Danielson 2014-15 Rubric
Adapted to New York Department of Education Framework for Teaching Components

Although the rubric language in this copy remains the same at the NYC "Official" copy, it excludes the Introduction to how the rubric has changed since its original publication. The margins and font sizes have been changed to save paper. Color/Shading was added to help the user navigate between the sections.

At the end of the document, there are two strategically placed "cheat sheets." One is for quickly identifying the components by Domains 1 & 4 and the other for Domains 2 & 3. Danielson's key elements for the components are included. This is provides a more summative and accurate description of the components than others using performance indicators.

Digital copies of this reformatted rubric and the DOE released one are available on our website, *www.CFN107.org*.

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Summary of the Four Domains

Focus	Domain	Description	Domain	Description
Primarily Out of Classroom Evidence	**1. Planning & Preparation**	Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.	**4. Professional Responsibilities**	Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.
Primarily In-Classroom Evidence	**2. Classroom Environment**	Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.	**3. Instruction**	In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.

Domain 1: Planning and Preparation

Component 1a:	Demonstrating Knowledge of Content and Pedagogy
	In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline. **The elements of component 1a are:** • Knowledge of content and the structure of the discipline *Every discipline has a dominant structure, with smaller components or* *strands, as well as central concepts and skills.* • Knowledge of prerequisite relationships *Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to* *use them in designing lessons and units.* • Knowledge of content-related pedagogy *Different disciplines have "signature pedagogies" that have evolved over time and* *been found to be most effective in teaching.* **Indicators include:** • Lesson and unit plans that reflect important concepts in the discipline • Lesson and unit plans that accommodate prerequisite relationships among concepts and skills • Clear and accurate classroom explanations • Accurate answers to students' questions • Feedback to students that furthers learning • Interdisciplinary connections in plans and practice

	Ineffective	Developing	Effective	Highly Effective
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
Critical Attributes	• The teacher makes content errors. • The teacher does not consider prerequisite relationships when planning. • The teacher's plans use inappropriate strategies for the discipline.	• The teacher's understanding of the discipline is rudimentary. • The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.	• The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher provides clear explanations of the content. • The teacher answers students' questions accurately and provides feedback that furthers their learning. • Instructional strategies in unit and lesson plans are entirely suitable to the content.	• The teacher cites intra- and interdisciplinary content relationships. • The teacher's plans demonstrate awareness of possible student misconception and how they can be addressed. • The teacher's plans reflect recent developments in content-related pedagogy.
Possible Examples **1a**	• *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."* • *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."* • *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.* • *And others…*	• *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.* • *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.* • *The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.* • *And others…*	• *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.* • *The teacher has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurement.* • *The teacher plans to expand a unit on civics by having students simulate a court trial.* • *And others…*	• *In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.* • *Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.* • *And others…*

Component 1e:	Designing Coherent Instruction

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

The elements of component 1e are:
- Learning activities
  Instruction is designed to engage students and advance them through the content.
- Instructional materials and resources
  Aids to instruction are appropriate to the learning needs of the students.
- Instructional groups
  Teachers intentionally organize instructional groups to support student learning.
- Lesson and unit structure
  Teachers produce clear and sequenced lesson and unit structures to advance student learning.

Indicators include:
- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

	Ineffective	Developing	Effective	Highly Effective
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice
Critical Attributes	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes • Instructional groups do not support learning • Lesson plans are not structured or sequenced and are unrealistic in their expectations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations.	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations.	• Activities permit student choice. • Learning experiences connect to other disciplines. • The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
Possible Examples **1e**	• *After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.* • *The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.* • *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.* • *The teacher's lesson plans are written on sticky notes in his grade book; they indicate: lecture, activity, or text, along with page numbers in the text.* • *And others…*	• *After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.* • *The teacher finds an atlas to use as a supplemental resource during the geography unit.* • *The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.* • *The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.* • *The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.* • *And others…*	• *The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.* • *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.* • *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.* • *The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.* • *The fourth-grade math unit plan focuses on the key concepts for that level.* • *And others...*	• *The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.* • *While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.* • *After the cooperative group lesson, the students will reflect on their participation and make suggestions.* • *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.* • *The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.* • *And others...*

