DOCUMENT RESUME

ED 382 664 TM 023 102

AUTHOR Morris, Lori V.; Powers, Donald E.
TITLE Assessing the Classroom Performance of Beginning Teachers: What Evidence Do Teachers Regard as Relevant?
INSTITUTION Educational Testing Service, Princeton, N.J.
REPORT NO ETS-RR-94-11
PUB DATE Mar 93
NOTE 35p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teachers; *Classroom Techniques; *Criteria; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Skills; Surveys; Teacher Attitudes; Teacher Effectiveness; *Teacher Evaluation; *Teaching Methods
IDENTIFIERS *Praxis Series

ABSTRACT

One of the three components of The Praxis Series: Professional Assessments for Beginning Teachers (trademark) is a classroom performance assessment concerning the new teacher's ability to apply basic elements of good teaching in a classroom setting. At the core of this classroom assessment are 19 criteria for which assessors are to identify examples of evidence supporting whether or not a teacher can perform the function(s) implied by each criterion. The purpose of this study was to delineate further the kinds of teacher cognitions, decisions, and behaviors that may appropriately be regarded as evidence for each criterion. The focus was to establish the kinds of "generic" evidence that might cut across contexts, as well as determining what might be specific to particular situations. Survey responses from 131 teachers across subject matters are analyzed and both positive and negative evidence statements are developed for each criterion. Examples of both "generic" evidence and subject matter specific evidence are provided. The data gathered in this study could be useful for training assessors for the classroom component of The Praxis Series: Professional Assessments for Beginning Teachers (tm). Tables summarize each of the 19 criteria. (Contains 9 references.) (Author/SLD)

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ED 382 664

THE PRAXIS SERIES
Professional Assessments for Beginning Teachers™

Assessing the Classroom Performance of Beginning Teachers: What Evidence Do Teachers Regard as Relevant?

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Assessing the Classroom Performance of Beginning Teachers:

What Evidence Do Teachers Regard as Relevant?

Lori V. Morris

Donald E. Powers

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Abstract

One of the three components of The Praxis Series: Professional Assessments for Beginning Teachers™ is a classroom performance assessment concerning the new teacher's ability to apply basic elements of good teaching in a classroom setting. At the core of this classroom assessment are 19 criteria for which assessors are to identify examples of evidence supporting whether or not a teacher can perform the function(s) implied by each criterion. The purpose of this study was to delineate further the kinds of teacher cognitions, decisions, and behaviors that may appropriately be regarded as evidence for each criterion. The focus was to establish the kinds of "generic" evidence that might cut across contexts, as well as determining what might be specific to particular situations. Survey responses from 131 teachers across subject matters are analyzed and both positive and negative evidence statements are developed for each criterion. Examples of both "generic" evidence and subject matter specific evidence are provided. The data gathered in this study could be useful for training assessors for the classroom assessment component of The Praxis Series: Professional Assessments for Beginning Teachers™.

Assessing the Classroom Performance of Beginning Teachers:

What Evidence Do Teachers Regard as Relevant?

The new teacher licensing program being developed by ETS -- The Praxis Series: Professional Assessments for Beginning Teachers™ -- has three major components. One of these components concerns the new teacher's ability to apply basic elements of good teaching in a classroom setting (Dwyer & Villegas, 1992). At the heart of this classroom performance assessment are 19 evaluation criteria, which are organized into four domains: Organizing Content Knowledge for Student Learning, Teaching for Student Learning, Creating an Environment for Learning, and Teacher Professionalism. A substantial research base underlies the development of these criteria (See, for example Jones, in preparation; Myford, Austria, & Villegas, 1990; Myford, in preparation; Reynolds, 1992a, 1992b; Rosenfeld, 1990; and Street, 1991.), and each of the criteria in the current set has been judged by teachers to be important or very important (Powers, 1992).

A general description accompanies each criterion statement, along with a series of questions upon which assessors are asked to reflect when conducting observations and making judgments. For example, for one criterion, "Articulating clear learning goals that are appropriate to the students," the description states that a teacher should be able to translate the content of a lesson into goals or outcomes for student learning and that, with probing, a teacher should be able to articulate how students' actions, attitudes, knowledge and/or skills will be modified or enhanced by their participation in the lesson. Furthermore, with experience, a teacher should be able to support instructional goals by explaining why they are appropriate for a particular group of students and to modify or adjust expected outcomes to meet the needs of individual students. Examples of questions for assessor reflection for this criterion are "Can the teacher state specific goals for the current lesson?" and "Does the teacher provide differing goals for individual students?"

It is intentional that the criteria are stated in somewhat general terms, so that they may be interpreted and applied somewhat differently according to the particular context. This formulation is consistent with what actually happens in classrooms. Thus, different kinds of evidence may be appropriately invoked in different situations or contexts.

