

# Formal Observation - Ratings

for Christiana D'Agostino by Patricia Nolan

Printed Dec 12, 2016

**PN** - Patricia Nolan

**CD** - Christiana D'Agostino

Failing

Needs  
Improvement

Proficient

Distinguished

## WASD: Teacher Rubric

### Domain 1 - Planning and Preparation

1a - Demonstrating knowledge of content and pedagogy

#### FAILING

Teacher's plans and practice demonstrate evidence of little to no knowledge of the important concepts in the discipline, prerequisite relationships between them, or of the instructional practices specific to that discipline and alignment to PA Academic Standards.

#### NEEDS IMPROVEMENT

Teacher's plans and practice demonstrate evidence of knowledge of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline and their alignment to PA Academic Standards.

#### PROFICIENT

Teacher's plans and practice demonstrate evidence of the application of the important concepts in the discipline, prerequisite relationships between them and of the instructional practices specific to that discipline and their alignment to PA Academic Standards.

#### DISTINGUISHED

Teacher's plans and practice demonstrate evidence of extensive knowledge and application of the important concepts and structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when designing instruction and designs strategies for causes of student misunderstanding. Teacher shows strong evidence of building alignment with PA Academic Standards and differentiates for student progress in planning.

#### EVIDENCE:

##### Dec 1 Pre-Observation Conference

When we conferenced, we discussed each grade level and what the tasks of the lesson would be for the various levels of learners; Christiana will be running her classroom in groupings. She has various grade levels at the time of the observation and differentiates for each group and grade level. There will be about 16 students (spread out over three grade levels) during the time span of this observation.

Christiana spent a lot of time discussing and planning for students' varied levels of English proficiency and skill;

There will be a focus on questioning and engaging students in learning throughout this observation;

##### Document Upload

From 9 -930 I will be working with Kindergarten. I plan to talk about blending words. The students will learn how to blend two parts of a word into one word. They have been practicing this in their kindergarten classes, but Thursday was the first time I will be teaching this to them.

From 9:30 – 10 kindergarten are still in my classroom so they will work on blending words on the SmartBoard. 1st grade will be helping them. Yuxuan will help Retaal, Ashu, and Fedar. Andy will help Mustafa, Rohith, and Felipe. Suryansh will help Vincent and Varshika. The goal for Retaal, Mustafa, and Ashu is to say the correct vowel sound for the letter a on ¾ of the words. The goal for Felipe and Vincent is to say the correct vowel sound for the letters a and e on ¾ of the words. The goal for Fedar, Rohith, and Varshika is to blend the words correctly. These are appropriate for the students because The 4 have been struggling in that area and Ashu is new so I don't know what she knows yet. The goal is appropriate for the last 3 students because they are more advanced and know most of their letter sounds and consistently tell me the correct vowel sounds for a and e.

At 930 I will start working with 3rd grade (minus Madina who will be in WIN+ with 1st grade). The students will review coordinating conjunctions. The goal is for the students to identify the correct conjunction (and, but, or) to join 2 sentences. They will complete a worksheet with me. They will also review what we have learned in our unit so far by completing a section of our book called Talk About it and Write About it. The goal for this is for all the students to complete full, coherent sentences using our language frames. This is appropriate because they all need to work on writing sentences and restating questions in their answers.

At 10, Kindergarten leaves and 1st grade will begin their spelling worksheets. Madina will come and begin her spelling worksheet as well.

At 1010, 3rd grade will work independently finishing our sections or doing a worksheet on compound sentences and coordinating conjunctions. They will also do a worksheet on their spelling words.

At 1010 I will start working with 1st grade and Madina. The students will learn about count and noncount words and complete a worksheet page with me. The goal is to be able to identify count words from noncount words. This is appropriate because we have

been working on adjective and talking about how many and how much. They have mastered this so we need to start differentiating between which noun words we can count and which ones we cannot count. After that, we will review what we have learned in our unit so far by completing the Talk About it and Write About it sections of our book. The goal is for all students to complete full sentences using our language frames. This is appropriate because they all need to work on writing sentences more than speaking.

Kindergarten –

Patricia Nolan

CC.K.Rfou.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

ELD standard 1: English language learners communicate for Social and Instructional purpose within the school setting.

ELD standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

1st grade –

CC.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

ELD standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

3rd grade –

CC.3.W.1.b Provide reasons that support the opinion

CC.3.W.1.c Use linking words and phrases to connect opinion and reasons

CC.3.W.2.c Use linking words and phrases to connect ideas within categories of information

CC.3.W.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Kindergarten's goal will help them learn how to read. 1st grade's goals will help them with their math skills as well as comprehension and writing. 3rd grade's goals will help them to restate when answering questions and learn how to combine sentences in writing and speaking socially or academically.