Domain 2: The Classroom Environment

Component 2a:	Creating an Environment of Respect and Rapport
	An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students. "Respect" shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior). **The elements of component 2a are:** • Teacher interactions with students, including both words and actions *A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.* • Student interactions with other students, including both words and actions *As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.* **Indicators include:** • Respectful talk, active listening, and turn-taking • Acknowledgment of students' backgrounds and lives outside the classroom • Body language indicative of warmth and caring shown by teacher and students • Physical proximity • Politeness and encouragement • Fairness

	Ineffective	Developing	Effective	Highly Effective
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Critical Attributes	• The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • Students' body language indicates feelings of hurt, discomfort, or insecurity. • The teacher displays no familiarity with, or caring about, individual students. • The teacher disregards disrespectful interactions among students.	• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to respond to disrespectful behavior among students, with uneven results. • The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	• Talk between the teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher.	• The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students' efforts.
Possible Examples **2a**	• *A student slumps in his chair following a comment by the teacher.* • *Students roll their eyes at a classmate's idea; the teacher does not respond.* • *Many students talk when the teacher and other students are talking; the teacher does not correct them.* • *Some students refuse to work with other students.* • *The teacher does not call students by their names.* • *And others…*	• *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* • *A few students do not engage with others in the classroom, even when put together in small groups.* • *Students applaud halfheartedly following a classmate's presentation to the class.* • *The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.* • *And others…*	• *The teacher greets students by name as they enter the class or during the lesson.* • *The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.* • *Students attend fully to what the teacher is saying.* • *Students wait for classmates to finish speaking before beginning to talk.* • *Students applaud politely following a classmate's presentation to the class.* • *Students help each other and accept help from each other.* • *The teacher and students use courtesies such as "please," "thank you," and "excuse me."* • *The teacher says, "Don't talk that way to your classmates," and the insults stop.* • *And others…*	• *The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).* • *Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.* • *Students clap enthusiastically for one another's presentations for a job well done.* • *The teacher says, "That's an interesting idea, Josh, but you're forgetting . . . "* • *A student questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!"* • *And others…*

Component 2d:	Managing Student Behavior

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

The elements of component 2d are:
- Expectations
  It is clear, either from what the teacher says or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.
- Monitoring of student behavior
  Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.
- Response to student misbehavior
  Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators include:
- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

	Ineffective	Developing	Effective	Highly Effective
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes	• The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	• The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	• Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher frequently monitors student behavior. • The teacher's response to student misbehavior is effective.	• Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. • The teacher silently and subtly monitors student behavior. • Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
Possible Examples **2d**	• *Students are talking among themselves, with no attempt by the teacher to silence them.* • *An object flies through the air, apparently without the teacher's notice.* • *Students are running around the room, resulting in chaos.* • *Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.* • *And others…*	• *Classroom rules are posted, but neither the teacher nor the students refer to them.* • *The teacher repeatedly asks students to take their seats; some ignore her.* • *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."* • *And others…*	• *Upon a nonverbal signal from the teacher, students correct their behavior.* • *The teacher moves to every section of the classroom, keeping a close eye on student behavior.* • *The teacher gives a student a "hard look," and the student stops talking to his neighbor.* • *And others…*	• *A student suggests a revision to one of the classroom rules.* • *The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.* • *The teacher speaks privately to a student about misbehavior.* • *A student reminds her classmates of the class rule about chewing gum.* • *And others…*

Component 3b:	Using Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

The elements of component 3b are:
- **Quality of questions/prompts**
  Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.
- **Discussion techniques**
  Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.
- **Student participation**
  In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators include:
- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

	Ineffective	**Developing**	**Effective**	**Highly Effective**
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	• Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking. • Only a few students dominate the discussion.	• The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher invites students to respond directly to one another's ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • The teacher asks students to explain their reasoning, but only some students attempt to do so.	• The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most attempt to do so.	• Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion.
Possible Examples **3b**	• *All questions are of the "recitation" type, such as "What is 3 x 4?"* • *The teacher asks a question for which the answer is on the board; students respond by reading it.* • *The teacher calls only on students who have their hands up.* • *A student responds to a question with wrong information, and the teacher doesn't follow up.* • *And others…*	• *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"* • *The teacher asks, "Who has an idea about this?" The usual three students offer comments.* • *The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.* • *The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.* • *And others…*	• *The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"* • *The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to____?"* • *The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.* • *The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.* • *The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor.* • *And others…*	• *A student asks, "How many ways are there to get this answer?"* • *A student says to a classmate, "I don't think I agree with you on this, because…"* • *A student asks of other students, "Does anyone have another idea how we might figure this out?"* • *A student asks, "What if…?"* • *And others…*

Component 3c:	Engaging Students in Learning

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are "What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be "minds-on."