The purpose of the effort described here was to delineate further the kinds of teacher cognitions, decisions, and behaviors, etc. that may appropriately be regarded as evidence for whether or not a teacher can perform the function(s) implied by each criterion. This objective was attained by gathering examples from a sample of educators. The focus was on establishing the kinds of "generic" evidence that might cut across contexts, as well as determining what might be specific to particular situations.

Methods

Data were collected in conjunction with a multi-state study to confirm the relevance of test questions developed for Praxis II: Subject Assessments. A sample of 249 educators was identified in February/March 1992 from 24 states and the District of Columbia. These educators were nominated by representatives of the National Association of State Directors of Teacher Education and Certification (NASDTEC), who were asked to identify educators with differing degrees of experience, from various instructional levels, and who represented both sexes and several ethnic groups. All nominees were required to have been certified in one of the 10 subject areas corresponding to the various Subject Assessments under evaluation: biology, chemistry, elementary education, English, general science, mathematics, physical education, physics, social studies, and Spanish.

Before they attended regional meetings to evaluate test questions, each participant received a form on which he/she was asked to rate the importance of each of the 19 evaluation

criteria, referred to as tasks/functions on the form. In addition, study participants were asked to provide for a sample of criteria examples (both positive and negative) of:

> *Specific behaviors, events, incidents, interactions, etc. that you would look for and consider **in your subject area** if you were evaluating the performance of a beginning teacher on a particular subset of the tasks/functions.*
>
> *What evidence would you regard as indicating that a first-year teacher could or could not adequately perform each of the tasks/functions that is listed? How could a beginning teacher "go wrong" here?*
>
> *Can you think of any particular incidents, behaviors, etc. that may have caused you to either raise or lower your estimation of a beginning teacher's ability to perform these tasks/functions?*
>
> *If you were being evaluated as a beginning teacher, what would you want the evaluators to notice about your teaching? Please feel free to answer from any of these perspectives, and please be as specific as you can.*

To minimize response burden, a sampling approach was used. Each participant was asked to provide the requested information for the 4-6 criteria in only one of the four domains. (Because one domain, "Teaching for Student Learning," has six criteria and another, "Teacher Professionalism," has only four, one of the six from the former domain was included with four from the latter in order to balance the forms.) Four different forms were used, with every fourth participant receiving one of the four forms. Accompanying each criterion statement was a brief description, taken from current scoring rules, of examples of behaviors thought to characterize high and low scores on each criterion.

Participants were asked to return their replies in postage-paid envelopes that were provided. No followup of nonrespondents was undertaken.

Results

Description of the sample

Responses were returned from 131 of 249 (53%) of the study participants. The characteristics of respondents are shown in Table 1. As can be seen, secondary school teachers were heavily represented, as were experienced teachers and science (biology, chemistry, general science, and physics) teachers.

Although each respondent was asked to provide examples of both positive and negative evidence, only some provided positive or negative evidence, not both. The total number of respondents for each criterion was calculated by including only those respondents who provided at least one example of either positive or negative evidence. Examples that were not readily comprehensible were excluded from the total number. Thus, the total number of respondents for each criterion within each domain varies.

Procedure for Developing Evidence Statements

Each piece of evidence stated in the tables for each criterion was derived directly from the survey responses. One statement was developed for each type of evidence suggested, regardless of the number of respondents that provided examples of the type. In other words, it was not a prerequisite for all respondents from the same subject area to give examples of a particular type of evidence in order for an evidence statement to be developed.

When only one respondent gave an example of a specific type of evidence, his/her example was paraphrased in the table. When examples of the same type of evidence were given by more than one respondent, a general statement was formulated to reflect the type of evidence exemplified. For instance, the first example of positive evidence listed in the table for criterion A4, "uses multiple methods/techniques for learning and assessing," was derived from the following verbatim survey responses:

Teaching a variety of lessons - individual work, small group, large group, written and oral assessments

Teachers that use higher order thinking/learning activities such as essay tests, student generated problems or questions and are prone to use multiple (media, experiential, traditional) approaches in their methodology.

The instructional materials and learning activities would employ listening, speaking, reading and writing by students.

Employing a variety of techniques to address different learning styles.

Allowing a variety of response styles on quizzes and tests - essay problems, multiple choice.

Another piece of evidence, "chooses calculator or computer activity appropriate to the concept being taught," for the same criterion, was derived from only one survey response which is stated below:

Choosing calculator or computer activity appropriate to the math concept and learning experience of students.

There were no other similar examples concerning calculators or computer activities from other respondents.

The major results of the study are represented in the criterion tables.

Discussion

It is recognized that these data must be interpreted very carefully since the sample size is quite small and is not equally weighted across subjects. As can be seen from each of the criterion tables, the most heavily represented subject area across domains is science. The science respondents, as a group, generated more examples of positive and negative evidence than did any other group of respondents. In other words, they provided more examples of evidence that were *not* noted by respondents from the other subjects. This suggests that if the subject areas had been equally weighted, either the list of examples would have been longer and/or there would have been a higher level of agreement on pieces of evidence across subjects.

