

**CENTER FOR EDUCATIONAL EFFECTIVENESS, INC.**

data-centric tools and consulting services

# The Essential Practices of High Quality Teaching and Learning

A review of literature prepared for

**The Center for Educational Effectiveness, Inc.**

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## **ABSTRACT**

The primary purpose of this study was to synthesize the literature and existing rubrics or frameworks pertaining to the essential practices of high quality teaching and learning.. This paper identifies the study process, the underlying assumptions or beliefs, the findings and a list of essential practices of high quality teaching and learning and specific attributes of those practices.

## INTRODUCTION

In recent years this country has seen much effort and focus on improving its public education system. The primary thrust of these efforts has been on improving *schools* and *districts* as organizations (Baker, 2005; Elmore, 2005; Fullan, 2003; Schmoker, 2006). Strategic planning, education reform and school and district improvement have been the common strategies utilized in schools and districts across the land. While these efforts achieved some of the desired results, e.g. schools with vision and mission statements, data-driven organizations, and professional development aligned with school goals, there has been little systemic effort to directly impact the teaching and learning occurring in classrooms (Black & Wiliam, 1998; Schmoker, 2006). If we are to improve all schools, as measured by improved student performance, we must craft improvement strategies that directly impact what happens in the teaching and learning environment. As Black and Wiliam point out, “Learning is driven by what teachers and pupils do in classrooms.” (1998).

The intent of this study was to analyze the recent educational literature and existing rubrics and frameworks that focus on the practice of effective teaching, and from such analysis construct a list of core, essential practices of high quality teaching and learning that cut across all content areas and grade levels. If educators reflected deeply on their practice through a common framework and vocabulary, it could help schools and teams of teachers determine the focus of their professional development based on what is actually occurring (or not

occurring) in the classroom. Richard Elmore (2005) contends that a focus on practice is essential if school reform efforts are to meet with success:

The schools that succeed in changing practice are those that start with the practice and modify school structures to accommodate to it, often making more modest changes in structure than the advocates of school reform would recommend. ....what our research seems to be saying was that it is pointless to work on structures until you know specifically what kind of *practice* you are trying to engender. (pg. 4)

Using formative feedback based upon a common framework of essential teaching practices could be of great value to a community of teachers committed to improving their craft. As Charlotte Danielson pointed out in her seminal work, *Enhancing Professional Practice: A Framework for Teaching*,

Research has clearly demonstrated that the effects of reflection improve teaching. Using a framework to guide such reflection enhances the value of the activity and makes teaching more purposeful, thoughtful, and rewarding. (1996, pg. 53)

Many instruments designed to measure teacher effectiveness already exist, as do lists of essential teaching behaviors. This study was designed to synthesize existing research, rubrics and frameworks and produce a list that is common, succinct and observable. Recognizing that teaching is an extremely complex process, and that students and classroom contexts vary greatly; this list of practices of effective teaching does not cover every nuance of teaching and learning, but rather, provides a framework for the core, essential elements of effective instruction. In that sense, this list, and formative feedback within the structure of the list will have limitations. For example, research has shown that

certain elements are necessary for an effective literacy lesson, e.g. explicit instruction, vocabulary development, modeling, guided practice, independent practice. If a list of essential practices of effective teaching were to include all the elements of a specific type of instruction or lesson, it would not have the utility to be used across a variety of settings. An assumption we hold, is that there are common teaching tasks that will carry across contexts and developmental levels, and if adhered to, will increase the probability of student success. That assumption is shared by many, including Mike Schmoker, who argues:

Most (though not all) instruction, despite our best intentions, is not effective but could improve significantly and swiftly through ordinary and accessible arrangements among teachers and administrators. (2006, pg.10)

Schmoker contends further that such improvements in teaching are not remarkable, in that they are skills and behaviors that all teachers can do, and indeed, have probably done. The trick, it seems, is to identify such behaviors and skills (or attributes) and systematically measure and promote them.

To produce this list of core, essential practices of high quality teaching and learning an iterative process was used to analyze existing rubrics and frameworks to determine common themes or practices of effective teaching. A literature review also informed the development of the list.

