual information makes content more interesting
- ☐ Can explain how the friendly controversy activities help them better understand the content

- ☐ Can explain how the games enhance their understanding of the content

**xxii. Personal Motivation**

- ☐ Can explain how making connections between content and their personal interests makes class more interesting and enhances their content knowledge
- ☐ Can describe the various ways they are motivated and inspired in class

## Evaluation Protocol

Always begin with step A; see Teacher Evidence and Student Evidence for details.

| Step     | Score           | Descriptor                                                                                                                                                                                                                                 | Directions                                  |
|----------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <b>C</b> | 4<br>Innovating | The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.        | If yes, score 4<br>If no, score 3           |
| <b>B</b> | 3<br>Applying   | The majority of students exhibit adequate evidence (observational or otherwise) that they are paying attention, energized, intrigued, and personally motivated.                                                                            | If yes, go to step C<br>If no, score 2      |
| <b>A</b> | 2<br>Developing | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories:<br>xix. Attention<br>xx. Energy<br>xxi. Interest and Intrigue<br>xxii. Personal Motivation | If yes, go to step B<br>If no, go to step D |
| <b>D</b> | 1<br>Beginning  | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).                                                          | If yes, score 1<br>If no, score 0           |
|          | 0<br>Not Using  | The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).                                                                                                      |                                             |

## DESIGN AREA VIII: **Implementing Rules and Procedures**

### **Teacher Evidence**

The teacher uses strategies that help students understand and follow rules and procedures.

#### ***The Teacher Is . . .***

##### **xxiii. Rules and Procedures**

- Using a small set (5–8) of classroom rules, explaining rules and procedures to students, generating, modifying, and reviewing rules and procedures with students (element 33)

##### **xxiv. Physical Layout**

- Placing student seats strategically to allow easy grouping and movement within the classroom, ensuring students have easy access to learning materials (element 34)

##### **xxv. Withitness**

- Noticing potential problems before they occur, being proactive and taking preemptive action to avoid disruptions in the classroom, occupying all quadrants of the classroom and making regular eye contact with each student, using a series of graduated actions to address behavior issues (element 35)

##### **xxvi. Behavioral Feedback**

- Using verbal affirmations, using nonverbal affirmations (such as a smile, nod of the head, thumbs up, and so on), using privileges, activities, or items as positive consequences for following rules and procedures, using color-coded behavior cards, daily recognition forms, and certificates

to recognize adherence to rules and procedures, communicating positively with students' parents or guardians recognizing the student for adherence to rules and procedures (element 36)

- Using verbal cues to redirect students who are not following a rule or procedure, using nonverbal cues to redirect students who are not following a rule or procedure, pausing or stopping teaching in response to recurring disruptive behavior to create an uncomfortable silence to redirect the behavior, utilizing time-outs, overcorrections, home contingencies, high-intensity situational plans, and overall discipline plans to address a lack of adherence to rules and procedures (element 37)

#### ***When Asked, the Teacher . . .***

##### **xxiii. Rules and Procedures**

- Can describe the various strategies used in the classroom to design and employ rules and procedures

##### **xxiv. Physical Layout**

- Can describe the various strategies used in the classroom to organize the physical layout of the classroom

##### **xxv. Withitness**

- Can describe the various strategies used in class to maintain withitness

##### **xxvi. Behavioral Feedback**

- Can describe the various strategies used in class to provide behavioral cues to students

## Student Evidence

Students understand and follow rules and procedures.

### *Students Are . . .*

#### **xxiii.** Rules and Procedures

- Following rules and procedures and regulating their own behavior

#### **xxiv.** Physical Layout

- Moving easily about the classroom, making use of materials and resources

#### **xxv.** Withitness

- Aware that the teacher is cognizant of their behavior and ceasing potentially disruptive behaviors quickly and efficiently

#### **xxvi.** Behavioral Feedback

- Appreciative of the teacher's acknowledgements and regularly adhere to rules and procedures
- Ceasing inappropriate behavior following the teacher's cues and accepting consequences for their behavior as a natural part of the way class is conducted

### *When Asked, Students . . .*

#### **xxiii.** Rules and Procedures

- Can describe established rules and procedures

#### **xxiv.** Physical Layout

- Can comment on how the physical layout of the classroom enhances their learning

#### **xxv.** Withitness

- Can describe the things the teacher does that let them know the teacher is aware of all that is occurring in class

#### **xxvi.** Behavioral Feedback

- Can describe the ways the teacher acknowledges adherence and lack of adherence to rules and procedures in the classroom

## Evaluation Protocol

Always begin with step A; see Teacher Evidence and Student Evidence for details.

| Step     | Score           | Descriptor                                                                                                                                                                                                                                                  | Directions                                  |
|----------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <b>C</b> | 4<br>Innovating | The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.                         | If yes, score 4<br>If no, score 3           |
| <b>B</b> | 3<br>Applying   | The majority of students exhibit adequate evidence (observational or otherwise) that they understand and follow rules and procedures.                                                                                                                       | If yes, go to step C<br>If no, score 2      |
| <b>A</b> | 2<br>Developing | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories:<br><br>xxiii. Rules and Procedures<br>xxiv. Physical Layout<br>xxv. Withitness<br>xxvi. Behavioral Feedback | If yes, go to step B<br>If no, go to step D |
| <b>D</b> | 1<br>Beginning  | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).                                                                           | If yes, score 1<br>If no, score 0           |
|          | 0<br>Not Using  | The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).                                                                                                                       |                                             |

## DESIGN AREA IX: Building Relationships

### Teacher Evidence

The teacher uses strategies that help students feel welcome, accepted, and valued.