Despite limitations of the sample, some insights can be gained by looking closely at the examples of evidence provided by a single subject area. For some pieces of evidence, it is obvious which pieces of evidence are specific to subject matter and which are not. For example, when examining the table from criterion C4 (making the physical environment as conducive to learning as possible), quite a few pieces of evidence were only mentioned by one subject area. There are three examples of positive evidence stated by only the respondents from the elementary education subject area:

- makes sure child's feet touch the floor
- monitors glare on chalkboard from lighting
- maintains an appropriate noise level

The first example clearly is specific to the elementary level subjects. In other words, it is doubtful if students' feet touching the floor would ever be an issue for candidates teaching middle and secondary schools. Similarly, the following positive examples stated only by the respondents from the science subject area appear to be subject area specific:

- ensures trash is placed in appropriate containers
- has live and mounted specimens (animals and plants) in classroom

Placement of trash in science courses is of concern since students may be dealing with toxic substances, whereas for most other subject areas, trash would not be an issue. The second example suggests that some evidence may even be specific to the particular course being taught. For example, having live and mounted specimens would be more applicable to biology classes than to chemistry classes.

The other two examples provided only by the science respondents exclusively, however, are not clearly specific to science.

- Arranges tables and chairs allowing for effective cooperative learning

- Organizes lab space so students have ample room to perform their experiments

These two examples could be applicable to other subject areas. Any subject area using cooperative learning would need to be concerned with arrangement of tables and chairs. Subjects in which students use any type of equipment away from their desks, such as computers or manipulatives, are areas where teachers must be concerned that students have ample room in which to work.

Future Research

A more comprehensive list (than generated here) of evidence for specific subjects would seem quite useful. We believe the data gathered here could be useful for training assessors for the Classroom Performance Assessments component of The Praxis Series: Professional Assessments for Beginning Teachers™. Examples of evidence could provide guidance for assessors when interviewing candidates in the pre and post conferences and when observing them in their classrooms. The methodology of this study might even enable specific lists of pieces of evidence to be made for each subject area.

The results of this study suggest that additional research could help to understand more fully which pieces of evidence are specific to certain subject matters and which are applicable to all subjects. It would be useful to conduct similar studies using larger and more diverse samples, e.g., teachers of performance-based subjects such as music and art, teachers of middle and secondary school levels, teachers using performance assessment techniques, and teachers from rural, urban, and suburban schools. From these studies, a more comprehensive list of positive and negative evidence could be generated and hence, used to examine the applicability of evidence across subject areas, grade levels, and school cultures.

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Table 1

Characteristics of Study Sample

Characteristic	N
Ethnicity[1]	
American Indian	6
Asian American	11
Black	34
Hispanic	10
White	68
Instructional Level[2]	
K - 4	12
5 - 8	18
9 - 12	92
Higher Education	5
Years of Experience[3]	
1 - 3	8
4 - 6	24
7 - 9	14
10 - 15	23
Over 15 years	60
Subject Area	
Elemenatry Education	14
English	9
History	11
Language	13
Mathematics	15
Physical Education	8
Science	55
Other	6

[1] Ethnicity was unknown for 2 respondents
[2] Instructional level was unknown for 4 respondents
[3] Years of experience was unknown for 2 respondents

Criterion A1 - Articulating clear learning goals

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	P.E.	Sci.
N_R	4	3	3	1	6	1	12
N_+	4	3	2	1	6	0	9
N_-	2	3	2	1	0	1	6
•Develops lesson plans with clearly stated goals	+	+	+	+	+		+
•States goals of the lesson in class	+	+	+	+	+		+
•Provides students with rationale for why they are about to study a particular concept or perform a specific activity	+	+			+		+
•Provides a context for the goals, making clear how the goals fit in with past and future lessons	+	+			+		
•Distributes and reviews a syllabus which states goals for each section			+				+
•Restates goals or has students restate goals at end of class	+				+		
•Provides students with criteria upon which they will be assessed							+
•Provides students with review questions prior to exams							+
•Has no outline of goals or expectations of students			--	--		--	--
•Students demonstrate that they have no idea of purpose or goal of instruction	--						--
•Jumps from activity to activity without a sense of focus		--				--	
•Fails to provide students information on how they will be assessed							--
•Uses test that does not relate to what was studied							--
•Provides inadequate rationale for why students are about to study a particular concept or perform a specific activity		--					

N_R = Number of respondents for Domain A
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
\+ = Positive evidence
-- = Negative evidence

Criterion A2 - Demonstrating an understanding of the connections between the content that was studied previously, the current content, and the content that remains to be studied in the future