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Preson, Raef, and Zoie talk/argue constantly so I will try to keep them focused on the questions and answers by letting them take turns writing.

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I plan to use this to see if I need to go over anything in more detail before we move on. This will help me see who is grasping concepts.

Patricia Nolan

1b - \*(FC)\* Demonstrating knowledge of students





## FAILING

Teacher's plans contain little to no evidence of knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and has done nothing to seek such understanding.

## NEEDS IMPROVEMENT

Teacher shows awareness of the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and has added to that knowledge for the class as a whole.

## PROFICIENT

Evidence that the teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and seeks to incorporate that knowledge into the planning for specific groups of students.

## DISTINGUISHED

Teacher actively seeks knowledge of Students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and uses this knowledge regularly in planning for the benefit of individual students.

## EVIDENCE:

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student yet; she just started Wednesday.

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In 3rd grade I have 2 students at a high level, 2 at a mid level, and 1 student at a low level. This student is taught with my 1st grade class using a level B book. She is placed in special education for math and we are currently progress monitoring her in language arts.

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1c - Setting instructional outcomes

P.N

### FAILING

Instructional outcomes are unsuitable for students, represent trivial or low-level learning, do not relate to PA Academic Standards or are stated only as activities. They do not permit viable methods of assessment.

### NEEDS IMPROVEMENT

Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of unrelated activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but

### PROFICIENT

Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, are appropriate for different types of learning, and are capable of assessment. The outcomes reflect

### DISTINGUISHED

Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and PA Academic Standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual

teacher makes no attempt at coordination or integration.

opportunities for coordination.

students and different styles of learning.

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1d - Demonstrating knowledge of resources

PN

## FAILING

Teacher demonstrates little to no familiarity with resources to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.

## NEEDS IMPROVEMENT

Teacher shows evidence of some familiarity with resources available through the school or district to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not actively seek to extend such knowledge.

## PROFICIENT

Teacher is fully aware of resources available through the school or district to enhance own knowledge and develops and maintains a database or list of resources, and uses them in teaching, or to meet individual student needs.

## DISTINGUISHED

Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, and uses them in teaching, and to meet individual student needs.

## EVIDENCE:

Document Upload

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Preson, Raef, and Zoie talk/argue constantly so I will try to keep them focused on the questions and answers by letting them take turns writing.

I will use the Smartboard, the REACH books, and workbooks.

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1e - \*(FC)\* Designing coherent instruction

PN

## FAILING

The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.

## NEEDS IMPROVEMENT

The series of learning experiences shows evidence of partial alignment with instructional outcomes, some of which may engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.

## PROFICIENT

Teacher coordinates and aligns knowledge of content, of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.

## DISTINGUISHED

Teacher coordinates and aligns knowledge of content, of students and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and includes different pathways according to student needs.

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There will be a focus on questioning and engaging students in learning throughout this observation;

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*Document Upload*

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Kindergarten's goal will help them learn how to read. 1st grade's goals will help them with their math skills as well as comprehension and writing. 3rd grade's goals will help them to restate when answering questions and learn how to combine sentences in writing and speaking socially or academically.

Patricia Nolan

I plan to engage kindergarten with the SmartBoard activity on blending mentioned above. This activity has letter names, sounds, pictures, and words. This should last about 20-30 minutes. I plan to engage 1st grade by having a small group and writing sentences on the board so they don't get distracted with spelling words correctly. I am more concerned about their comprehension of the material than their spelling in the sentences for this activity. I plan to engage 3rd grade by having them write their answer on the board for others to copy after discussion.

Patricia Nolan

Mustafo (Kindergarten) usually experiences difficulty with all letter sounds. The only one he is very confident on is the letter c. He also does okay with m and a. This is why I am only having him work on the letter a. I want him to be highly confident with this letter too. Suryansh struggles on forming sentences in the correct order when speaking orally. I will help him rephrase his sentences. Andy struggles with writing the sentences on paper. I will write the sentences on the board. Madina struggles with 3rd grade work so she is with my 1st graders. She had trouble identifying page numbers so I will write the page number on the board and help her locate it. She still tends to struggle with reading and comprehending the text more than the 1st graders so I will try to give her clues. Preston and Raef struggle on focusing so I will let them write on the board in the middle of the lesson. Preson, Raef, and Zoie talk/argue constantly so I will try to keep them focused on the questions and answers by letting them take turns writing.

Patricia Nolan

1f - \*(FC)\* Designing student assessment




PN

## FAILING

Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. There is no evidence that assessment results influence planning.