Public education is under ever increasing scrutiny, and will probably continue to be so well into the future. If schools are going to improve to the level where the

needs of all children are met, then more focus needs to be on the practice of teaching (Black and Wiliam, 1998, Stiggins, 2005). Equipping teachers with a common set of “look fors” and common vocabulary can greatly enhance time spent together as a professional learning community, working together on improving professional practice. The development of a list of core, essential practices of high quality teaching and learning represents a beginning, and critical point for expanded, ongoing work aimed at improving the impact of teaching on student learning.

## REVIEW OF THE LITERATURE

The concept of identifying effective teaching behaviors for the purpose of teacher evaluation and professional development is not new (Witcher, et al, 1999). The literature abounds with articles and lists that characterize effective teaching behaviors, attitudes, and practices (Brophy, 1979; Good, et al, 1994; Cotton, 1995; Gall, 1984; Costa, et al, 1985). There seems to be agreement in the literature that effective teaching is an extremely complex process. Madeline Hunter (1979) observed that, "Teaching has been described as a constant stream of decisions." Estimates have been made that teachers make as many as 1,300-3,000 decisions per day (Costa, et al, 1985; Danielson, 1996). Given such complexity it is understandable that instruments designed to measure the effectiveness of teaching have varied considerably.

The effects of the quality of teaching on student achievement have been well documented (Bloom, 1984; Black & Wiliam, 1998; Martinez & Martinez, 1999, Schmoker, 2006). Put simply, "The teaching effectiveness research has shown that positive teacher behaviors produce positive student outcomes" (Martinez & Martinez, 1999). Such conclusions beg the question: which teaching behaviors are more likely to produce positive results? Good and Brophy (1994) described effective teachers as teachers who: 1) make maximum use of instructional time, 2) present material in a way to meet students' needs, 3) monitor programs and progress, 4) plan opportunities for students to apply learning, 5) reteach when needed, 6) maintain high, but realistic goals. In her synthesis of effective school



practices, Kathleen Cotton (1995) listed six domains under the heading, classroom characteristics and practices:

- 1) planning and learning goals, 2) classroom management and organization,
- 3) instruction, 4) teacher—student interaction, 5) equity, 6) assessment.

The most significant change in the educational reform movement in recent years, arguably has been the shift to standards-based education. As states have now adopted standards for student achievement, and aligned state assessments to such standards, it makes sense that standards for the practice of teaching would be a parallel development. In 1987 the National Board for Professional Teaching Standards (NBPTS) was established for the purpose of strengthening the teaching profession. The NBPTS, in their work, *What Teachers Should Know and Be Able to Do*, identify five core propositions that form the foundation of skills knowledge, dispositions and beliefs of effective teachers. The five core propositions are: 1) teachers are committed to students and learning, 2) teachers know the subjects they teach and how to teach those subjects to students, 3) teachers are responsible for managing and monitoring student learning, 4) teachers think systematically about their practice and learn from experience, and 5) teachers are members of learning communities. They make the point that, “this enumeration suggests that the broad base for expertise in teaching but conceals the complexities, uncertainties and dilemmas of the work. The formal knowledge teachers rely on accumulates steadily” (NBPTS, 2002).

Perhaps the most research-based contribution to teaching effectiveness instruments has been Charlotte Danielson's Framework for Teaching. An outgrowth of Educational Testing Service's PRAXIS work, Danielson's framework is divided into 22 components which are grouped into four domains of teaching responsibility: 1) planning and preparation, 2) classroom environment, 3) instruction, and 4) professional responsibilities. The components describe a distinct aspect of each domain. Each component then has two to five elements that further describe it, and rubric items have been developed to measure the elements. The research base for this work came from three sources: the practice of experienced teachers, the theory and data of experienced educational researchers, and the requirements developed by state teacher licensing authorities. The framework's accompanying assessment has been analyzed by expert panels and field tested (Danielson, 1996).

With the recent focus on standards in education has come the development of state wide high stakes assessments. Such testing has received a disproportionate amount of attention, at the expense of attention for classroom based assessment (Black & William; 1998,; Stiggins, et al, 2004). Classroom based assessment has been a strong theme in the research on effective teaching practice (Black & William, 1998; Bloom, 1984; Cotton, 1995; McTighe, et al, 2005; NBPTS, 2002 ; Wiggins, et al, 2006). Effective use of classroom assessments, by teachers, not only measures learning, but promotes and

enhances it (McTighe, et al, 2005; Stiggins, et al, 2004). Black and Wiliam (1998) argue that formative assessment is, “at the heart of effective teaching.” Another prevalent trend in education, relevant to the examination of teacher effectiveness, is the professional learning community (PLC). Perhaps overused as a term in educational circles, PLCs usually connote a collegial group of educators involved in some formalized learning. Such learning communities do not always make a difference for student achievement. As Supovitz discovered in a 2002 study:

The results suggest that although these types of organizational reforms may succeed in improving the culture within which teachers teach, they alone are unlikely to improve instruction and student learning. The communities that develop are often not communities engaged in instructional improvement (Supovitz, 2002).

It is clearly not enough for teachers just to collaborate; there needs to be a focus on instructional practice and an intentional structure for observation and dialogue. Wiggins and McTighe (2006) also emphasize the importance of focus for a PLC:

For a school to be a model learning organization, all faculty members should be professional learners: They should engage in deep, broad study of the learning they are charged to cause. What works? What doesn't? Where is student learning most successful, and why? Effectively tackling these questions is what the “professional” in “professional practice” means.

Danielson (1996) also extolled the virtues of focused learning in peer coaching relationships:

When teachers use the same framework, they improve communication because they're using the same set of concepts and terms to describe

phenomena. In addition, by using the framework, they can be sure that the areas chosen for improvement are truly those most in need of work.

Using a research-based set of standard teaching practices, as a basis for observation and discussion, will add a concrete, results-based focus to discourse in professional learning communities (Danielson, 1996; Spitz, 2001). In addition, such standards can be used to gather data on teaching effectiveness; for an individual and/or for a group. Such data can guide personal professional growth as well as the professional development of a staff or group of teachers.

There is no shortage of teacher observation tools available to the professional. Many tools focus on instruction for a specific population (e.g, The Sheltered Instruction Observation Protocol, 1999). Some place a heavy emphasis on student behaviors and outcomes (Baker, et al, 2005; OSPI, 2006). Several were designed to be generic, and provide assessment for all grade levels and content areas. The value in such tools lies not in the tools themselves, nor in the data they yield, but in how the tools are used and how the data is used to impact change. In addition, if the tool or instrument is cumbersome or lacks utility, its use will be minimal.

The research of effective teaching assessment is consistent on the point that observation is just one mode of assessing effectiveness. The fact that there is an emphasis in the literature on planning and preparation, is indicative that much of what makes a teacher effective may not be directly observed during a lesson (Shulman, 2004). Many researchers recommend a multimodal approach to assessing teacher effectiveness, e.g. observations, interviews, portfolios. The

intent of this study is to focus primarily on those practices that are evidenced in the classroom. The results of the study reflect both teacher behaviors and student behaviors and outcomes.

## **ANALYSIS OF RUBRICS AND FRAMEWORKS**

Existing rubrics and frameworks were selected for study based on one or more of the following criteria: 1) widespread nation-wide use, over time; 2) widespread use in Washington state and aligned to the state's standards; 3) pertaining to standards-based education and developed in the last ten years. In all, twelve tools/frameworks were selected for analysis.

An iterative process was used to analyze the components or elements of each rubric or framework (Appendix B), and sixteen themes were developed from the analysis (Appendix C). The list of themes was peer reviewed and discussed in a group setting process. Feedback from that process guided the collapsing and grouping of the themes into six practices. Under each practice are two to seven attributes that represent evidence of the essential practice. (Appendix A).

The practices are:

### Practice 1

**The teacher designs effective, standards-based instruction.**

### Practice 2

**The teacher delivers high-quality, student-centered instruction.**

### Practice 3

**The teacher promotes high levels of student engagement.**

Practice 4

**The teacher uses assessment for student learning.**

Practice 5

**The teacher uses a positive behavior management strategy.**

Practice 6

**There is clear evidence that students are learning.**

## **DISCUSSION**

The creation of a list of essential practices for high quality teaching and learning will be an initial and important step in the development of formative instruments that can be used to provide feedback to inform teaching. Such instruments or assessments will need to be subject to rigorous field testing and analysis to ensure validity reliability and usability. Issues of training will need to be carefully considered (Danielson, 1996; Dirr, 2005; Ross, et al, 1998).

Another challenge to be considered in the development of a feedback process based on these practices, is the issue of non-observable attributes of effective teaching and learning, e.g. the design of a powerful lesson. Observation has its limitations, as pointed out by Shulman (2004):

Too often, the typical observation method for evaluating teaching has been like photographing the “Mona Lisa” with a black and white Polaroid camera, or like tape-recording the most sumptuous performance of *Carmen* with an office dictaphone. There is so much potential for in direct observation, but typically so limited a harvest.

If instruments, developed from the essential practices of high quality teaching and learning are to maximize the potential for improving classroom instruction, they must be in concert with other domains of the teaching practice. Examination of student work, and structured interviews are two examples of strategies that could supplement the use of an observation tool (Costa, et al, 1985; Danielson, 1996; Israel, 2005; Goldstein & Noguera, 2006; OSPI, 2006; Shulman, 2004; Spitz, 2001).

The list of essential practices of high quality teaching and learning, and feedback instruments developed from the practices, holds enormous promise for enhancing the efforts of school improvement. Based on the tenet that learning is driven by what teachers and students do in the classroom (Black & William, 1998), a succinct, user-friendly feedback tool would be a powerful means to guide the work of a professional learning community of teachers (Danielson, 1996; Schmoker, 2006). Such work is critical if we are to significantly improve professional practice in public education.

## APPENDIX A

### The Essential Practices and ATTRIBUTES of High Quality Teaching and Learning

#### **Practice 1**

**The teacher designs effective, standards-based instruction.**

*The lesson plan is mapped to state and/or district standards, with clear goal(s) and objectives, and student tasks.*

#### **ATTRIBUTES:**

1. there are clear and written goals and objectives for the lesson
2. the lesson is linked to state and/or district standards
3. the lesson has been designed based on research-based practice
4. assessments have been planned for the beginning of and during the lesson
5. there are plans for effective distribution of time during the lesson (review procedures, demonstration, lecture, guided practice, feedback, independent practice, review current lesson, housekeeping)
6. the students' tasks during the lesson have been written out

#### **Practice 2**

**The teacher delivers high-quality, student-centered instruction.**

*Instruction and facilitation of learning is clear, well-paced, and utilizes research-based strategies.*

#### **ATTRIBUTES:**

1. teacher states clearly the purpose of the lesson as well as the expected outcome(s)
2. teacher builds background by linking concepts to student background, past learning, and key vocabulary
3. the structure of the lesson is clear to all students and allows for different pathways according to student needs
4. a variety of questioning strategies are used to encourage students' development of critical thinking, problem solving, and performance skills



5. students have adequate time to respond to the teacher's questions
6. instructional approaches are adapted to meet the needs of diverse learners
7. instruction is adapted to meet the proficiency levels of all students

### **Practice 3**

#### **The teacher promotes high levels of student engagement.**

*The teacher creates an environment that promotes a high level of student involvement in their learning.*

#### **ATTRIBUTES:**

1. students demonstrate understanding the objectives of the lesson and the goals of the unit of instruction
2. students are engaged in rigorous and relevant learning, 90-100% of the period
3. students demonstrate their learning through various modes of communication, e.g. speaking, writing, producing
4. the lesson utilizes instructional materials and resources suitable to the goals and objectives of the lesson, and engaging to the students

### **Practice 4**

#### **The teacher uses assessment for student learning.**

*The teacher has developed clear assessment strategies for assessing students before, during and after the lesson.*

#### **ATTRIBUTES:**

1. teacher assesses students for prior knowledge at beginning of the lesson
2. the lesson is modified, as appropriate, based on formative assessment
3. students understand the assessment criteria
4. teacher provide frequent feedback to students regarding their learning
5. students are provided with examples of models of performance in advance, e.g., rubrics, exemplary papers, etc.
6. teachers encourage and promote students to self assess and set goals for learning