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	P.E.	Sci.
N_R	4	3	3	2	6	1	12
N_+	4	2	2	1	6	1	9
N_-	0	2	1	0	0	1	6
•Provides situations for students to apply subject matter knowledge to current "real-world" topics	+	+			+		+
•Uses class assignments or activities that require prior knowledge and current material to complete tasks	+	+	+				+
•Uses past lesson as transitions into new material		+		+	+		
•Reviews past lessons at beginning of class either through oral questions or written exam			+			+	
•Uses examples or analogies that relate topics being learned to past and future lessons			+				+
•Informs students of the larger context of units on a regular basis		+					
•Asks students analytical questions	+						
•Uses activities that incorporate the current content and lead to discovery questions about content that remains to be studied					+		
•Develops long range lesson plans (or unit plan) which shows a logical structure							+
•Presents content in isolation of other material without a review/synopsis of previous lesson or how the activity fits into overall plan		–	–				–
•Tells students how the material relates to future content vs. letting the students discover this through group learning					–		
•Instructs students to practice skills they should already be familiar with						–	
•Fails to build on knowledge/skills gained and advances to tackle more difficult problems							–
•Does not have a learning environment open for discussion of why the learning must occur							–

N_R = Number of respondents for Domain A
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
+ = Positive evidence
-- = Negative evidence

Criterion A3 - Becoming familiar with relevant aspects of students' prior knowledge, skills, experiences, and cultures

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	P.E.	Sci.
N_R	5	2	3	2	6	1	12
N_+	4	2	2	1	6	2	9
N_-	2	1	2	0	1	0	3
•Gives a pretest to diagnose skills and/or an attitude survey (or other assignment) to learn about students' interests and background		+	+		+	+	+
•Uses student records, including standard test results and recommendations of prior teachers	+			+			+
•Communicates with parents, e.g, via conferences	+						+
•Attends school and community functions	+	+					
•Has students keep journals	+				+		
•Uses student backgrounds in examples and in assignments		+			+		
•Analyzes students' questions in order to evaluate and modify instruction					+		
•Confers with students' prior teachers about abilities							+
•Has students read aloud to assess students' reading levels							+
•Confers with students on an individual basis							+
•Designs lessons without doing a preassessment/inquiry of students' skills	–		–		–		–
•Stereotypes students' abilities based on culture	–						
•Has discipline problems with specific ethnic groups or ability groups		–					
•Fails to inquire about students' cultures			–				

N_R = Number of respondents for Domain A
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
+ = Positive evidence
-- = Negative evidence

Criterion A4 - Creating or selecting appropriate instructional materials/resources and learning activities that are clearly linked to the goals or intents of the lesson

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	Sci.
N_R	4	3	3	1	6	11
N_+	3	3	2	1	5	8
N_-	1	2	2	0	1	8
•Uses multiple methods/techniques for learning and assessing		+	+	+	+	+
•Develops and/or uses supplemental materials aside from textbook materials	+	+				+
•Creates cooperative learning activities related to concepts to be taught		+			+	+
•Designs activities or allows students to design activities to illustrate/test content					+	+
•Has bulletin board which enhances the subject being studied	+					
•Materials reflect reading level of students	+					
•Chooses calculator or computer activity appropriate to the concept being taught					+	
•Uses multimedia e.g., films, that are irrelevant to subject matter		--				--
•Uses materials indiscriminately, without considering their appropriateness to goals		--	--			
•Uses same teaching approach without varying techniques or presentation style					--	--
•Gives students materials with an inappropriate reading level	--					
•Uses teacher handbook exclusively for lesson		--				
•Students do not have the skills/background to use equipment or materials						--
•Conducts activities/labs without all of the materials						--
•Creates activities/lessons that require competition among students						--

N_R = Number of respondents for Domain A
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
+ = Positive evidence
-- = Negative evidence

Criterion A5 - Creating or selecting evaluation strategies that are appropriate and are clearly linked to the intents or goals of the lesson

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	P.E.	Sci.
N_R	5	2	3	1	6	1	11
N_+	5	2	2	1	6	0	9
N_-	1	3	1	0	1	1	5
•Checks students' understanding through orally questioning students			+	+	+		+
•Uses a variety of evaluation tools (lab reports, homework, research papers, written and oral quizzes)	+	+					+
•Develops own assessments or adapts existing ones to meet individual students' levels of understanding	+	+					+
•Has individual conferences with students	+	+					
•Considers the students' cultural backgrounds when preparing evaluations and ensures the strategies are not culturally biased	+						
•Encourages writing in group or individual projects					+		
•Evaluates tests and homework on content and process rather than right or wrong answers					+		
•Has group graded assignments to reduce threat of evaluation					+		
•Reflects if students ask higher level questions that are relevant to content material just learned							+
•Has lab practicals to evaluate understanding of the lab							+
•Observes students during the lab							+
•Evaluates test results and analyzes frequently missed questions							+
•Uses standardized or pre-printed textbook tests		–			–		–
•Moves on to next unit even though students' scores reflect prior unit has not been mastered	–						
•Gives test which is inconsistent with lesson plans			–				
•Does not determine differences among students' learning styles and abilities to adequately evaluate each student						–	
•Uses films/visual aids without a follow up quiz or discussion							–
•Prepares multiple choice tests for assessment							–

N_R = Number of respondents for Domain A
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
\+ = Positive evidence
-- = Negative evidence

Criterion B1 - Communicating high expectations for each student

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	P.E.	Sci.
N_R	2	3	3	3	4	1	10
N_+	2	3	3	4	4	0	10
N_-	2	0	2	3	3	1	7
•Meets individually with students to discuss goals and provides positive reinforcement on student's accomplishments at that time	+			+	+		+
•Responds in positive terms to individuals even when students give incorrect answers				+	+		+
•Encourages all students to participate and makes each student feel their input/ experiences they share are important	+	+			+		
•Provides verbal positive reinforcement and encouragement to entire class		+					+
•Informs students either verbally or through a syllabus explaining expectations at the beginning of the year				+			+
•Displays higher valued work in the classroom		+					
•Encourages and expects students to use correct speech and writing							+
•Informs students they are doing "advanced" work							+
•Speaks to class in negative terms or in a derogatory manner, e.g., "since this is all you are capable of..."	–		–		–		–
•Separates students who are thought to have higher abilities from students who are thought to have lower abilities	–				–		
•Accepts mediocre work or performance rather than encouraging students to strive for higher standards			–				
•Allows students to respond, "I don't know" without helping them find solutions				–			
•Has students who will not respond in class during questioning							–
•Focuses on only the highly motivated students							–

N_R = Number of respondents for Domain B
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
\+ = Positive evidence
-- = Negative evidence

Criterion B2 - Making learning expectations clear to students

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	P.E.	Sci.
N_R	2	3	3	2	3	1	9
N_+	2	2	2	2	3	0	8
N_-	2	1	3	0	2	1	4
•Clearly states the objectives and goals for each lesson and the purpose of each activity	+	+		+	+		+
•Writes objectives and expectations on board or in some other written form		+		+	+	+	+
•Links tasks to each other and to previous and/or future tasks				+			+
•Questions students to encourage them to make connections between the activities and lesson objectives	+						
•Reaffirms in class what concepts are considered important to learn			+				
•Informs students of evaluation standards for course					+		
•Explains how subject matter is related to other subjects e.g., physics is related to astronomy							+
•Has parental conferences to gain support from home in reaching the expectations							+
•Uses written comments when evaluating lab reports							+
•Launches into lesson without stating the lesson's objective or importance	–		–		–		
•Creates a "task only" environment with no time allotted for follow-up or student reflection	–		–				
•Does not respond to students when they request clarification		–					
•Gives lab directions verbally instead of in writing							–
•Gives incomplete or vague instructions e.g., gives lab assignment without explaining where materials or equipment are located		–					–

N_R = Number of respondents for Domain B
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
+ = Positive evidence
-- = Negative evidence

Criterion B3 - Making content comprehensible to students

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	P.E.	Sci.
N_R	3	3	3	3	5	1	10
N_+	3	2	3	3	4	1	9
N_-	2	1	2	1	3	0	5
•Uses hands-on activities and manipulatives to demonstrate content	+				+	+	+
•Uses visual aids (e.g., overheads, pictures, software, videos) to present content		+	+			+	
•Presents content on an appropriate level for the students e.g., appropriate reading level			+	+	+		
•Makes constant checks for all students' understanding during the course of the lesson		+	+				
•Uses a variety of teaching techniques					+		+
•Provides insight prior to the experience (e.g., "the procedure changes after #10 to include last week's concept of...")					+		
•Has students work in groups to discuss and solve problems							+
•Analyzes students' levels of questioning							+
•Takes time to explain concepts which have previously been explained							+
•Puts lesson into context explaining how it fits into the larger scheme of things							+
•Lectures for the majority of the class period	–				–		–
•Does not explain concept in simple enough terms or uses varying approaches so that it can be understood by everyone				–	–		–
•Overemphasizes facts and dates			–				
•Gives all students the same work all the time without thought to translation or challenge levels	–						
•Constantly keeps students involved in busy work, i.e., worksheets, workbooks		–					
•Makes negative comments about student's abilities when assessing student's work					–		
•Answers questions by re-stating what is in the textbook							–
•Does not provide individualized instruction							–

N_R = Number of respondents for Domain B
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
+ = Positive evidence
-- = Negative evidence

Criterion B4 - Encouraging students to extend their thinking

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	P.E.	Sci.
N_R	3	3	2	3	4	1	9
N_+	3	3	2	3	4	1	9
N_-	2	0	1	0	2	0	2
•Asks thought provoking questions encouraging students to critically think about and discuss subject matter (e.g., uses open-ended, probing questions)			+	+			+
•Encourages cooperative or group learning in class	+				+		+
•Allows students to set up their own activities and assessments					+		+
•Develops lesson plans/activities which encourage students to make own connections between current and past learning		+		+			
•Admits to class when unable to answer a student's question and then explores strategies with class to find answers	+						
•Has students apply content to their real world experiences (e.g., "create an MTV spot for this poem")		+				+	
•Encourages independent projects					+		
•Creates atmosphere for all students to feel comfortable asking questions							+
•Constantly uses materials/activities that have only one answer and consequently encourages rote memorization or statement of "facts"	–		–		–		–
•Does not respond or adequately answer students' questions	–						
•Does not ask students thought provoking questions							–