The elements of component 3c are:
- **Activities and assignments**
  The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.
- **Grouping of students**
  How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.
- **Instructional materials and resources**
  The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.
- **Structure and pacing**
  No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:
- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works"
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

	Ineffective	**Developing**	**Effective**	**Highly Effective**
3c: Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well- designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes	• Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities.	• Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities.	• Virtually all students are intellectually engaged in the lesson. • Lesson activities require high- level student thinking and explanations of their thinking. • Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Possible Examples **3c**	• *Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.* • *Students fill out the lesson worksheet by copying words from the board.* • *Students are using math manipulative materials in a rote activity.* • *The teacher lectures for 45 minutes.* • *Most students don't have time to complete the assignment; the teacher moves on in the lesson.* • *And others…*	• *Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed. Students are asked to fill in a worksheet, following an established procedure.* • *There is a recognizable beginning, middle, and end to the lesson.* • *The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.* • *And others…*	• *Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.* • *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.* • *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.* • *Students are asked to create different representations of a large number using a variety of manipulative materials.* • *The lesson is neither rushed nor does it drag.* • *And others…*	• *Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated. Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.* • *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.* • *Students identify or create their own learning materials.* • *Students summarize their learning from the lesson.* • *And others…*

Component 3d:	Using Assessment in Instruction

Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation.

The elements of component 3d are:
- Assessment criteria
  It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).
- Monitoring of student learning
  A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.
- Feedback to students
  Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.
- Student self-assessment and monitoring of progress
  The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

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

	Ineffective	Developing	Effective	Highly Effective
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self- assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
Critical Attributes	• The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work.	• There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment.	• The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students.	• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
Possible Examples	• *A student asks, "How is this assignment going to be graded?"* • *A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.* • *The teacher forges ahead with a presentation without checking for understanding.* *After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."* • *And others…*	• *The teacher asks, "Does anyone have a question?"* • *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.* • *The teacher says, "Good job, everyone."* *The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.* • *The students receive their tests back; each one is simply marked with a letter grade at the top.* • *And others…*	• *The teacher circulates during small- group or independent work, offering suggestions to students.* • *The teacher uses specifically formulated questions to elicit evidence of student understanding.* • *The teacher asks students to look over their papers to correct their errors; most of them engage in this task.* • *And others…*	• *The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.* • *While students are working, the teacher circulates, providing specific feedback to individual students.* *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.* • *Students offer feedback to their classmates on their work.* • *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.* • *And others…*

Component 4e:	Growing and Developing Professionally

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

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

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

	Ineffective	Developing	Effective	Highly Effective
4e: **Growing and** **Developing** **Professionally**	Teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
Critical **Attributes**	• The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attend conferences.	• The teacher participates in professional activities when they are required or provided by the district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to professional organizations.	• The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. • The teacher actively participates in organizations designed to contribute to the profession.	• The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the profession.
Possible **Examples** **4e**	• *The teacher never takes continuing education courses, even though the credits would increase his salary.* • *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will simply discard the feedback form.* • *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.* • *And others...*	• *The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.* • *The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.* • *The teacher joins the local chapter of the American Library Association because she might benefit from the free books— but otherwise doesn't feel it's worth much of her time.* • *And others...*	• *The teacher eagerly attends the school district optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.* • *The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.* • *The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.* • *And others...*	• *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.* • *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.* • *The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.* • *And others...*

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
1a Knowledge of Content and Pedagogy p 4	**2a: Creating an Environment of Respect and Rapport** p 8
• Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy	• Teacher interactions with students, including both words and actions • Student interactions with other students, including both words and actions
1e: Designing Coherent Instruction p 6	**2d: Managing Student Behavior** p 10
• Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure	• Expectations • Monitoring of student behavior • Response to student misbehavior
Domain 3: Instruction	**Domain 4: Professional Responsibilities**
3b: Using Questioning and Discussion Techniques p 12	**4e: Growing and Developing Professionally** p 18
• Quality of questions/prompts • Discussion techniques • Student participation	• Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession
3c: Engaging Students in Learning p 14	
• Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing	
3d: Using Assessment in Instruction p 16	
• Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress	