

Quality Learning for Every Student Every Day!

Framework for Effective Teaching: Coaching Edition

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Framework for Effective Teaching

An Introduction to Design and Components

The *Framework for Effective Teaching* is designed to provide an explicit definition of proficient teaching. The *Framework* is designed for use throughout the Pre-K-12 program. The *Framework* is based on the work of the National Board for Professional Teaching Standards (NBPTS), published in 1994 as *What Teachers Should Know and Be Able to Do*. The power and usefulness of this work was such that it is the foundation of four generations of frameworks for describing good teaching. The *Framework for Effective Teaching* is adapted in great part from the fourth generation of the NBPTS Core Propositions, developed at the New Teacher Center at the University of California at Santa Cruz as the six Areas of Performance which form the foundation of *The Framework*.

Components of the *Framework for Effective Teaching*

Areas of Performance

1. Understanding and Organizing Subject Matter for Student Learning
2. Planning Instruction and Designing Learning Experiences for All Students
3. Creating and Maintaining an Effective Environment for Student Learning
4. Engaging and Supporting All Students in Learning
5. Assessing Student Learning
6. Developing as a Professional Educator

Standard for Each Area of Performance

A standard of teacher performance accompanies each Area of Performance. The standards describe what a teacher must know and do on a consistent basis.

Elements of Performance

Each Area of Performance is divided into four to six Elements of Performance, for a total of 31 Elements. An example in Area 2, Planning and Designing, is Element 2a: Draw on and value students' backgrounds, interests, and developmental learning needs. A second example, in Area 5, Assessing Student Learning is Element 5c: Involve and guide all students in assessing their own learning. A third example, in Area 6, Developing as a Professional Educator, is Element 6c: Participate in professional communities to learn.... Proficiency is assessed at the level of the Elements of Performance.

Definition of Proficiency

A written description of proficiency, *The Target*, accompanies each Element of Performance. These provide teachers and others with clear guidance as to what a teacher is expected to know and do on a consistent basis.

Continuum of Proficiency

Each Element of Performance is also accompanied by a four-point rubric of proficiency, from basic (*Getting Started*) to proficient (*The Target*). These rubrics support teachers in self-assessment and planning for further learning and growth.

The *Framework for Effective Teaching* is designed to be: (1) comprehensive, (2) public, (3) generic, (4) demonstrated in diverse ways, (5) inclusive, (6) progressive, (7) research-grounded, and (8) constructivist.

Framework for Effective Teaching: Fundamental Qualities

1. Comprehensive

The *Framework* addresses teacher responsibilities in and out of the classroom. Thirty-one (31) essential Elements of effective teaching are clustered in six Areas of Performance: (1) Understanding and Organizing Subject Matter for Student Learning, (2) Planning Instruction and Designing Learning Experiences for All Students, (3) Creating and Maintaining an Effective Learning Environment for Student Learning, (4) Engaging and Supporting All Students in Learning, (5) Assessing Student Learning, and (6) Developing as a Professional Educator.

2. Public

Definition of what constitutes effective teaching is clearly known to all: a standard is stated for each of the six Areas of Performance, and proficiency is defined for each of the 31 Elements which are organized in the Areas. The *Framework* is available to all.

3. Generic

The *Framework* is based on constructs and themes that apply across specific teaching settings and approaches; it is not a checklist of teacher behaviors. This can be seen in the language of the *Framework*; for example, Element 5b reads, “Collects and uses information from multiple sources to assess student learning,” rather than identifying specific ways to do so.

4. Diverse Demonstration

The *Framework* is comprehensive in its description of teaching, so some Areas of Performance can be observed as teachers work in the classroom: Engaging and Supporting All Students in Learning, for example. Other Areas are demonstrated in different ways: “Understanding Subject Matter” might be observed in a curriculum map or in a professional conversation; “Works with families...”(6d) might be observed in a parent-student conference; “Participates in professional learning communities...”(6c) might be observed in a conversation with other staff or in the text of a learning journal.

5. Inclusive

The *Framework* consistently states that teachers must focus on high quality learning for all students: for example Area 2 focuses on planning and design for “...All Students; Element 3a pertains to the physical environment of the classroom “...that engages all students;” Element 4e pertains to self-directed and reflective learning “...for all students,” and Element 5c states the expectation that “all students” must be involved in self-assessment.

6. Progressive

Each of the Elements of the *Framework* is defined in quality terms by a 4-point rubric that defines a range of levels of proficiency for each of the defining Elements of Performance.

7. Research-Grounded

The *Framework* is based on the body of research and evidence that identifies principles of effective practice for maximum learning by all students, and over a decade of research and experience with communicating the essentials of effective teaching.

8. Constructivist

Human understanding of any concept depends on the meaning that an individual develops personally on the basis of prior experience and new input. *Personal experience, current knowledge, cognitive structures at the time, and affective connections* contribute to the different ways that individuals understand common content. The *Framework* is designed to support teachers as they construct personal knowledge of quality in their field through practice of and reflection on effective teaching.

Adapted from: *Enhancing Professional Practice: A Framework for Teaching*, Danielson (1996)