N_R = Number of respondents for Domain B
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
+ = Positive evidence
-- = Negative evidence

Criterion B5 - Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	P.E.	Sci.
N_R	2	3	3	3	5	1	11
N_+	2	3	3	2	5	1	10
N_-	2	0	2	1	2	0	3
•Uses a variety of assessment methods	+			+	+		+
•Provides prompt feedback to students			+		+		+
•Observes non-verbal cues of students, e.g., facial expressions, to determine if students are understanding concepts			+		+		+
•Makes suggestions for improvements when informing students of the errors they made		+			+		
•Has individual conferences to determine students' understanding	+						
•Demonstrates skills that students have missed in an assessment			+				
•Roams around the room to check on each student's progress					+		
•Provides prompts or suggestions to students who can not provide answers when questioned						+	
•Has students redo laboratory activities based on their corrected lab report							+
•Uses a variety of teaching techniques							+
•Exclusively uses multiple choice or standardized tests for assessment	–						–
•Maintains predetermined schedule for covering material regardless of degree of comprehension			–				
•Uses same techniques for classes having different reading levels and abilities			–				
•Avoids eye contact				–			
•Gives no tests					–		
•Provides no progress charts					–		
•Waits until test time to recognize students do not understand					–		
•Gives students assignments which are not appropriate to what they have learned							–

N_R = Number of respondents for Domain B
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
+ = Positive evidence
-- = Negative evidence

Criterion B6 - Using instructional time effectively

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	P.E.	Sci.
N_R	2	2	2	3	2	4	12
N_+	1	1	2	3	2	4	9
N_-	1	1	0	2	0	2	5
•Uses a variety of activities in class		+		+		+	
•Allows students to work at different paces and on different projects appropriate for their levels		+				+	+
•Starts class shortly after the bell rings			+				+
•Has instructions and/or materials for class prepared prior to beginning of class			+				+
•Uses warm-ups or drills at the beginning of the class					+		+
•Has ample assignments or work available for students who finish activities early							+
•Posts schedule for time to be spent on each topic							+
•Has discipline or class management problems	–					–	–
•Uses worksheets or "busy work" excessively						–	–
•Engages in activity or discussion with individuals or small groups of students which excludes others						–	–
•Frequently uses "free time" or "study periods" in class				–			
•Continues use of drill exercises after the concept is understood by students				–			
•Allows students to side-track him/her from lesson plan				–			
•Verbally takes attendance							–

N_R = Number of respondents for Domain B
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
\+ = Positive evidence
-- = Negative evidence

Criterion C1 - Creating a climate that ensures equity (among students and between teachers and students)

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	P.E.	Sci.
N_R	2	2	1	2	2	2	16
N_+	2	2	1	0	1	2	14
N_-	1	0	0	2	1	0	8
•Monitors student interactions/dialogue to ensure they are respectful to each other			+		+		+
•Treats all students equally regardless of abilities and backgrounds as capable	+						+
•Gives positive feedback and curbs negative criticism and put-downs		+				+	
•Attempts to call on as many students as possible during a lesson	+						
•Uses nongender specific language and encourages students to use inclusive language		+					
•Provides variety of materials and strategies to suit individual backgrounds and abilities		+					
•Encourages both male and female students to have a healthy attitude towards physical activity						+	
•Calls on equal numbers of students of each sex							+
•Enforces rules in a consistent manner							+
•Places teacher aids so that they are clearly visible to all students							+
•Does not use sarcasm when speaking with students							+
•Encourages quiet/shy students to participate							+
•Disciplines students in a demeaning way	–						–
•Treats students differently (e.g., has lower expectations) based on their gender, or social or ethnic backgrounds				–			–
•Treats students differently based on abilities				–			–
•Enforces rules inconsistently					–		–
•Disciplines the group for the behavior of one individual				–			
•Allows students to criticize or "put-down" others							–
•Does not consistently monitor and reprimand student biases and negative stereotyping based on gender, or social or ethnic backgrounds							–
•Uses sarcasm when speaking with students							–

N_R = Number of respondents for Domain C
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
+ = Positive evidence
-- = Negative evidence

Criterion C2 - Establishing and maintaining rapport with students in ways that are appropriate to the students' development level

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	P.E.	Sci.
N_R	2	2	1	1	1	1	17
N_+	2	2	1	1	0	1	17
N_-	0	0	0	1	1	0	4
•Provides various instructional materials to accommodate individual learning styles	+						+
•Shows concern/interest in students' lives outside of the classroom, e.g., participates in students' informal conversations		+					+
•Frequently offers positive reinforcement				+			+
•Attends students' extra-curricular activities, e.g., games, concerts, plays						+	+
•Speaks to students on an appropriate level	+						
•Chooses instructional resources taking into account students' interests		+					
•Occasionally meets individually with students			+				
•Smiles frequently in class							+
•Has students who willingly comply with behavioral expectations							+
•Identifies changes in students' behaviors or performances							+
•Listens to students							+
•Maintains professional distance from students, e.g., students respect teacher and teacher does not become overly involved with students' personal lives							+
•Shows sensitivity to school environment, (e.g., school location - urban, suburban, or rural)							+
•Addresses students by their names							+
•Responds to students sarcastically				–			–
•Does not accommodate students who have problems at home					–		
•Does not maintain professional distance from students, e.g., reveals too much of his/her personal life							–

N_R = Number of respondents for Domain C
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
+ = Positive evidence
-- = Negative evidence

Criterion C3 - Establishing and maintaining consistent, respectful standards of classroom interaction and behavior

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	P.E.	Sci.
N_R	3	1	1	2	2	2	14
N_+	2	1	1	1	1	2	12
N_-	2	1	0	1	1	0	5
•Discusses misbehavior with student individually and not in front of the class	+			+			+
•Deals with misbehavior or rule breaking in a consistent manner		+	+				+
•Responds promptly to discipline problems					+	+	+
•Establishes and makes students aware of rules, expectations, and consequences if not upheld						+	+
•Involves students in creating rules and consequences for breaking them	+	+					
•Draws attention to those students who are demonstrating appropriate behavior	+						
•Encourages students to accept that differences are not bad or wrong				+			
•Always allows students to maintain their dignity regardless of the situation						+	
•Reprimands any students who make attacks on others' cultural or ethnic backgrounds							+
•Keeps response to misbehavior impersonal (e.g., misbehavior should not develop into a personal conflict between teacher and student)							+
•Deals with misbehavior in an inconsistent manner	–			–			
•Accepts students' disrespectful behavior to classmates and/or to him or herself, e.g., lack of attention, name calling, put downs for incorrect answer					–		–
•Escalates minor infractions into large scale battles		–					
•Punishes students for breaking rules they were never made aware of							–
•Ignores destruction of books or lab equipment							–
•Takes responsibility for student's misbehavior when student is clearly at fault							–

N_R = Number of respondents for Domain C
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
+ = Positive evidence
-- = Negative evidence

Criterion C4 - Making the physical environment as conducive to learning as possible

Evidence	Elem. Ed.	Eng.	Lang.	Math	P.E.	Sci.
N_R	3	2	2	2	2	15
N_+	3	2	2	2	2	15
N_-	1	1	1	0	0	3
•Uses visual aids such as maps, posters, and content specific bulletin boards	+	+		+	+	+
•Arranges sets so all students can hear one another and see teacher, blackboard, and visual aids		+		+		+
•Is aware of special needs and makes appropriate accommodations			+	+		+
•Monitors temperature in class	+					+
•Reviews safety procedures with students and/or posts reminders in the classroom					+	+
•Makes sure child's feet touch the floor	+					
•Monitors glare on chalkboard from lighting	+					
•Maintains an appropriate noise level	+					
•Establishes spatial configuration that allows personal space equally to all students			+			
•Uses overhead, calculators, computer, or manipulatives in classroom				+		
•Arranges tables and chairs allowing for effective cooperative learning						+
•Ensures trash is placed in appropriate containers						+
•Has live and mounted specimens (animals and plants) in classroom						+
•Organizes lab space so students have ample room to perform their experiments						+
•Has cluttered room	–					–
•Has outdated materials on wall or no bulletin board at all		–				
•Does not report classroom repair needs			–			
•Does not monitor the location of equipment and materials (e.g., leaves chemicals out for prolonged period or places equipment in heavy traffic areas)						–

N_R = Number of respondents for Domain C
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
+ = Positive evidence
-- = Negative evidence

Criterion D1 - Reflecting on the extent to which the instructional goals were met and explaining how insights gained from instructional experience can be used subsequently

Evidence	Elem. Ed.	Lang.	P.E.	Sci.
N_R	2	2	1	7
N_+	1	2	1	6
N_-	2	1	1	3
•Uses outcomes of student evaluations to modify instructional program	+	+		+
•Uses lesson plans, tests, worksheets that show evidence of being modified (e.g., personal notes of how they can be improved upon when next used)		+		+
•Recognizes each student's feelings regarding success/failure in an activity			+	
•Predicts the outcomes of student evaluation with reasonable accuracy				+
•Keeps journal that includes instructional goals and daily activities				+
•Makes student assessment consistent with what has actually happened in class				+
•Recognizes a need to change instructional plan and does not change it	–	–		
•Proceeds through curriculum even when many students have not mastered previous concepts	–			
•Does not recognize ability levels of all students			–	
•Places blame on students when instruction does not progress as planned				–
•Continuously surprised by "low" outcomes in student evaluations				–
•Classifies an entire lesson in absolute terms as "great" or "awful" without recognizing effectiveness of lesson components vary				–