## NEEDS IMPROVEMENT

Teacher's plan for student assessment is partially aligned with the standards and instructional outcomes, contains no clear criteria, and is inappropriate for at least some students. Teacher shows some evidence of intent to use assessment results to plan for future instruction for the class as a whole.

## PROFICIENT

Teacher's plan for student assessment is aligned with the standards and instructional outcomes, uses clear criteria, and is appropriate to the needs of students. Teacher shows specific evidence of intent to use assessment results to plan for future instruction for groups of students.

## DISTINGUISHED

Teacher's plan for student assessment is fully aligned with the standards and instructional outcomes, uses clear criteria that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher shows clear evidence of intent to use assessment results to plan future instruction for individual students.

## EVIDENCE:

Document Upload

From 9:30 – 10 kindergarteners are still in my classroom so they will work on blending words on the SmartBoard. 1st grade will be helping them. Yuxuan will help Retaal, Ashu, and Fedar. Andy will help Mustafo, Rohith, and Felipe. Suryansh will help Vincent and Varshika. The goal for Retaal, Mustafo, and Ashu is to say the correct vowel sound for the letter a on ¾ of the words. The goal for Felipe and Vincent is to say the correct vowel sound for the letters a and e on ¾ of the words. The goal for Fedar, Rohith, and Varshika is to blend the words correctly. These are appropriate for the students because The 4 have been struggling in that area and Ashu is new so I don't know what she knows yet. The goal is appropriate or the last 3 students because they are more advanced and know most of their letter sounds and consistently tell me the correct vowel sounds for a and e.

Patricia Nolan

At 930 I will start working with 3rd grade (minus Madina who will be in WIN+ with 1st grade). The students will review coordinating conjunctions. The goal is for the students to identify the correct conjunction (and, but, or) to join 2 sentences. They will complete a worksheet with me. They will also review what we have learned in our unit so far by completing a section of our book called Talk About it and Write About it. The goal for this is for all the students to complete full, coherent sentences using our language frames. This is

Patricia Nolan

appropriate because they all need to work on writing sentences and restating questions in their answers.

At 10, Kindergarten leaves and 1st grade will begin their spelling worksheets. Madina will comes and begin her spelling worksheet as well.

Patricia Nolan

At 1010, 3rd grade will work independently finishing our sections or doing a worksheet on compound sentences and coordinating conjunctions. They will also do a worksheet on their spelling words.

At 1010 I will start working with 1st grade and Madina. The students will learn about count and noncount words and complete a worksheet page with me. The goal is to be able to identify count words from noncount words. This is appropriate because we have been working on adjective and talking about how many and how much. They have mastered this so we need to start differentiating between which noun words we can count and which ones we cannot count. After that, we will review what we have learned in our unit so far by completing the Talk About it and Write About it sections of our book. The goal is for all students to complete full sentences using our language frames. This is appropriate because they all need to work on writing sentences more than speaking.

Kindergarten –

Patricia Nolan

CC.K.Rfou.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

ELD standard 1: English language learners communicate for Social and Instructional purpose within the school setting.

ELD standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

1st grade –

CC.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

ELD standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

3rd grade –

CC.3.W.1.b Provide reasons that support the opinion

CC.3.W.1.c Use linking words and phrases to connect opinion and reasons

CC.3.W.2.c Use linking words and phrases to connect ideas within categories of information

CC.3.W.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELD standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

I plan to engage kindergarten with the SmartBoard activity on blending mentioned above. This activity has letter names, sounds, pictures, and words. This should last about 20-30 minutes. I plan to engage 1st grade by having a small group and writing sentences on the board so they don't get distracted with spelling words correctly. I am more concerned about their comprehension of the material than their spelling in the sentences for this activity. I plan to engage 3rd grade by having them write their answer on the board for others to copy after discussion.

Patricia Nolan

Mustafo (Kindergarten) usually experiences difficulty with all letter sounds. The only one he is very confident on is the letter c. He also does okay with m and a. This is why I am only having him work on the letter a. I want him to be highly confident with this letter too. Suryansh struggles on forming sentences in the correct order when speaking orally. I will help him rephrase his sentences. Andy struggles with writing the sentences on paper. I will write the sentences on the board.

Patricia Nolan

Madina struggles with 3rd grade work so she is with my 1st graders. She had trouble identifying page numbers so I will write the page number on the board and help her locate it. She still tends to struggle with reading and comprehending the text more than the 1st graders so I will try to give her clues.

Preston and Raef struggle on focusing so I will let them write on the board in the middle of the lesson.

Preson, Raef, and Zoie talk/argue constantly so I will try to keep them focused on the questions and answers by letting them take turns writing.

I plan to assess kindergarten before you arrive when we are discussing blending. I also will look at the answers on the SmartBoard activity to see how they did with 1st grade's help.