Framework for Effective Teaching: Coaching Edition

Areas and Standards of Performance

<p><u>1. Understanding and Organizing Subject Matter for Student Learning</u></p> <p>Coaches exhibit strong working knowledge of subject matter, learning theory, and student development. Coaches organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Coaches use their knowledge of subject matter, learning theory, student development, instructional strategies and resources to make subject matter accessible to all students. Coaches use these areas of knowledge to interrelate ideas and information within and across curricular areas to extend students' understanding. Coaches support teachers in building and sustaining these capacities.</p>	<p><u>4. Engaging and Supporting All Students in Learning</u></p> <p>Coaches build on students' prior knowledge, life experience, and interests to conceive high-level learning goals for all students. Coaches use a variety of instructional strategies and resources that respond to students' diverse needs. Coaches facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Coaches actively engage all students in problem-solving, and creative and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Coaches assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn. Coaches support teachers in building and sustaining these capacities.</p>
<p><u>2. Planning Instruction and Designing Learning Experiences for All Students</u></p> <p>Coaches plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Coaches establish challenging learning outcomes for all students based on student experience, language, development, and home and school expectations. Coaches sequence curriculum and design and document long-term and short-range plans that incorporate subject matter knowledge, reflect grade-span and grade-level curriculum expectations, and include a repertoire of instructional strategies. Coaches use instructional activities that promote the attainment of high level learning goals by all students, and connect with student experiences and interests of all. Coaches modify and adjust instructional plans according to student engagement and achievement and to support the achievement of high level outcomes by all students. Coaches support teachers in building and sustaining these capacities.</p>	<p><u>5. Assessing Student Learning</u></p> <p>Coaches establish and clearly communicate high-level learning outcomes and targets for all students. Coaches collect information about student performance from a variety of sources. Coaches involve all students in assessing their own learning. Coaches use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote high-level academic achievement and personal growth for all students. Coaches exchange specific, timely, and progress-focused information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic mastery. Coaches support teachers in building and sustaining these capacities.</p>
<p><u>3. Creating and Maintaining an Effective Environment for Student Learning</u></p> <p>Coaches create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Coaches maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Coaches encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Coaches make effective use of instructional time as they implement class procedures and routines. Coaches support teachers in building and sustaining these capacities.</p>	<p><u>6. Developing as a Professional Educator</u></p> <p>Coaches reflect on their teaching practice and actively engage in planning their professional learning. Coaches establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Coaches know the benefits of Professional Communities for learning, and participate consistently. Coaches communicate effectively with families and involve them in student learning and the school community. Coaches contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. Coaches fulfill their basic responsibilities, and balance professional responsibilities and maintain motivation and commitment to all students. Coaches support teachers in building and sustaining these capacities. Coaches support others' development as professional educators. (See page 20.)</p>

Framework for Effective Teaching: Coaching Edition

Areas and Elements of Performance

Coaches both demonstrate and support teachers in demonstrating these Elements of Performance.

1. Understanding and Organizing Subject Matter for Student Learning

- 1a. Demonstrates knowledge of subject matter content, learning theory, and student development.
- 1b. Organizes curriculum to support student mastery of Indiana Academic Standards.
- 1c. Develops student understanding and mastery through instructional strategies suitable to the subject matter.
- 1d. Uses materials, resources, and technologies to make subject matter accessible to all students.

2. Planning Instruction and Designing Learning Experiences for All Students

- 2a. Draws on and values students' backgrounds, interests, prior knowledge, and developmental learning needs.
- 2b. Establishes and articulates purpose and outcomes for student learning.
- 2c. Develops and sequences instructional activities and materials for student learning.
- 2d. Designs short-term and long-term plans to foster student learning.
- 2e. Modifies instructional plans to adjust for student needs.

3. Creating and Maintaining an Effective Environment for Student Learning

- 3a. Creates a physical environment that engages all students.
- 3b. Establishes a climate that promotes fairness and respect.
- 3c. Promotes social development and group responsibility.
- 3d. Establishes and maintains standards for student behavior.
- 3e. Plans and implements classroom procedures and routines that support student learning.
- 3f. Uses instructional time effectively.

4. Engaging and Supporting All Students in Learning

- 4a. Connects students' prior knowledge, life experience, and interests with essential questions and learning outcomes.
- 4b. Uses a variety of instructional strategies and resources to respond to students' diverse needs.

Continued

- 4c. Facilitates learning experiences that promote autonomy, interaction, and choice.
- 4d. Engages students in problem-solving, creative and critical thinking, and other activities that make subject matter meaningful.
- 4e. Promotes self-directed, reflective learning for all students.

Adult-4. Engaging and Supporting All Participants in Learning

- A4a. Connects participants' prior knowledge, life experience, and interests with essential questions and learning outcomes.
- A4b. Uses a variety of instructional strategies and resources to respond to participants' diverse needs.
- A4c. Facilitates learning experiences that promote autonomy, interaction, & choice.
- A4d. Engages participants in problem-solving, creative and critical thinking, and other activities that make concepts and skills meaningful.
- A4e. Promotes self-directed, reflective learning for all participants.

5. Assessing Student Learning

- 5a. Establishes and communicates learning outcomes for all students.
- 5b. Collects and uses information from multiple sources to assess student learning.
- 5c. Involves and guides all students in assessing their own learning.
- 5d. Uses the results of assessment to guide instruction.
- 5e. Communicates with students, families, and other audiences about student progress.

6. Developing as a Professional Educator

- 6a. Reflects on teaching practice and plans professional learning
- 6b. Establishes professional goals and pursues opportunities to grow professionally.
- 6c. Participates in professional communities to learn and to improve professional practice.
- 6d. Works with families to improve professional practice.
- 6e. Works with peers and other staff to improve professional practice.
- 6f. Balances professional responsibilities and maintains motivation.
- 6g. Applies the repertoire of conversation templates for collegial conversation & coaching.
- 6h. Demonstrates the Norms of Collaboration in collegial conversation & coaching.

Framework for Effective Teaching: Coaching Edition

1. Understanding and Organizing Subject Matter for Student Learning (Pg. 1 of 2)

Coaches exhibit strong working knowledge of subject matter, learning theory, and student development. Coaches organize curriculum to facilitate students’ understanding of the central themes, concepts, and skills in the subject area. Coaches use their knowledge of subject matter, learning theory, student development, instructional strategies and resources to make subject matter accessible to all students. Coaches use these areas of knowledge to interrelate ideas and information within and across curricular areas to extend students’ understanding. **Coaches support teachers in building and sustaining these capacities.**