N_R = Number of respondents for Domain D
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
+ = Positive evidence
-- = Negative evidence

Criterion D2 - Demonstrating a sense of efficacy and acceptance of responsibility for student learning

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	P.E.	Sci.
N_R	1	2	2	2	1	3	12
N_+	1	2	1	2	0	3	11
N_-	0	1	1	1	1	1	5
•Uses outcomes of student evaluations to modify instructional program	+	+	+	+		+	+
•Makes subject matter relevant to students' everyday lives		+					+
•Checks if students have achieved objectives before going on to new concepts	+				+		
•Realizes students have different backgrounds and capabilities				+			+
•Encourages and praises students' efforts when working on a task						+	
•Investigates student achievement in other areas						+	
•Provides additional help to students outside of class							+
•Teaches students with weaker backgrounds the skills/knowledge they are lacking							+
•Provides prompt feedback on work							+
•Exhibits substantial knowledge of subject matter							+
•Maximizes time spent on instructional activities during each class							+
•Places blame/responsibility on students for low performance on evaluations				–			–
•Recognizes a need to change instructional plan and does not change it		–				–	
•Provides no written or oral feedback			–				
•Proceeds through curriculum even when many students have not mastered previous concepts						–	
•Does not reteach material when needed							–

N_R = Number of respondents for Domain D
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
\+ = Positive evidence
-- = Negative evidence

Criterion D3 - Building professional relationships with colleagues to share teaching insights and coordinate learning activities for students

Evidence	Elem. Ed.	Hist.	Lang.	Math	P.E.	Sci.
N_R	2	1	3	2	3	11
N_+	1	1	3	2	3	10
N_-	2	0	1	0	0	3
•Shares lesson plans, activities, or teaching strategies with other teachers		+	+	+	+	+
•Attends departmental meetings, conferences, workshops, college classes, and professional meetings			+	+	+	+
•Visits other colleagues' classrooms to observe teaching and invites others to observe his/her teaching methods		+	+			+
•Coordinates learning activities/programs with colleagues			+			+
•Reads and/or shares professional journal articles				+		+
•Seeks advice from colleagues					+	+
•Serves on curricula meetings					+	
•Uses "shared ideas" from colleagues without reflecting on appropriate use	–					
•Has attitude that he/she does not need anyone else's help or suggestions	–					
•Does not attend inservice workshops			–			
•Does not attend departmental meetings regularly or participate in professional meetings						–

N_R = Number of respondents for Domain D
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
+ = Positive evidence
-- = Negative evidence

Criterion D4 - Communicating with families regarding student learning

Evidence	Elem. Ed.	Eng.	Hist.	Lang.	Math	P.E.	Sci.
N_R	2	1	3	3	2	3	13
N_+	2	1	3	3	2	3	13
N_-	1	0	0	1	0	1	5
•Routinely makes phone calls or sends notes to parents reporting on students' progress or academic/behavior problems	+	+	+	+	+		+
•Plans conferences with parents when students are not meeting expectations			+			+	+
•Checks students' records for personal information (e.g., family problems)				+		+	
•Sends parents grading criteria and classroom performance standards						+	
•Requires signature of parent on failing or border line tests							+
•Communicates with parents only during conferences set up by the school	–						
•Calls parents too late in the school year to effect students' performance				–			
•Communicates with parents without discussing the issues with students							–
•Does not attend parent conferences							–
•Has no records of notes or phone calls made to parents							–

N_R = Number of respondents for Domain D
N_+ = Number of respondents who provided positive evidence
N_- = Number of respondents who provided negative evidence
+ = Positive evidence
-- = Negative evidence

A2 Demonstrating an understanding of the connections between the content that was studied previously, the current content, and the content that remains to be studied in the future

Description:

This criterion refers to a teacher's understanding of the structure or hierarchy of a discipline, and how knowledge of one element is prerequisite to learning another. It involves the appropriate sequencing of learning activities, and knowledge of where the current lesson fits within the broader scope of the discipline as a whole. In order to do this, the teacher cannot simply be one step ahead of the students. Rather, a teacher must possess or develop over time a depth of content knowledge that permits ease in presenting new material, flexibility in responding to students' ideas, and skill in diagnosing student difficulties in learning.

Questions for Assessor Reflection:

1. Can the teacher explain how the content he or she has planned for today connects to what students have previously learned?

2. Can the teacher explain how the content he or she has planned for today connects to what students will study in the future?

3. Can the teacher explain how today's lesson fits with larger goals of learning in the discipline?

Evidence:

Evidence for A2 is found in answers to question(s) 2 and 6 in the pre-observation conference/interview, during the classroom observation, and in question 6 in the post-observation conference.

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