### **Practice 5**

**The teacher uses a positive behavior management strategy.**

*Expectations of student behavior are clear. The teacher monitors behavior in a manner which is subtle, positive, and preventive.*

#### **ATTRIBUTES:**

1. Teacher maintains high standards and consistent expectations for student behavior
2. students demonstrate an understanding of behavior expectations
3. students are on task and engaged in learning
4. Student work displayed in classroom represents the different cultures/heritage of students in the school, as well as those of other groups
5. transitions and routines for handling materials are seamless

### **Practice 6**

**There is clear evidence that students are learning.**

*Evidence of student learning is explicit and observable.*

#### **ATTRIBUTES:**

1. students demonstrate their learning through discourse, written examples, and/or products
2. students work collaboratively to share their learning experiences
3. there are summative assessment results reflect student learning

## APPENDIX B

<b>Hunter Mastery Teaching</b>	<b>Danielson A Framework for Teaching</b>	<b>Professional Development In Action (OSPI-Simpson)</b>	<b>PD In Action continued</b>	<b>Performance-Based Pedagogy Assessment (WA State)</b>
Identify objectives	Demonstrating knowledge of content	Students engage in challenging curriculum	Students are practicing self-management skills	Teacher sets learning targets that address EALRs
Anticipatory Set	Demonstrating knowledge of students	Students engage in relevant and developmentally appropriate learning	Students are working in collaboration with others	Teacher demonstrates knowledge of the characteristics of students and their communities
Input and modeling	Selecting instructional goals	Students develop effective thinking processes	Students develop cultural sensitivity	Teacher plans and establishes effective interactions with families to support student learning and well-being
Checking Understanding	Demonstrating knowledge of resources	Students experience various learning experiences	Students extend content learning into life experiences	Teacher designs assessment strategies that measure student learning
Guided practice	Designing coherent instruction	Students are motivated to learn and take ownership of their learning	Students become technologically competent	Teacher designs instruction based on research and principles of effective practice
Independent Practice	Assessing Student Learning	Students use and know how standards of quality assessment are used by others to evaluate their learning	Teacher partners with parents and families in student learning	Teacher aligns instruction with plan and communicates accurate content knowledge
Closure	Managing Classroom Procedures	Student use reflection and goal setting	Teacher is a reflective practitioner	Students participate in a learning community that supports student learning and well being
	Organizing Physical Space	Students are supported in the planning and assessment of their learning y parents, teachers and other students.	Teacher uses a professional growth plan	Students engage in learning activities that are based on research and principles of effective learning
	Communicating Clearly and Accurately	Students use appropriate learning behavior	Teacher remains current in subject area	Students experience effective classroom management and discipline
	Use of Questioning and Discussion Techniques	Students participate in a positive, safe and supportive learning environment	Teacher participates collaboratively in school improvement activities and in contributing to collegial decision making	Teacher and students engage in activities that assess student learning
	Engaging Students in Learning			
	Providing Feedback to Students			
	Demonstrating Flexibility and Responsiveness			

<b>E-Cove</b>	<b>Teaching Attributes Observation Protocol (TAOP)</b>	<b>STAR Protocol-BERC</b>	<b>School Improvement Assistance Educational Audit (OSPI)</b>
Attention to gender	Student work shows evidence of conceptual understanding, not just recall..	Students develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, and/or demonstrating	Instruction focuses on teaching thinking, understanding and application skills to all students, not relegating low-achieving students to highly structured class work focused on low level intellectual activity and/or lower level content
Giving directions/questioning	Students are engaged in activities to develop understanding and create personal meaning through reflection.	Students' skills are used to demonstrate conceptual understanding, not just recall	Instructional strategies reflect varied student learning styles (i.e., visual kinesthetic, auditory, combination) and instructional delivery models (cooperative groups, theme/project-based learning, hands-on activities)
Distribution of time (review, demonstration, lecture, etc.)	Teacher and students apply knowledge in real world contexts.	Students use appropriate methods and tools of the subject area to acquire and represent information	Teachers use questioning, cueing and prompting of all students to engage them in meaningful and challenging classroom dialogues
Divergent Questioning	Students are engaged in active participation, exploration and research.	Students construct knowledge and manipulate information and ideas to build on prior learning, to discover new meaning and to develop conceptual understanding	There is evidence of assessment-driven instruction. Lesson plans are standards-based and clearly aligned to GLEs
Individual/group response tool	Teacher uses diverse experiences of students to build effective learning.	Students engage in substantive communication, which could include speaking/writing, that builds conceptual knowledge	Rubrics are aligned with GLEs and are prominently displayed and/or visible to students.
On task behavior	Students are presented with a challenging curriculum designed to develop depth of understanding.	Teacher conveys high standards for performance for all students	Teacher uses instructional tools such as an anticipatory set and effective transition management to support student learning
Non-verbal behaviors	Summative assessment allows students to exhibit higher order thinking and construct knowledge.	Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and performance skills	Computer software is used to reinforce reading and/or mathematics
Positive/negative teacher statements		Students develop and/or demonstrate effective thinking processes	Staff maintains high standards and consistent expectations for student behavior
Questioning---Bloom's Taxonomy		Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning	Teachers use effective strategies for redirecting student behavior when students are not on task
Speaking out of turn		Students produce a product and/or performance for an audience beyond the class	Teachers prominently display school goals and vision
Student response		Teacher and/or students relate disciplinary knowledge to other subject areas, personal experiences, and contexts outside their own classroom	Student work displayed in classrooms and/or around the school represents the different cultures/heritage of students in the school, as well as those of other groups
Teacher talk		Students plan to extend content learning into life experience and/or carry out independent research	Students collaborate with each other on classroom work and staff and students take necessary steps to include

			students from all groups
Verbal tics		The classroom is a positive, inspirational, safe, and challenging academic environment	Students engage in hands-on activities and project-based learning and use of manipulatives
Wait time		Students work collaboratively to share knowledge, complete projects, and/or critique their work	Students engage in higher level learning activities, as well as activities to support development of lower level skills

<b>Sheltered Instruction Observation Protocol (SIOP)</b>	<b>Teacher Self-Assessment Instrument (Hudson, Mass)</b>	<b>Teacher Self-Assessment Instrument, continued</b>	<b>Teach 4 Success Classroom Observation Protocol (WestEd)</b>	<b>Motivational Framework for Culturally Responsive Teaching (Ginsberg)</b>
Write content objectives clearly	Teacher is up to date regarding curriculum content and understands the central concepts, tools of inquiry, and structures of the discipline....makes concepts meaningful for students	Teacher promotes confidence and perseverance in the students that stimulates increased student responsibility for achieving the goals of the curriculum	Instructional practices to engage and support all students in learning	Establishing inclusion (for learners)
Choose content concepts appropriate for age and educational background level of students	Teacher plans instruction effectively utilizing materials and resources to achieve the objectives	Teacher strives to ensure equitable opportunities for student learning	Student engagement throughout the learning	Developing a positive attitude
Identify supplemental materials to use (graphs, models, visuals)	Teacher plans assessment of student learning effectively	Teacher demonstrates appreciation for and sensitivity to the diversity among individuals	Selected concepts that maximize student learning	Enhancing meaning (challenging and engaging learning)
Adapt content to all levels of student proficiency	Teacher monitors students' understanding of the curriculum effectively and adjusts instructions, materials, or assessments when appropriate	Teacher effectively facilitates student learning and growth	Level of cognition	Engendering competence
Plan meaningful activities that integrate lesson concepts	Teacher creates an environment positive for student learning and involvement	Students demonstrate appropriate mastery of the knowledge and/or skills ....	Instructional practices related to standards, curriculum and students	
<u>Building Background</u> : link concepts to student background; link to past learning; key vocabulary	Teacher maintains appropriate standards of behavior, mutual respect and safety		Assessing student learning	
<u>Comprehensible Input</u> : appropriate speech; explains tasks clearly; variety of techniques	Teacher makes learning goals clear to students		Creating and maintaining effective learning environment	
<u>Strategies</u> : learning strategies opportunities; scaffolding; questioning that leads to higher order thinking skills	Teacher uses appropriate instructional techniques			
<u>Interaction</u> : opportunities for student interaction; group configuration; wait time; opportunities for students to	Teacher uses appropriate questioning techniques			

clarify key components				
<u>Practice/Application</u> : hands on materials; activities for students to apply concepts; activities that integrate writing skills	Teacher evaluates, tries innovative approaches, and refines instructional strategies... to increase student learning and confidence to learn			
<u>Lesson Delivery</u> : support content objectives; engage students 90-100% of the period; pace lesson appropriate to students' ability	Teacher communicates learning goals and high standards and expectations to students			
<u>Review</u> : key vocab; key concepts				
Provide regular feedback during lesson				

## APPENDIX C

### Themes from Observation Framework Analysis

#### **1. There is a High Degree of Student Engagement**

*Students are engaged in their learning*

*Students engage in a challenging curriculum*

*Students engage in relevant and developmentally appropriate learning*

*Students engage in meaningful learning experiences*

*Students are working in collaboration with others*

*Students engage in substantive communication, which could include speaking/writing, that builds conceptual knowledge*

*Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning*

*Students produce a product and/or performance for an audience beyond the class*

*Student work collaboratively to share knowledge, complete projects, and/or critique their work*

*Students collaborate with each other on classroom work and staff and students take necessary steps to include student from all groups*

*Students engage in hands-on activities and project-based learning and use of manipulatives*

*Students engage in higher level learning activities as well as activities to support development of lower level skills*

*Teacher creates opportunities for student interaction ( related to the lesson)*

*Students are engaged in the lesson 90-100% of the period*

*Activities are structured for students to apply concepts*

*Teacher creates an environment that promotes student involvement*

*Students are included in activities, as learners*

#### **2. The Teacher Designs and Delivers Effective Instruction**

*Teacher designs instruction based on research and principles of effective practice*

*Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and performance skills*

*Teacher and/or students relate disciplinary knowledge to other subject areas, personal experiences, and contexts outside their own classroom*

*Instructional approaches are adapted to meet the needs of diverse learners (differentiated learning)*

*Teachers build background by linking concepts to student background, past learning, and key vocabulary*

*Teacher selects concepts that maximize student learning*

*Teacher creates opportunities for high levels of cognition*

*Teachers help students identify that they are learning something of value*

### **3. The Teacher Effectively Uses Assessment for Student Learning**

*Teacher checks for understanding*

*Students use and know how standards of quality assessment are used by others to evaluate their learning*

*Teacher designs assessment strategies that measure student learning*

*Teacher and students engage in activities that assess student learning*

*There is evidence of assessment-driven instruction*

*Rubrics are aligned with grade level expectations*

*Teacher provides regular feedback during lesson*

*Teacher assesses learning objectives throughout the lesson*

*Teacher plans assessment of student learning effectively*

*Teacher monitors students' understanding of the curriculum effectively and adjusts instructions, materials, or assessments when appropriate*

### **4. The Teacher Uses a Positive Behavior Management Approach**

*Students are practicing self management skills*

*Students experience effective classroom management and discipline*

*Teacher maintains high standards and consistent expectations for student behavior*

*Students demonstrate an understanding of behavior expectations*

*Teachers use effective strategies for redirecting student behavior when students are not on task*

*Teacher creates an environment that is positive for student learning and involvement*

*Students are engaged throughout the lesson*

*Teacher creates and maintains an effective learning environment*

### **5. The Teacher Demonstrates Knowledge of Students**

*Students engage in relevant and developmentally appropriate learning*

*Teacher demonstrates knowledge of the characteristics of students and their communities*

*Instructional approaches are adapted to meet the needs of diverse learners*

*Instructional strategies reflect varied student learning styles*

*Student work displayed in classroom represents the different cultures/heritage of students in the school, as well as those of other groups*

*Teachers chooses content concepts appropriate for age and educational background level of students*

*Teacher adapts content t all levels of student proficiency*

*Teacher demonstrates appreciation for and sensitivity to the diversity among individuals*