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
1a Demonstrates knowledge of subject matter content, learning theory, and student development. Supports teachers in this Element.	Flexibly uses comprehensive knowledge of subject matter, learning theory, and student development to ensure that all students master key concepts and skills, and major themes from multiple perspectives. Makes connections in subject matter within and between areas of curriculum.	Communicates significant themes, key concepts, and essential skills in an accurate, clear, and coherent manner which addresses common student misconceptions. Enriches and extends subject matter with student interests in mind.	Uses knowledge of subject matter, learning theory, and student development to teach and promote mastery of key concepts and essential skills. Demonstrates awareness of common misconceptions held by students.	Demonstrates some knowledge of subject matter, learning theory, and student development. Teaches key concepts and essential skills.
1b Organizes curriculum to support student mastery of Indiana Academic Standards (IAS). Supports teachers in this Element.	Integrates themes, concepts, and skills from the Indiana Academic Standards in unit, lesson, and assessment plans. Organizes plans to support all students in grasping relationships among various themes, concepts, and skills across the curriculum.	Uses major themes, key concepts, and essential skills identified in the Indiana Academic Standards to design units, lessons, and assessment tasks.	Identifies major themes, key concepts and essential skills, and organizes unit and lesson plans around these. Reference is made to the Indiana Academic Standards.	Demonstrates some knowledge of the major themes, key concepts, and essential skills within curriculum, to guide unit and lesson planning.

Understanding and Organizing Subject Matter for Student Learning (Pg. 2 of 2)

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
<p>1c Develops student understanding and mastery through instructional strategies suitable to the subject matter. Supports teachers in this Element.</p>	<p>Develops and uses multiple strategies suitable to subject matter, which challenge all students and address likely misconceptions. Assists students to individually construct and apply their own knowledge and to think critically about the subject matter.</p>	<p>Matches strategies appropriate to subject matter to encourage student understanding, mastery of skills, and critical thinking. Strategies utilize students' interests and backgrounds, and anticipate some likely student misconceptions.</p>	<p>Some suitable strategies are used, matched with subject matter in order to communicate concepts and demonstrate skills. Displays basic pedagogical knowledge. Student misconceptions may be recognized.</p>	<p>Uses a few instructional strategies to make the content accessible to students. Displays little understanding of pedagogical issues involved in learning the content.</p>
<p>1d Uses materials, resources, and technologies to make subject matter accessible to all students. Supports teachers in this Element.</p>	<p>Selects, adapts, and creates a wide range of relevant materials, resources, and technologies from multiple sources to enrich and extend learning, to reflect the cultural and learning diversity of all students, and to provide equity of quality and access.</p>	<p>Selects and uses appropriate relevant instructional materials, resources, and technologies available through the school, District, Educational Service Center (NIESC), and the internet to address concepts, skills, and themes. Materials reflect diversity of student backgrounds and learning styles. Resources are provided to all students.</p>	<p>Uses required and additional instructional materials, resources, and technologies to present concepts and demonstrate skills. Some materials and resources reflect students' diversity. Develops some routines to provide equitable access to resources.</p>	<p>Uses required instructional materials, resources, and technologies for specific lessons to support student learning.</p>

2. Planning Instruction and Designing Learning Experiences for All Students (Pg. 1 of 2)

Coaches plan instruction that draws on and values students’ backgrounds, prior knowledge, and interests. Coaches establish challenging learning outcomes for all students based on student experience, language, development, and home and school expectations. Coaches sequence curriculum and design and document long-term and short-range plans that incorporate subject matter knowledge, reflect grade-span and grade-level curriculum expectations, and include a repertoire of instructional strategies. Coaches use instructional activities that promote the attainment of high level learning goals by all students, and connect with student experiences and interests of all. Coaches modify and adjust instructional plans according to student engagement and achievement and to support the achievement of high level goals by all students. **Coaches support teachers in building and sustaining these capacities.**

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
<p>2a Draws on and values students’ backgrounds, interests, prior knowledge, and developmental learning needs. Supports teachers in this Element.</p>	<p>Uses a wide range of publicly available and personally developed print & web-based materials to access & build upon all students’ prior knowledge, interests, learning needs & styles to extend the understanding and skill of all students. All resources are documented in unit and/or lesson plans.</p>	<p>Uses a range of available and developed resources to construct lessons that incorporate students’ backgrounds, prior knowledge, skills, and interests, as well as learning needs & styles. All resources are identified in unit and/or lesson plans.</p>	<p>Develops & gathers materials from multiple sources to supplement required resources. Most lessons acknowledge students’ backgrounds, prior knowledge, skills, and interests, as well as learning needs and styles. Most resources are identified in lesson plans.</p>	<p>Uses required materials & resources to plan and carry out lessons, with some attention to students’ backgrounds, interests, prior knowledge, and learning needs. Some resources are identified in lesson plans.</p>
<p>2b Establishes and articulates purpose and outcomes for student learning. Supports teachers in this Element.</p>	<p>Ensures that students understand unit and lesson purposes and outcomes as found in unit and lesson plans. The outcomes reflect high expectations for all students, and challenge all at their current level of performance. Students have opportunities to engage in personal goal-setting, and self-assessing progress.</p>	<p>Articulates & connects unit and lesson purposes and learning outcomes to instructional activities. Holds high expectations for all students when setting learning outcomes. All are documented unit and/or lesson plans.</p>	<p>The purposes and outcomes for units and lessons are usually communicated to students. All may be documented in lesson plans.</p>	<p>Unit and lesson purposes and outcomes may be identified for students. Instructional activities may be explained to students. The District curriculum is used.</p>

Planning Instruction and Designing Learning Experiences for All Students (Pg. 2 of 2)

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
<p>2c Develops and sequences instructional activities and materials for student learning. Supports teachers in this Element.</p>	<p>Sequences instructional activities and materials to address the learning styles of all students and develop higher order thinking as students develop in knowledge, skills, application, & communication. Explicit connections are made within & across subject areas. All is fully documented in unit and/or lesson plans.</p>	<p>Plans appropriately sequenced instruction and use of materials to meet students' learning styles, and develop student knowledge & skills. Opportunities for higher order thinking are provided. Instructional plans & resources are fully documented in unit and/or lesson plans..</p>	<p>Develops most concepts and skills through a series of lessons that are connected and consider a range of learning styles. Lessons may be documented in unit and/or lesson plans with instructional resources indicated.</p>	<p>Develops lessons to address identified concepts and skills, using available resources. Sequence of lessons throughout a unit is either not explicit, unclear, and/or undocumented.</p>
<p>2d Designs short-term and long-term plans to foster student learning. Supports teachers in this Element.</p>	<p>Designs units of study that connect subject areas. Unit plans include Indiana Academic Standards, key concepts & skills, summative assessment tasks, learning targets or indicators and formative assessments, sequence of lessons, and instructional resources. Fully documents these components.</p>	<p>Designs units of study including Indiana Academic Standards, key concepts & skills, formative and summative assessment tasks, sequence of lessons, and instructional resources. Documents these components.</p>	<p>Designs sequences of lessons based on Indiana Academic Standards. The plans include key concepts and skills, summative assessment tasks, and instructional resources. Documents some-to-all of these components.</p>	<p>Plans for lessons and activities to address Indiana Academic Standards. The plans include summative assessment tasks.</p>
<p>2e Modifies instructional plans to adjust for student needs. Supports teachers in this Element.</p>	<p>Uses formative assessments to inform students of their progress, and to design modifications of lessons in advance. Throughout the learning activities, formative assessments for student learning are used to guide changes in instruction, inform students of progress, and support students' self-assessment.</p>	<p>Adjusts plans in advance to accommodate student interests & present levels of performance. Makes modifications during lessons to address student misconceptions & current performance.</p>	<p>Adjusts lessons based on formative assessment for student understanding and performance in previous lessons, having taken note of student misconceptions.</p>	<p>Follows unit, lesson and activity plans as designed.</p>

3. Creating and Maintaining an Effective Environment for Student Learning (Pg. 1 of 2)

Coaches create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Coaches maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Coaches encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Coaches make effective use of instructional time as they implement class procedures and routines. **Coaches support teachers in building and sustaining these capacities.**

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
3a Creates a physical environment that engages all students. Supports teachers in this Element.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Students are engaged in planning the classroom environment. Displays are integral to learning activities.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Arranges and manages room for easy movement and access to resources. Room displays represent current Unit of study.	Arranges room for teacher accessibility to or visibility of students. Room displays may relate to the curriculum. Movement and access may be restricted by barriers.
3b Establishes a climate that promotes fairness and respect. Supports teachers in this Element.	Sustains caring, respectful, and equitable relationships with all students. Supports students in developing skills to collaborate, to respond to inequity and disrespect, to mediate conflicts, and to support a climate of equity and caring.	Promotes caring and respectful interactions through teaching and modeling. Responds equitably to incidents of unfairness and disrespect. Encourages students to respect differences among individuals. May engage students in conflict resolution and shared problem-solving.	Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Uses some strategies to respond to unfairness and disrespect.	Establishes rapport with some individual students. Acknowledges some incidents of unfairness and disrespect.

Creating and Maintaining an Effective Environment for Student Learning (Pg. 2 of 2)

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
3c Promotes social development and group responsibility. Supports teachers in this Element.	Engages students in individual and group work that teaches collaboration and promotes responsibility to the classroom community. Supports students in taking initiative in classroom leadership.	Teaches the social skills needed for positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom.	Uses some strategies and activities to promote students' individual responsibility and recognition of others' rights and needs. Students share in classroom responsibilities.	Encourages student responsibility for self. Creates opportunities for individual students to have classroom responsibilities
3d Establishes and maintains standards for student behavior. Supports teachers in this Element.	Engages students in defining expectations, and maintaining & monitoring classroom behavior in respectful ways. When corrective consequences are needed, they are natural, logical, or restitution-based.	Involves students in defining expectations for behavior. Uses strategies that prevent or lessen disruptive behavior and reinforce expectations. Monitors behavior while teaching and during student work time.	Establishes expectations and consequences for student behavior. Responds appropriately to disruptive behavior and promotes positive behaviors.	Communicates roles and consequences. Responds to disruptive behavior. Focuses attention on presenting lessons.
3e Plans and implements classroom procedures and routines that support student learning. Supports teachers in this Element.	Engages students in developing, supporting, and taking ownership of routines and procedures that equitably support the participation of all students in all classroom activities.	Identifies, teaches, and supports, routines and procedures for all learning activities. May engage students in this.	Develops and guides students to learn routines and procedures for most activities.	Establishes some procedures to support student learning. Students are aware of the procedures.
3f Uses instructional time effectively. Supports teachers in this Element.	Designs all lessons to include appropriate sequence of activities for inquiry or direct instruction, with time for all students to complete learning activities. Paces instruction and classroom business to maintain student engagement and provide for student self-assessment of work and time-on-task.	Designs lessons to include appropriate sequence of activities for inquiry or direct instruction, with time for completion of learning activities. Paces instruction and classroom business to maintain student engagement. May engage students in self-assessment of time-on-task.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely. Uses strategies to pace and adjust instruction to ensure continual engagement.	Pacing of learning activities, classroom routines, and transitions may be efficient.

4. Engaging and Supporting All Students in Learning (Pg. 1 of 2)

Coaches build on students' prior knowledge, life experience, and interests to conceive high-level learning goals for all students. Coaches use a variety of instructional strategies and resources that respond to students' diverse needs. Coaches facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Coaches actively engage all students in problem-solving, and creative and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Coaches assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn. **Coaches support teachers in building and sustaining these capacities.**

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
<p>4a Connects students' prior knowledge, life experience, and interests with essential questions and learning outcomes. Supports teachers in this Element.</p>	<p>Uses questions and activities to extend students' integration of their interests and what they know with the unit's and the lesson's learning outcomes. Makes adjustments during lesson to ensure that all students meet the outcomes.</p>	<p>Implements activities and elicits questions that help students make connections between their life experiences, interests, and what they already know and the unit's and the lesson's outcomes.</p>	<p>Asks questions that elicit students' prior knowledge, life experiences and interests. Some connections are made to the learning outcomes of the lesson. Some connections may be made to the unit's outcomes.</p>	<p>Opens lesson to capture students' attention and interest. Teacher recognizes the value of students' prior knowledge and life experiences.</p>
<p>4b Uses a variety of instructional strategies and resources to respond to students' diverse needs. Supports teachers in this Element.</p>	<p>Uses an extensive repertoire of strategies and resources to engage all students through active participation in learning and formative assessment. Selects and differentiates learning and assessment strategies to accommodate students' diverse learning styles and needs.</p>	<p>Elicits student participation through a variety of instructional strategies and formative assessment methods intended to match students' learning needs and styles.</p>	<p>Varies instruction to increase student participation. Selects strategies, resources, and visuals with some consideration of students' learning needs and styles. Teacher recognizes the importance of formative assessment.</p>	<p>Uses a few instructional strategies. Delivers instruction with available resources and materials.</p>

Engaging and Supporting All Students in Learning (Pg. 2 of 2)

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
<p>4c Facilitates learning experiences that promote autonomy, interaction, and choice. Supports teachers in this Element.</p>	<p>Uses a variety of learning experiences to develop independent working skills and group participation skills in all students. Supports all students in making effective choices of learning activities.</p>	<p>Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Choices are provided for students regarding specific learning tasks.</p>	<p>Varies learning experiences to include work in large groups and small groups as well as individual work. Group participation skills are acknowledged.</p>	<p>Directs learning experiences through whole group and individual work with possibilities for interaction and choice.</p>
<p>4d Engages students in problem solving, creative and critical thinking, and other activities that make subject matter meaningful. Supports teachers in this Element.</p>	<p>Engages students in analysis of facts and key concepts, practice of skills, and frequent higher order thinking through activities and questions that consider multiple perspectives. Supports all students to initiate problem-posing, problem-solving, and inquiry.</p>	<p>Engages students through activities and questioning strategies that develop skills in understanding of key concepts and practice of skills, and important issues in the Unit. Supports all students in problem-posing, problem-solving, and higher order thinking.</p>	<p>Focuses questions on the unit's key concepts and practice of skills. Asks questions to elicit higher order thinking from some students.</p>	<p>Focuses questions on facts and important concepts to support learning subject matter.</p>
<p>4e Promotes self-directed, reflective learning for all students. Supports teachers in this Element.</p>	<p>Consistently designs and uses learning activities that enable students to set goals and criteria, and to develop strategies for demonstrating, monitoring, and reflecting on progress and process, expecting students to use an intentional inquiry process.</p>	<p>Teaches & supports self-monitoring and -assessment skills. Students have frequent opportunities to reflect on and discuss progress and process, and strategies for improvement.</p>	<p>Provides some opportunities for students to monitor their own work and to reflect on progress and process. May teach skills to enable self-monitoring and -assessment.</p>	<p>Directs learning experiences and monitors student progress within a specific lesson. Assistance is provided as requested by students.</p>

Adult – 4. Engaging and Supporting All Participants in Learning (Pg. 1 of 2)

Coaches build on participants’ prior knowledge, life experience, and interests to conceive high-level learning goals for all learners. **Coaches** use a variety of instructional strategies and resources that respond to participants’ diverse needs. **Coaches** facilitate challenging learning experiences for all learners in environments that promote autonomy, interaction, and choice. **Coaches** actively engage all participants in problem-solving, and creative and critical thinking within and across topics and areas of focus. Concepts and skills are offered in ways that encourage learners to apply them in real-life contexts that make them meaningful. **Coaches** engage all staff and students in collegial conversation and coaching. **Coaches** assist all learners to become self-directed, and capable of articulating, demonstrating, and evaluating what they learn. (A stands for **Adult** in the Element alpha-numeric indicators.)

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
A-4a. Connects participants’ prior knowledge, life experience, and interests with essential questions and learning outcomes.	Uses inquiry and activities to extend participants’ integration of their interests and what they know with session or topic outcomes. Makes adjustments during session to ensure that all learners meet the outcomes.	Implements inquiry and activities that help participants make connections between their experiences, interests, and what they already know and the topic-at-hand and session or topic outcomes.	Asks questions that elicit participants’ prior knowledge, experiences and interests. Some connections are made to the learning outcomes of the session. Some connections may be made to topic outcomes.	Opens session to capture participants’ attention and interest. Recognizes and overtly acknowledges the value of learners’ prior knowledge and experiences.
A-4b. Uses a variety of instructional strategies and resources to respond to participants’ diverse needs.	Uses an extensive repertoire of strategies and resources to engage all learners through collaborative participation in learning. Selects and differentiates learning and self-assessment strategies to accommodate learners’ diverse learning styles and needs.	Elicits learner participation through a variety of collaborative instructional strategies & supporting resources, intended to match learners’ learning needs and styles. Engages participants in self-assessment.	Varies strategies & activities to increase learner participation. Selects strategies and resources with some consideration of participant interaction, learning needs, and styles. Recognizes the importance of collaboration.	Uses a few instructional strategies. Presents with available resources and materials.

Engaging and Supporting All Participants in Learning (Continued)

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
A-4c. Facilitates learning experiences that promote autonomy, interaction, and choice.	Uses a variety of learning experiences to develop independent learning and collaborative participation skills in all participants. Supports all learners in making effective independent & collaborative choices of learning focus and processes.	Provides learning experiences utilizing individual and collaborative processes to develop autonomy and group participation skills. Choices are provided for learners regarding specific learning focus and tasks.	Varies learning experiences to include work in groups and as well as individual tasks. Collaborative skills are acknowledged.	Directs learning experiences through whole group and individual work tasks possibilities for interaction and choice.
A-4d. Engages participants in problem-solving, creative and critical thinking, and other activities that make concepts and skills meaningful.	Engages participants in analysis of facts and key concepts, practice of strategies, & frequent higher order thinking through activities & inquiry that consider multiple perspectives. Supports all learners in collaboratively initiating problem-posing, problem-solving, and inquiry.	Engages participants through activities and inquiry strategies that develop understanding of key concepts and practice of strategies, & important issues. Supports learners in collaborative problem-posing, problem-solving, and higher order thinking.	Focuses inquiry on a topic's key concepts and practice of strategies. Inquires to elicit higher order thinking from some learners.	Focuses questions on facts and important concepts to support learning.
A-4e. Promotes self-directed, reflective learning for all participants.	Consistently designs and uses learning strategies & activities that enable participants to set goals and criteria, and to develop collaborative strategies for demonstrating, monitoring, and reflecting on progress and process, expecting learners to use an intentional collaborative inquiry process.	Teaches & supports self-monitoring and -assessment skills. Participants have frequent opportunities to reflect on and talk about progress and process, and strategies for improvement.	Provides some opportunities for participants to monitor their own engagement and to reflect on progress and process. May teach skills to enable self-monitoring and -assessment.	Directs learning experiences and monitors learner progress within a specific session. Assistance is provided as requested by students.