#### *The Teacher Is . . .*

##### **xxvii.** Verbal and Nonverbal Cues

- Greeting students at the classroom door, using physical gestures to signal affection for and encouragement to students, interacting with all students in a friendly manner (element 38)

##### **xxviii.** Understanding

- Utilizing student background surveys, opinion questionnaires, or informal class interviews to better understand students, utilizing informal conferences, parent-teacher conferences, or informal conversations with students to get to know them (element 39)

##### **xxix.** Objectivity

- Monitoring his or her own emotions in the classroom, maintaining a calm exterior when dealing with conflict in the classroom, demonstrating assertiveness in tense situations but doing so while showing respect for students and navigating classroom relationships (element 40)

#### *When Asked, the Teacher . . .*

##### **xxvii.** Verbal and Nonverbal Cues

- Can describe the various verbal and nonverbal strategies used in the classroom to show affection for students

##### **xxviii.** Understanding

- Can describe the various strategies used in the classroom to understand students' background and interests

##### **xxix.** Objectivity

- Can describe the various strategies used in class to demonstrate objectivity and control

### Student Evidence

Students feel welcome, accepted, and valued.

#### *Students Are . . .*

##### **xxvii.** Verbal and Nonverbal Cues

- Responding positively to the teacher's affectionate verbal and nonverbal interactions

##### **xxviii.** Understanding

- Responding positively when the teacher demonstrates understanding of their interests and backgrounds

##### **xxix.** Objectivity

- Aware of the teacher's consistently controlled behavior

#### *When Asked, Students . . .*

##### **xxvii.** Verbal and Nonverbal Cues

- Can describe the various ways the teacher uses verbal and nonverbal behavior to indicate affection for them

##### **xxviii.** Understanding

- Can describe the various ways the teacher tries to learn about their backgrounds and interests

**xxix. Objectivity**

- Can describe various occasions in which the teacher demonstrated objectivity and control

**Evaluation Protocol**

Always begin with step A; see Teacher Evidence and Student Evidence for details.

| Step     | Score           | Descriptor                                                                                                                                                                                                                          | Directions                                  |
|----------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <b>C</b> | 4<br>Innovating | The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations. | If yes, score 4<br>If no, score 3           |
| <b>B</b> | 3<br>Applying   | The majority of students exhibit adequate evidence (observational or otherwise) that they feel welcome, accepted, and valued.                                                                                                       | If yes, go to step C<br>If no, score 2      |
| <b>A</b> | 2<br>Developing | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories:<br>xxvii. Verbal and Nonverbal Cues<br>xxviii. Understanding<br>xxix. Objectivity   | If yes, go to step B<br>If no, go to step D |
| <b>D</b> | 1<br>Beginning  | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).                                                   | If yes, score 1<br>If no, score 0           |
|          | 0<br>Not Using  | The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).                                                                                               |                                             |

## DESIGN AREA X: **Communicating High Expectations**

### **Teacher Evidence**

The teacher uses strategies that help typically reluctant students feel valued and comfortable interacting with the teacher and their peers.

#### ***The Teacher Is . . .***

##### **xxx.** Value and Respect

- Using nonverbal and verbal indicators of respect with reluctant learners and reflecting on expectation levels for all students, working to ensure that he or she has high expectations for each student (element 41)

##### **xxxi.** Reluctant Learner Interactions

- Asking complex questions of reluctant learners, giving reluctant learners response opportunities equal to eager learners', staying with reluctant learners when they struggle to answer a question by restating the question, utilizing wait time, or giving cues (element 42)
- Responding appropriately to incorrect answers of reluctant learners by demonstrating gratitude for the student's response, pointing out what is correct and what is incorrect about the response, and temporarily letting students off the hook if they become frustrated or embarrassed while answering a question (element 43)

#### ***When Asked, the Teacher . . .***

##### **xxx.** Value and Respect

- Can describe the various strategies used in the classroom to demonstrate value and respect for reluctant learners

##### **xxxi.** Reluctant Learner Interactions

- Can describe the various strategies used in the classroom to ask in-depth questions of reluctant learners and probe incorrect answers of reluctant learners

### **Student Evidence**

Students who are typically reluctant to engage in classroom activities appear to feel valued and comfortable interacting with the teacher and their peers.

#### ***Students Are . . .***

##### **xxx.** Value and Respect

- Treating the teacher and each other with respect

##### **xxxi.** Reluctant Learner Interactions

- Aware that the teacher asks difficult questions of everyone
- Making sincere efforts to clarify their answers when the teacher probes

#### ***When Asked, Students . . .***

##### **xxx.** Value and Respect

- Can describe specific ways that the teacher demonstrates value and respect for reluctant learners

##### **xxxi.** Reluctant Learner Interactions

- Can describe specific incidents in which the teacher asked in-depth questions of reluctant learners
- Can describe specific ways that the teacher probed the incorrect answers of reluctant learners

## Evaluation Protocol

Always begin with step A; see Teacher Evidence and Student Evidence for details.

| Step     | Score           | Descriptor                                                                                                                                                                                                                          | Directions                                  |
|----------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <b>C</b> | 4<br>Innovating | The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations. | If yes, score 4<br>If no, score 3           |
| <b>B</b> | 3<br>Applying   | The majority of students who are typically reluctant to engage in classroom activities exhibit adequate evidence (observational or otherwise) that they feel valued and comfortable interacting with the teacher and their peers.   | If yes, go to step C<br>If no, score 2      |
| <b>A</b> | 2<br>Developing | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories:<br>xxx. Value and Respect<br>xxxi. Reluctant Learner Interactions                   | If yes, go to step B<br>If no, go to step D |
| <b>D</b> | 1<br>Beginning  | The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).                                                   | If yes, score 1<br>If no, score 0           |
|          | 0<br>Not Using  | The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).                                                                                               |                                             |