*Teacher uses instructional practices that engage and support all students' learning*

*Teachers create opportunities for challenging and engaging learning*



## **6. The Teacher Selects and Communicates Clear Instructional Goals**

*Teacher sets learning targets that address the state learning standards (EALRs)*

*Lesson plans are standards-based and clearly aligned to the grade level expectations (GLEs)*

*Rubrics are aligned with grade level expectations and are prominently displayed and/or visible to students*

*Content objectives are written clearly for the students*

*Teacher makes learning goals clear to students*

*Teachers communicates learning goals and high standards and expectations to students*

*Teacher selects concepts that maximize student learning*

## **7. There are Clear Classroom Procedures**

*Students participate in a positive, safe and supportive learning environment*

*Students participate in a learning community that supports student learning and well-being*

*Students experience effective classroom management and discipline*

*Teacher plans for effective distribution of time during the lesson (review procedures, demonstration, lecture, guided practice, feedback, independent practice, review current lesson, housekeeping)*

*The classroom is a positive, inspirational, safe, and challenging academic environment*

*Teacher maintains high standards and consistent expectations for student behavior*

*Teacher maintains appropriate standards of behavior, mutual respect and safety*

*Teacher creates and maintains effective learning environment*

## **8. The Teacher Demonstrates Content Knowledge**

*Teacher selects/creates appropriate learning objectives*

*Teacher remains current in subject area*

*Teacher aligns instruction with plan and communicates accurate content knowledge*

*Students use appropriate methods and tools of the subject area to acquire and represent information*

*Teacher is up to date regarding curriculum content and understands the central concepts, tools of inquiry, and structures of the discipline and developmental tasks so as to create learning experiences that make these concepts meaningful for students*

*Teacher uses instructional practices related to standards, curriculum and students*

## **9. The Teacher Uses High Quality Questioning/Discussion Techniques**

*Teacher uses divergent questioning technique*

*Teacher uses questions along Bloom's Taxonomy*

*Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and performance skills*

*Teacher uses questioning, cueing and prompting of all students to engage them in meaningful and challenging classroom dialogues*  
*Teacher uses questioning that leads to higher order thinking skills*  
*Teacher uses appropriate questioning techniques*

#### **10. The Teacher Demonstrates Flexibility and Responsiveness**

*Instructional approaches are adapted to meet the needs of diverse learners*  
*Instructional strategies reflect varied student learning styles and instructional delivery models*

*The lesson is paced appropriately to student abilities*

*Teacher uses appropriate instructional techniques*

*Teacher strives to ensure equitable opportunities for student learning*

*Teacher uses instructional practices to engage and support all students in learning*

*Teacher creates and maintains an effective learning environment*

#### **11. The Lesson Reflects the Teacher's Knowledge of Resources**

*Teacher designs instruction based on research and principles of effective practice*

*Students engage in learning activities that are based on research and principles of effective learning*

*Computer software is used to reinforce reading and/or mathematics*

*Teacher identifies supplemental materials to use in instruction*

*The teacher plans instruction effectively utilizing materials and resources to achieve the objectives of the curriculum*

*Teacher evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn*

#### **12. The Teacher Communicates Clearly**

*Teacher provides clear directions*

*Teachers conveys high standards for performance for all students*

*Teacher writes clear content objectives for students*

*Teacher makes learning goals clear to students*

#### **13. The Teacher Provides Feedback to Students**

*Teacher provides opportunities for guided practice*

*Teacher and students engage in activities that assess student learning*

*Teacher provides regular feedback during lesson*

*Teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum*

*Teacher helps students identify that they are learning something of value*

**14. The Organization of Classroom Space is Conducive to Learning**

*Teacher prominently displays school goals and vision*

*Teacher creates and maintains an effective learning environment*

**15. The Teacher Uses Anticipatory Set**

*Teacher uses instructional tools such as an anticipatory set and effective transition management to support student learning*

*Teacher explains tasks clearly*

*Teacher communicates learning goals and high standards and expectations to students*

**16. The Teacher Provides Lesson Closure**

*Teacher reviews vocabulary and key concepts*

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