5. Assessing Student Learning (Pg. 1 of 2)

Coaches establish and clearly communicate high-level learning outcomes and targets for all students. Coaches collect information about student performance from a variety of sources. Coaches involve all students in assessing their own learning. Coaches use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote high-level academic achievement and personal growth for all students. Coaches exchange specific, timely, and progress-focused information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic mastery. **Coaches support teachers in building and sustaining these capacities.**

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
5a Establishes and communicates learning outcomes for all students. Supports teachers in this Element.	Articulates and explains in student-friendly terms the unit purpose and learning outcomes, as well as lesson outcomes. Engages students in cooperative development of learning target rubrics. Provides students with exemplars of quality as defined in the rubrics.	Communicates the unit’s purpose and learning outcomes, as well as lesson outcomes, to students. Uses tools such as rubrics to communicate learning targets, and with reference to students’ learning styles and needs.	Identifies learning outcomes for units, and lessons, according to the Indiana Academic Standards that guide the unit of study. Outcomes are communicated as specific learning targets.	Uses available curriculum and instructional resources according to decide learning outcomes. Outcomes may or may not be communicated clearly to students.
5b Collects and uses information from multiple sources to assess student learning. Supports teachers in this Element.	Engages students in designing formative assessment tasks <i>for</i> learning - to inform instruction and to inform students of their progress toward learning targets. Uses, develops, and differentiates summative assessment tasks <i>of</i> learning that are congruent with the Indiana Academic Standards.	Develops strategies for formative assessment activities to inform instruction. Also employs summative assessment tasks to assess students’ mastery relative to the Indiana Academic Standards and learning target rubrics or other tools.	Uses several assessments to monitor student progress and learning aligned to the Indiana Academic Standards.	Uses one or two sources of information to assess student learning and monitor student progress.

Assessing Student Learning (Pg. 2 of 2)

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
<p>5c Involves and guides all students in assessing their own learning. Supports teachers in this Element.</p>	<p>Integrates student self-assessment and reflection into the learning activities. Students engage in regular peer assessment of work against criteria articulated in the rubrics for the current learning targets.</p>	<p>Uses learning target tools such as rubrics, presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work with relation to the rubric(s).</p>	<p>Provides students with feedback on work- in- progress as well as completed tasks. Some student involvement in correcting work.</p>	<p>Checks and monitors work in progress. Communicates student progress through mandatory procedures.</p>
<p>5d Uses the results of assessment to guide instruction. Supports teachers in this Element.</p>	<p>Includes a wide range of assessments as a regular part of instruction to plan and revise lessons. Anticipates student misconceptions, using this knowledge in planning and revising. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.</p>	<p>Uses multiple formal and informal assessments to plan lessons. Anticipating student misconceptions, regularly checks for understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.</p>	<p>Uses information from several assessments sources to plan learning activities. Checks for understanding with some students while teaching, and addresses confusion and misconceptions as they arise.</p>	<p>Assesses student learning with one or two sources of information. Recognizes student confusion and misconceptions and re-teaches material using primarily the same method(s).</p>
<p>5e Communicates with students, families, and other audiences about student progress. Supports teachers in this Element.</p>	<p>Engages students, families, and support personnel in timely discussions regarding student progress and improvement plans. Ongoing information is provided from a variety of sources for students, families, and support personnel.</p>	<p>Provides students with specific and timely information about their current progress and how to improve their work. Establishes regular communication with families and support personnel. Designs/tailors information to audience needs.</p>	<p>Provides students with information about their current progress as they engage in learning activities. Families and support personnel are informed as needed. Consideration is given to specificity, timeliness, and constructiveness.</p>	<p>Provides students and families with information about their progress through mandated procedures.</p>

6. Developing as a Professional Educator (Pg. 1 of 2)

Coaches reflect on their teaching practice and actively engage in planning their professional learning. Coaches establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Coaches know the benefits of Professional Communities for learning, and participate consistently. Coaches communicate effectively with families and involve them in student learning and the school community. Coaches contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. Coaches fulfill their basic responsibilities, and balance professional responsibilities and maintain motivation and commitment to all students. **Coaches support teachers in building and sustaining these capacities.**

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
6a Reflects on teaching practice and plans professional learning. Supports teachers in this Element.	Analyzes and reflects on teaching and learning based on evidence gathered regularly from multiple sources. Plans ongoing professional learning based on reflections and other resources.	Reflects on the relationship of teaching practice and student learning evidence. Plans professional learning based on reflections.	Reflects on instructional successes and dilemmas. Plans professional learning to add to instructional strategies and knowledge of student learning.	Reflects on elements of teaching (e.g., pacing, procedures, discipline, movement, materials, etc.). Considers related professional learning.
6b Establishes professional goals and pursues opportunities to grow professionally. Supports teachers in this Element.	Sets and modifies short- and long-term goals considering self-assessment based on student learning evidence, and other feedback. Actively engages students in the application of professional learning.	Sets short-term professional goals based on self-assessment based on student learning evidence, and other feedback. Seeks out opportunities to realize professional goals.	Sets goals considering self-assessment and other feedback. Expands knowledge and skills through available professional learning opportunities.	Develops goals, perhaps limited to those required. Attends required professional learning activities.
6c Participates in professional communities (PCs) to learn and to improve professional practice. Supports teachers in this Element.	Provides leadership in at least one PC. Promotes PCs and invites others, and teaches the ideas and practices of Professional Communities Learning. Is reliable in keeping the focus on student learning.	Is a regular participant in one or more PCs. Contributes actively and regularly brings own student data &/or concerns for the Community's consideration. Knows and consistently practices the methods of effective Professional Communities that focus on learning.	Participates in at least one PC on an intermittent basis. May bring own student data &/or teaching concerns for consideration. May be aware of the underlying ideas & practices of effective PCs for learning.	Is aware of the idea of professional learning communities in education. May take part.

Developing as a Professional Educator (Pg. 2 of 2)

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
6d Works with families to improve professional practice. Supports teachers in this Element.	Engages all families in timely and specific dialogue about student progress, focusing on “next steps.” Provides opportunities for all families to actively participate in the classroom and school.	Frequently communicates specific and timely evidence of student progress with a focus on “next steps.” Takes into account family diversity. Encourages families to contribute to the classroom and school.	Shares student progress and classroom activities. Invites families to contribute in the classroom. Values family backgrounds and their role in student learning.	Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of families in student learning.
6e Works with peers and other staff to improve professional practice. Supports teachers in this Element.	Provides leadership by engaging staff in dialogue and reflection to support student learning and teacher growth. Contributes to the learning of others.	Works constructively with peers and other staff to with a consistent focus on improving student learning through reflection on practice.	Expands positive working relationships with peers and support staff. Collaborates with peers and others to plan curriculum, coordinate resources, and solve problems.	Establishes a positive working relationship with a few peers. Interacts with peers to gather resources. May engage in broader conversation related to professional practice.
6f Balances professional responsibilities and maintains motivation. Supports teachers in this Element.	Sustains consistent commitment to all students; models professional integrity. Challenges self intellectually and creatively, modeling this and supporting other staff.	Maintains a consistent positive attitude throughout the year, demonstrates professional integrity, challenges self professionally, and supports others.	Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support when needed.	Demonstrates a positive attitude in the classroom. Develops an understanding of professional responsibilities.

Fulfills basic professional responsibilities. (Yes/No)	<ol style="list-style-type: none"> 1. Communicates appropriately orally and in writing (grammar, spelling, tone, etc.). 2. Fulfills all professional responsibilities in a timely manner. 3. Adheres to all District policies and directives.
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Coaches 6. Supporting Others' Development as Professional Educators

Coaches consistently engage all colleagues in collegial conversation and coaching grounded in the Ways of Talking: dialogue and discussion. **Coaches** organize collegial conversations with explicit templates for planning, reflecting, planning & reflecting, and calibrating performance; and support others in learning and applying the templates. **Coaches** employ pausing and paraphrasing to listen for understanding, distinguishing this from other patterns of listening and responding. **Coaches** build on this by posing learning-centered questions designed to support their colleagues in making their thinking visible. **Coaches** build further on this by putting ideas on the table to make their thinking visible in ways that support others taking up and making use of their ideas. In addition to practicing these Norms of Collaboration consistently, they support others in learning & applying them.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
<p>Collegial Conversation & Coaching 6g. Applies the repertoire of conversation templates for collegial conversation & coaching. Supports teachers in this element.</p>	<ul style="list-style-type: none"> ▪ Uses conversation templates for: <ul style="list-style-type: none"> ○ Planning ○ Reflecting ○ Planning & Reflecting ○ Calibrating consistently with all staff. ▪ Supports others in learning & using the conversation templates. 	<ul style="list-style-type: none"> ▪ Uses three of the conversation templates consistently with staff. ▪ Supports others in learning & using the conversation templates. 	<ul style="list-style-type: none"> ▪ Uses two of the conversation templates, perhaps intermittently, with staff. 	<ul style="list-style-type: none"> ▪ Uses one of the conversation templates, perhaps intermittently, with staff.
<p>Collegial Conversation & Coaching 6h. Demonstrates the Norms of Collaboration in collegial conversation & coaching. Supports teachers in this element.</p>	<ul style="list-style-type: none"> ▪ Uses the seven Norms consistently with all staff & students. ▪ Uses Norms 1-5 at <i>The Target</i> or <i>Nearly There</i> levels of proficiency (see Norms rubrics below). ▪ Supports others in learning & using the Norms of Collaboration. ▪ Advocates for consistent use of the Norms on the part of staff & students. 	<ul style="list-style-type: none"> ▪ Uses the first five Norms consistently with staff & students. ▪ Uses these Norms at the <i>Nearly There</i> level of proficiency (see Norms rubrics below). ▪ Uses Norms 6 & 7 on key occasions. ▪ Uses these Norms at <i>Nearly There</i> or <i>On the Way</i> levels of proficiency. ▪ Supports others in learning & using the Norms of Collaboration. 	<ul style="list-style-type: none"> ▪ Uses the first four Norms with staff & students. ▪ Uses these Norms at the <i>On the Way</i> level of proficiency (see Norms rubrics below). ▪ Uses Norms 5, 6 & 7 intermittently. ▪ Uses these Norms at with <i>Getting Started</i> proficiency. 	<ul style="list-style-type: none"> ▪ Demonstrates knowledge of Norms of Collaboration. ▪ Uses some Norms on an intermittent basis. ▪ Norms that are used are at an <i>On the Way</i> level of proficiency (see Norms rubrics below).