Patricia Nolan

I plan to assess 1st grade by hearing their oral answers during our review. I will rephrase questions if needed.

I plan to assess 3rd grade by hearing their oral answers and seeing their written answers during our review. I will rephrase questions if needed and also help them phrase sentences if necessary.

## Domain 2 - Classroom Environment

2a - \*(FC)\* Creating an environment of respect and rapport

### FAILING

Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural

### NEEDS IMPROVEMENT

Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be

### PROFICIENT

Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring,

### DISTINGUISHED

Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to

backgrounds, and are characterized by sarcasm, put-downs, or conflict. Standards of behavior are not clear or visible in the classroom.	characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. Minimal evidence of clear standards of behavior being visible in the classroom.	and are appropriate to the cultural and developmental differences among groups of students. Standards of behavior are clear and visible and there is evidence that standards are consistently maintained.	students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. Evidence that the teacher places a high priority on appropriate and respectful behavior and interaction and behavioral standards are clear and consistent.
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## EVIDENCE:

*Dec 2 Observation*

When we are done, but we are not done yet...answers a question with care;	Patricia Nolan
CD sitting with small group of third graders at a table; are you ready? do you know how to spell that?	Patricia Nolan
student to student (working a Jtv) Rohith - it is your turn; show me;	Patricia Nolan
Andy to a K student - fat - written on Jtv; what is the word? good job!	Patricia Nolan
group of ten students in grade K and 1 - working on vocabulary development; hat spelled on Jtv; sounded it out by older students	Patricia Nolan
CD writes on board - Talk About It - are you ready? Look at number 1; What did you learn about animals...Zoie reading....think about two things that you learned in this science article about wolves...DC to her group of four third graders. I love how you used the words balanced.	Patricia Nolan
If you are sleeping, he can be like a ghost and be in your house; student to student conversation; I want you to be the next writer, Preston. I want you to write - be ready. writing is so important.	Patricia Nolan
Show me wolves - write it down, number two; Preston writing his sentence on the board - CD Did you forget your capital letter?	Patricia Nolan
Do you remember how to spell coyotes? Perfect! CD to student	Patricia Nolan
We are starting with "wolves eat..." I want you to write it right here - said to Raeff; Good you are right. You can say it that way:	Patricia Nolan
Look what the elk eat...look back to the text...find it for me; show me that you are right!! I know you can do it...Raeff tell them where you found it!	Patricia Nolan
Preston to Raeff - Hey you get just one turn....you have to let me do that too!	Patricia Nolan
You got a good one!! Way to go! Do I write that here?	Patricia Nolan
You got a good one!	Patricia Nolan

2b - \*(FC)\* Establishing a culture for learning

**PN**

## FAILING

The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.

## NEEDS IMPROVEMENT

Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject in evidence, modest expectations for student achievement, and little student pride in work. Evidence that both teacher and students appear to be only "going through the motions."

## PROFICIENT

The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating visible pride in their work.

## DISTINGUISHED

Evidence of high levels of student energy and teacher passion for the subject that create a culture for learning in which everyone shares a belief in the importance of the subject. All students hold themselves to high standards of performance, for example by initiating improvements to their work.

## EVIDENCE:

*Dec 2 Observation*

Andy to a K student - fat - written on Jtv; what is the word? good job!	Patricia Nolan
I learned about wolves and hunters killing the wolves. (CD working with third graders on writing sentences.) Cd to students...I like your sentence.	Patricia Nolan
If you are sleeping, he can be like a ghost and be in your house; student to student conversation; I want you to be the next writer, Preston. I want you to write - be ready. writing is so important.	Patricia Nolan
Show me wolves - write it down, number two; Preston writing his sentence on the board - CD Did you forget your capital letter?	Patricia Nolan
Do you remember how to spell coyotes? Perfect! CD to student	Patricia Nolan
CD reads sentence written with expression.	Patricia Nolan
First grade, go on the computers for about 10 minutes (said to them as they enter).	Patricia Nolan
We are starting with "wolves eat..." I want you to write it right here - said to Raeff; Good you are right. You can say it that way:	Patricia Nolan

Look what the elk eat....look back to the text....find it for me; show me that you are right!! I know you can do it...Raeff tell them where you found it!	Patricia Nolan
Preston to Raeff - Hey you get just one turn....you have to let me do that too!	Patricia Nolan
You got a good one!! Way to go! Do I write that here?	Patricia Nolan
You got a good one!	Patricia Nolan

2c - \*(FC)\* Managing classroom procedures

PN

## FAILING

Much instructional time is lost due to inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

## NEEDS IMPROVEMENT

Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.