Supporting Others' Development as Professional Educators (continued)

Collegial Conversation & Coaching: Proficiency with the Norms of Collaboration

Norm	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
Pausing	<ul style="list-style-type: none"> ⇒ Pauses after others speak to reflect before responding. ⇒ Pauses before speaking to permit thoughtful construction. ⇒ Acts to support others in Pausing. 	Demonstrates two of the Target criteria on a consistent basis. OR Demonstrates the Target criteria inconsistently.	Demonstrates one of the Target criteria on consistent basis.	Is aware of Pausing and its purposes, but does not demonstrate any of the Target criteria on a consistent basis.
Paraphrasing	<ul style="list-style-type: none"> ⇒ Paraphrases to reflect feelings and essential content. ⇒ Uses the three types of paraphrase: <ul style="list-style-type: none"> ▪ acknowledge and clarify, ▪ summarize and organize, ▪ shift level of abstraction. ⇒ Acts to support others in Paraphrasing. 	Demonstrates four of the Target criteria on a consistent basis. OR Demonstrates the Target criteria inconsistently.	Demonstrates three or of the Target criteria on a consistent basis.	Demonstrates one or two of the Target criteria.
Posing Questions	<ul style="list-style-type: none"> ⇒ Builds on listening for understanding by posing questions that inquire to explore thinking. ⇒ Poses questions to specify thinking. ⇒ Employs an approachable voice. ⇒ Frames questions. ⇒ Uses exploratory language. ⇒ Uses plural forms. ⇒ Acts to support others in Posing Questions. 	Demonstrates six of the Target criteria on a consistent basis. OR Demonstrates the Target criteria inconsistently.	Demonstrates four or five of the Target criteria on a consistent basis.	Demonstrates two or three of the Target criteria.

Coaches 6. Coaches Support Others' Development as Professional Educators (continued)

Norm	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
Putting Ideas on the Table	<ul style="list-style-type: none"> ↪ Makes thinking and ideas visible by putting ideas on the table in ways that others can engage with and use. ↪ Uses an approachable voice. ↪ Signals intention & transitions. ↪ Attends to others' cognitive styles and representational systems. ↪ Uses specific approaches to make thinking and ideas transparent: ↪ Describes focus of thinking; explains reasoning; <ul style="list-style-type: none"> ▪ Identifies feelings; ▪ Reveals perspective; ▪ Frames wider context; ▪ Offers concrete examples. ↪ Chooses intentionally among these. ↪ Acts to support others in Putting Ideas on the Table. 	<p>Demonstrates ten of the Target criteria on a consistent basis. OR Demonstrates the Target criteria inconsistently.</p>	<p>Demonstrates seven to nine of the Target criteria on a consistent basis.</p>	<p>Demonstrates four to six of the Target criteria.</p>
Providing Data	<ul style="list-style-type: none"> ↪ Offers specific, measurable, observable data. ↪ Offers data without judgments, opinions, or inferences. ↪ Uses Collaborative Inquiry Cycle: <ul style="list-style-type: none"> ▪ Activate & Engage ▪ Explore & Discover ▪ Organize & Integrate ↪ Pauses. ↪ Paraphrases. ↪ Poses Skillful Questions. ↪ Puts Ideas on the Table. ↪ Balances participation. 	<p>Demonstrates eight of the Target criteria on a consistent basis OR Demonstrates the Target criteria inconsistently.</p>	<p>Demonstrates five to seven of the Target criteria on a consistent basis.</p>	<p>Demonstrates three or four of the Target criteria.</p>

Framework for Effective Teaching

Levels of Proficiency

The Target

Educators at this level are proficient, and meet the District criteria. They practice with quality on a consistent basis and contribute to the field of public education. With regard to this Element of Performance, their classrooms function as communities of learners, with students highly motivated, engaged, and assuming significant responsibility for their own learning.

Nearly There

Educators at this level are developing proficiency, and are approaching the District criteria. They clearly understand the concepts underlying the Element of Performance, and demonstrate or implement it well. It is anticipated that teachers at this level will progress to meet the District standard.

On the Way

Educators at this level need to improve significantly to meet the District criteria. They appear to understand the concepts underlying the Element of Performance, and demonstrate or implement it. However, implementation is intermittent or otherwise not entirely successful on a consistent basis. A plan to focus improvement efforts is recommended.

Getting Started

Educators at this level perform at a basic level. They may or may not demonstrate even partial understanding of the concepts underlying the Element of Performance. They may or may not demonstrate or implement it. When they do, it is partial, sporadic, and often unsuccessful. A plan to focus on significant improvement is a necessity.

Solution Focused

- ⇒ “Witness the struggle”
- ⇒ Listen for words, phrases, metaphors that guide thinking
- ⇒ Reframe from problem to solution focus
- ⇒ Language of discovery & appreciation
- ⇒ Ask questions to evoke talents, successes, dreams, desires
- ⇒ Ask powerful questions to make solutions possible.
- ⇒ Support thinking to create clear images of attributes of the solution

Planning Focused

- ⇒ Clarify goals
- ⇒ Determine success indicators
- ⇒ Anticipate approaches, strategies, decisions
- ⇒ Identify data for self-assessment
- ⇒ Determine the action plan
- ⇒ Reflect on benefits of conversation

Goal Focused

- ⇒ What do you want? Clarify and articulate goals – be explicit; what does it look like, sound like, feel like when achieved?
- ⇒ Prioritize your goals
- ⇒ Generate multiple pathways for achieving your goal; identify top 10 strategies
- ⇒ Create an action plan
- ⇒ Identify resources (people and things) needed to facilitate your achievement
- ⇒ Reflect and celebrate

Reflection Focused

- ⇒ Summarize impressions
- ⇒ Recall supporting information
- ⇒ Compare, analyze, infer cause and effect relationships
- ⇒ Construct new learnings and applications
- ⇒ Reflect on benefits of conversation and refinements

The PDCA Instructional Cycle

1. Plan: Disaggregate Data

- Arrange scores to identify instructional groups.
- Identify strong and weak objectives.

2. Plan: Develop a Timeline

- Develop campus calendar and time allocations for all objective areas based on student needs and weights of objectives.
- Calendar subject to change as objectives are mastered.

3. Do: Focus Instruction

- Using the calendar, create a schedule of focused instruction.

4. Check: Assess for Learning

- Assess for mastery/non-mastery after teaching the instructional focus; identify students in each.

5. Act: Tutor

- Devote tutorial time to re-teaching non-mastered areas.

6. Act: Enrich

- Provide objective-related enrichment for mastery students.

7. Check: Maintain

- Provide materials for ongoing maintenance and re-teaching.

8. Check: Monitor

- Administrators serve as instructional leaders by continually involving themselves in the instructional process.

Source: Davenport, P. and Hinckley, P. *Closing the Achievement Gap: No Excuses*. (PowerPoint for SBCSC).