## PROFICIENT

Little instructional time is lost due to classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Class period runs smoothly and efficiently.

## DISTINGUISHED

Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Evidence of a community that takes pride in their classroom operation.

### EVIDENCE:

*Dec 2 Observation*

You can help her if she doesn't know the word. (CD to 1st gr student helping K student).	Patricia Nolan
CD has to address students in group in the back of the room (10 of them - K and first) to follow directions for the task. Since Felipe is not here, Shanny pick someone to go next.	Patricia Nolan
I hear too many voices - CD to first and K students in back	Patricia Nolan
First grade, go on the computers for about 10 minutes (said to them as they enter).	Patricia Nolan
CD walks from student to student to look over their shoulders to check what they are writing with their sentences...	Patricia Nolan
As one group goes to do independent work, the first graders get their materials and come to the table to work with CD.	Patricia Nolan

2d - Managing student behavior

PN

## FAILING

No evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is inconsistent, repressive, or disrespectful of student dignity.

## NEEDS IMPROVEMENT

Evidence that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

## PROFICIENT

Evidence that standards of conduct are clear to students, and that the teacher monitors student behavior against those standards. Teacher response to student misbehavior is consistent, appropriate and respects the students' dignity.

## DISTINGUISHED

Standards of conduct are clear, with evidence of student participation in setting and maintaining them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

### EVIDENCE:

*Dec 2 Observation*

CD has to address students in group in the back of the room (10 of them - K and first) to follow directions for the task. Since Felipe is not here, Shanny pick someone to go next.	Patricia Nolan
I hear too many voices - CD to first and K students in back	Patricia Nolan
Zoie, what did Prisha just say?	Patricia Nolan

2e - \*(FC)\* Organizing physical space

PN

## FAILING

The physical environment is unsafe, or some students do not have access to learning. There is poor alignment between the physical arrangement and the lesson activities.

## NEEDS IMPROVEMENT

The classroom is safe, and essential learning is accessible to most students. Teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the

## PROFICIENT

The classroom is safe, and learning is accessible to all students. The teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including

## DISTINGUISHED

The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Opportunities are available to all learning styles. Students contribute to

physical arrangement to suit learning activities, with partial success.

computer technology.

the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

### Domain 3 - Instruction

3a - \*(FC)\* Communicating with students

PN

#### FAILING

Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.

#### NEEDS IMPROVEMENT

Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.

#### PROFICIENT

Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.

#### DISTINGUISHED

Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.

#### EVIDENCE:

##### Dec 2 Observation

You can help her if she doesn't know the word. (CD to 1st gr student helping K student).	Patricia Nolan
When we are done, but we are not done yet...answers a question with care;	Patricia Nolan
CD sitting with small group of third graders at a table; are you ready? do you know how to spell that?	Patricia Nolan
group of ten students in grade K and 1 - working on vocabulary development; hat spelled on Jtr, sounded it out by older students	Patricia Nolan
CD had to direct some of the 10 students in the K and 1 group; speaks to them quickly and gets back to her third grade group;	Patricia Nolan
Do you remember us talking about conjunctions? Tell me some: student: but, or, and;	Patricia Nolan
Wolves are good hunters, and they keep nature in balance; points out AND usage; use but to join ideas that show a difference; some people want to kill wolves, but we need to protect these animals. - points out BUT; use or to show a choice between two things - CD explains OR to her students and reads an example;	Patricia Nolan
See if you can figure out which word would make this sentence complete. reads the sentence - we wanted to go to the library ____ it was not open.	Patricia Nolan
Jenny likes wolves ____ she reads alot about them. CD reading sentence to the group; students guess AND;	Patricia Nolan
CD has to address students in group in the back of the room (10 of them - K and first) to follow directions for the task. Since Felipe is not here, Shanny pick someone to go next.	Patricia Nolan
Write it at the top on page 16 - students are in their reach books;	Patricia Nolan
CD writes on board - Talk About It - are you ready? Look at number 1; What did you learn about animals....Zoie reading....think about two things that you learned in this science article about wolves...DC to her group of four third graders. I love how you used the words balanced.	Patricia Nolan
Show what you know...I learned about wolves and hunters killing them - CD rephrases for Zoie.	Patricia Nolan
I hear too many voices - CD to first and K students in back	Patricia Nolan
I learned about wolves and hunters killing the wolves. (CD working with third graders on writing sentences.) Cd to students...I like your sentence.	Patricia Nolan
If you are sleeping, he can be like a ghost and be in your house; student to student conversation; I want you to be the next writer, Preston. I want you to write - be ready. writing is so important.	Patricia Nolan
So we are going to talk about things...remember commands...are they knows, adverbs, verbs...commands are things you do like, "Go to the store; jump up and down;"	Patricia Nolan
Show me wolves - write it down, number two; Preston writing his sentence on the board - CD Did you forget your capital letter?	Patricia Nolan
Do you remember how to spell coyotes? Perfect! CD to student	Patricia Nolan
CD reads sentence written with expression.	Patricia Nolan
First grade, go on the computers for about 10 minutes (said to them as they enter).	Patricia Nolan
We are starting with "wolves eat..." I want you to write it right here - said to Raeff; Good you are right. You can say it that way:	Patricia Nolan
We are joining the sentences with what? Look....waits...(says AND) to point out the conjunction....	Patricia Nolan

Look! Coyotes also eat elk, but they mostly eat small animals like insects, squirrels, foxes - look at the text! (CD to her small group.)	Patricia Nolan
Look what the elk eat....look back to the text...find it for me; show me that you are right!! I know you can do it...Raeff tell them where you found it!	Patricia Nolan
Do you know what tree bark is? Prisha? Right...it is the coating on the tree trunk.	Patricia Nolan
CD asks Zoie to read the next part...she read it out loud...good, Zoie. What does that mean? Prisha? what does positive mean? What does negative mean? So wolves are often bad characters in folk tales...why do you think they are negative characters, like the big, bad wolves...why?	Patricia Nolan
How do you know? tell me more.	Patricia Nolan
Do you know how we talked about coordinating conjunctions? tear it out of your REACH book....	Patricia Nolan

3b - \*(FC)\* Using questioning and discussion techniques

PN

## FAILING

Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.

## NEEDS IMPROVEMENT

Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful.

## PROFICIENT

Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. The students are engaged and participate in the discussion, with the teacher stepping aside when appropriate.

## DISTINGUISHED

Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

## EVIDENCE:

*Dec 2 Observation*

Andy to a K student - fat - written on Jtv; what is the word? good job!	Patricia Nolan
group of ten students in grade K and 1 - working on vocabulary development; hat spelled on Jtv; sounded it out by older students	Patricia Nolan
Do you remember us talking about conjunctions? Tell me some: student: but, or, and;	Patricia Nolan
Wolves are good hunters, and they keep nature in balance; points out AND usage; use but to join ideas that show a difference; some people want to kill wolves, but we need to protect these animals. - points out BUT; use or to show a choice between two things - CD explains OR to her students and reads an example;	Patricia Nolan
See if you can figure out which word would make this sentence complete. reads the sentence - we wanted to go to the library ____ it was not open.	Patricia Nolan
Jenny likes wolves ____ she reads alot about them. CD reading sentence to the group; students guess AND;	Patricia Nolan
CD writes on board - Talk About It - are you ready? Look at number 1; What did you learn about animals....Zoie reading....think about two things that you learned in this science article about wolves...DC to her group of four third graders. I love how you used the words balanced.	Patricia Nolan
Show what you know...I learned about wolves and hunters killing them - CD rephrases for Zoie.	Patricia Nolan
I learned about wolves and hunters killing the wolves. (CD working with third graders on writing sentences.) Cd to students...I like your sentence.	Patricia Nolan
If you are sleeping, he can be like a ghost and be in your house; student to student conversation; I want you to be the next writer, Preston. I want you to write - be ready. writing is so important.	Patricia Nolan
So we are going to talk about things...remember commands...are they knows, adverbs, verbs...commands are things you do like, "Go to the store; jump up and down;"	Patricia Nolan
CD reads sentence written with expression.	Patricia Nolan
We are joining the sentences with what? Look....waits...(says AND) to point out the conjunction....	Patricia Nolan
Look! Coyotes also eat elk, but they mostly eat small animals like insects, squirrels, foxes - look at the text! (CD to her small group.)	Patricia Nolan
Look what the elk eat....look back to the text...find it for me; show me that you are right!! I know you can do it...Raeff tell them where you found it!	Patricia Nolan
Do you know what tree bark is? Prisha? Right...it is the coating on the tree trunk.	Patricia Nolan
CD walks from student to student to look over their shoulders to check what they are writing with their sentences...	Patricia Nolan
CD asks Zoie to read the next part...she read it out loud...good, Zoie. What does that mean? Prisha? what does positive mean? What does negative mean? So wolves are often bad characters in folk tales...why do you think they are negative characters, like the big, bad wolves...why?	Patricia Nolan
Raeff, why are wolves the bad, negative characters? Why?	Patricia Nolan

Zoie, what did Prisha just say?	Patricia Nolan
Tell why wolves are not always bad....is Raeff always bad?	Patricia Nolan
How do you know? tell me more.	Patricia Nolan
You got a good one!	Patricia Nolan

3c - \*(FC)\* Engaging students in learning

PN

## FAILING

Activities and assignments, materials, and groupings of students are inappropriate and ineffective to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.

## NEEDS IMPROVEMENT

Activities and assignments, materials, and groupings of students are partially appropriate and effective for the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully developed or maintained.

## PROFICIENT

Activities and assignments, materials, and groupings of students are fully appropriate and effective for the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pacing.

## DISTINGUISHED

Students are highly intellectually engaged throughout the lesson in significant learning and make relevant and substantive contributions to the activities, student groupings, and materials. The lesson is adapted to the needs of individuals, and the structure and pacing allow for student reflection and closure.

## EVIDENCE:

*Dec 2 Observation*

CD sitting with small group of third graders at a table; are you ready? do you know how to spell that?	Patricia Nolan
student to student (working a Jtv) Rohith - it is your turn; show me;	Patricia Nolan
Andy to a K student - fat - written on Jtv; what is the word? good job!	Patricia Nolan
group of ten students in grade K and 1 - working on vocabulary development; hat spelled on Jtv; sounded it out by older students	Patricia Nolan
Wolves are good hunters, and they keep nature in balance; points out AND usage; use but to join ideas that show a difference; some people want to kill wolves, but we need to protect these animals. - points out BUT; use or to show a choice between two things - CD explains OR to her students and reads an example;	Patricia Nolan
See if you can figure out which word would make this sentence complete. reads the sentence - we wanted to go to the library ____ it was not open.	Patricia Nolan
Jenny likes wolves ____ she reads alot about them. CD reading sentence to the group; students guess AND;	Patricia Nolan
Write it at the top on page 16 - students are in their reach books;	Patricia Nolan
CD writes on board - Talk About It - are you ready? Look at number 1; What did you learn about animals....Zoie reading....think about two things that you learned in this science article about wolves...DC to her group of four third graders. I love how you used the words balanced.	Patricia Nolan
Show what you know...I learned about wolves and hunters killing them - CD rephrases for Zoie.	Patricia Nolan
I learned about wolves and hunters killing the wolves. (CD working with third graders on writing sentences.) Cd to students...I like your sentence.	Patricia Nolan
If you are sleeping, he can be like a ghost and be in your house; student to student conversation; I want you to be the next writer, Preston. I want you to write - be ready. writing is so important.	Patricia Nolan
So we are going to talk about things...remember commands...are they knows, adverbs, verbs...commands are things you do like, "Go to the store; jump up and down;"	Patricia Nolan
Show me wolves - write it down, number two; Preston writing his sentence on the board - CD Did you forget your capital letter?	Patricia Nolan
Do you remember how to spell coyotes? Perfect! CD to student	Patricia Nolan
CD reads sentence written with expression.	Patricia Nolan
We are starting with "wolves eat..." I want you to write it right here - said to Raeff; Good you are right. You can say it that way:	Patricia Nolan
We are joining the sentences with what? Look...waits...(says AND) to point out the conjunction....	Patricia Nolan
Look! Coyotes also eat elk, but they mostly eat small animals like insects, squirrels, foxes - look at the text! (CD to her small group.)	Patricia Nolan
Look what the elk eat...look back to the text...find it for me; show me that you are right! I know you can do it...Raeff tell them where you found it!	Patricia Nolan
Do you know what tree bark is? Prisha? Right...it is the coating on the tree trunk.	Patricia Nolan
CD asks Zoie to read the next part...she read it out loud...good, Zoie. What does that mean? Prisha? what does positive mean? What does negative mean? So wolves are often bad characters in folk tales...why do you think they are negative characters, like the big, bad wolves...why?	Patricia Nolan

Raeff, why are wolves the bad, negative characters? Why?	Patricia Nolan
Tell why wolves are not always bad....is Raeff always bad?	Patricia Nolan
How do you know? tell me more.	Patricia Nolan
Do you know how we talked about coordinating conjunctions? tear it out of your REACH book....	Patricia Nolan
As one group goes to do independent work, the first graders get their materials and come to the table to work with CD.	Patricia Nolan

3d - \*(FC)\* Using assessment in instruction





## FAILING

Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.

## NEEDS IMPROVEMENT

Assessment is occasionally used in instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.

## PROFICIENT

Assessment is regularly used in instruction through self- assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.

## DISTINGUISHED

Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self- assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.

## EVIDENCE:

*Dec 2 Observation*

We are starting with "wolves eat..." I want you to write it right here - said to Raeff; Good you are right. You can say it that way:	Patricia Nolan
CD walks from student to student to look over their shoulders to check what they are writing with their sentences...	Patricia Nolan
CD asks Zoie to read the next part...she read it out loud...good, Zoie. What does that mean? Prisha? what does positive mean? What does negative mean? So wolves are often bad characters in folk tales...why do you think they are negative characters, like the big, bad wolves...why?	Patricia Nolan
Do you know how we talked about coordinating conjunctions? tear it out of your REACH book....	Patricia Nolan

3e - Demonstrating flexibility and responsiveness






## FAILING

Teacher adheres to the instruction plan, even when a change would improve the lesson or students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. Teacher lacks a repertoire of strategies to allow for adaptation of the lesson. aside student questions; when students experience difficulty, the teacher blames the students or their home environment. Teacher lacks a repertoire of strategies to allow for adaptation of the lesson.

## NEEDS IMPROVEMENT

Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.

## PROFICIENT

Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. Teacher maintains a broad repertoire of strategies and uses them quickly and effectively.

## DISTINGUISHED

Teacher seizes an opportunity to enhance learning, building on a spontaneous event or expression of student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies and shows evidence of actively seeking new strategies.

## EVIDENCE:

*Dec 2 Observation*

I hear too many voices - CD to first and K students in back	Patricia Nolan
CD reads sentence written with expression.	Patricia Nolan
Do you know what tree bark is? Prisha? Right...it is the coating on the tree trunk.	Patricia Nolan
CD walks from student to student to look over their shoulders to check what they are writing with their sentences...	Patricia Nolan
CD asks Zoie to read the next part...she read it out loud...good, Zoie. What does that mean? Prisha? what does positive mean? What does negative mean? So wolves are often bad characters in folk tales...why do you think they are negative characters, like the big, bad wolves...why?	Patricia Nolan
As one group goes to do independent work, the first graders get their materials and come to the table to work with CD.	Patricia Nolan

4a - \*(FC)\* Reflecting on teacher and student learning





### FAILING

Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.

### NEEDS IMPROVEMENT

Teacher's reflection is a sometimes accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.

### PROFICIENT

Teacher's reflection accurately assesses the lesson's effectiveness and the degree to which outcomes were met and cites evidence to support the judgment. Teacher makes specific suggestions for lesson improvement.

### DISTINGUISHED

Teacher's reflection accurately and effectively assesses the lesson's effectiveness and the degree to which outcomes were met, cites specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.

4b - System for managing students' data





### FAILING

Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is either absent, incomplete or in disarray.

### NEEDS IMPROVEMENT

Teacher's information management system for student completion of assignments, progress in learning and non-instructional activities is ineffective or rudimentary, not maintained and/or requires frequent monitoring for accuracy.

### PROFICIENT

Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is fully effective.

### DISTINGUISHED

Teacher's information management system for student completion of assignments, progress in learning and non-instructional activities is fully effective and is used frequently to guide planning. Students contribute to the maintenance and/or interpretation of the information.

4c - \*(FC)\* Communicating with families





### FAILING

Teacher provides little/no culturally-appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.

### NEEDS IMPROVEMENT

Teacher provides minimal and/or occasionally insensitive communication and response to family concerns. Partially successful attempts are made to engage families in the instructional program with no attention to adaptations for cultural issues.

### PROFICIENT

Teacher provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns. Frequent, successful efforts to engage families in the instructional program are the result of flexible communication.

### DISTINGUISHED

Teacher provides frequent, culturally-appropriate information to families with student input; successful efforts are made to engage families in the instructional program to enhance student learning.

4d - \*(FC)\* Participating in a professional community





### FAILING

Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.

### NEEDS IMPROVEMENT

Professional relationships are cordial and fulfill required school/district duties. The teacher will sometimes become involved in a culture of inquiry, school events and/or school/district projects when asked.

### PROFICIENT

Professional relationships are characterized by mutual support and cooperation; include voluntary active participation and substantial contributions to a culture of professional inquiry, school events and school/district projects.

### DISTINGUISHED

Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.

4e - \*(FC)\* Growing and developing professionally





### FAILING

Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.

### NEEDS IMPROVEMENT

Teacher engages in professional activities to a limited extent and/or accepts feedback on performance with reluctance and no evidence of change and/or finds limited ways to contribute to the profession.

### PROFICIENT

Teacher engages in seeking out professional development opportunities, welcomes feedback on performances, and adapts suggestions for change and participates actively in assisting other

### DISTINGUISHED

Teacher engages in seeking out opportunities for leadership roles in professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to

4f - Showing professionalism

PN

**FAILING**

Teacher's professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations .

**NEEDS IMPROVEMENT**

Teacher's interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations .

**PROFICIENT**

Teacher's interactions are characterized by honesty, integrity, confidentiality and assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations .

**DISTINGUISHED**

Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenges negative attitudes and practices, and promotes full compliance with regulations .