

Charlotte Danielson's Framework for Teaching (2011 Revised Edition)

NYC DOE Priority Competencies

Adapted to reflect New York State's Levels of Performance

Domain	Competencies
1. Planning and Preparation	1e Designing Coherent Instruction
2. The Classroom Environment	2b Establishing a Culture for Learning
	2d Managing Student Behavior
3. Instruction	3b Using Questioning and Discussion
	3c Engaging Students in Learning
	3d Using Assessment in Instruction

Domain 1: Planning and Preparation

**Competency
1e**

**Designing
Coherent
Instruction**

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

The elements of competency 1e are:

- Learning activities
Instruction designed to engage students and advance them through the content
- Instructional materials and resources
Appropriate to the learning needs of the students
- Instructional groups
Intentionally organized to support student learning
- Lesson and unit structure
Clear and sequenced to advance students' learning

Indicators include:

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

	Ineffective	Developing	Effective	Highly Effective
Competency 1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Critical Attributes	<ul style="list-style-type: none"> <i>Learning activities are boring and/or not well aligned to the instructional goals.</i> <i>Materials are not engaging or do not meet instructional outcomes.</i> <i>Instructional groups do not support learning.</i> <i>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</i> 	<ul style="list-style-type: none"> <i>Learning activities are moderately challenging.</i> <i>Learning resources are suitable, but there is limited variety.</i> <i>Instructional groups are random or only partially support objectives.</i> <i>Lesson structure is uneven or may be unrealistic in terms of time expectations.</i> 	<ul style="list-style-type: none"> <i>Learning activities are matched to instructional outcomes.</i> <i>Activities provide opportunity for higher-level thinking.</i> <i>Teacher provides a variety of appropriately challenging materials and resources.</i> <i>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</i> <i>The plan for the lesson or unit is well structured, with reasonable time allocations.</i> 	In addition to the characteristics of "Effective," <ul style="list-style-type: none"> <i>Activities permit student choice.</i> <i>Learning experiences connect to other disciplines.</i> <i>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</i> <i>Lesson plans differentiate for individual student needs.</i>
Possible Examples	<ul style="list-style-type: none"> <i>After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet.</i> <i>Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit.</i> <i>The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.</i> <i>The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.</i> 	<ul style="list-style-type: none"> <i>After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</i> <i>The teacher found an atlas to use as a supplemental resource during the geography unit.</i> <i>The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with.</i> <i>The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</i> 	<ul style="list-style-type: none"> <i>The teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase the challenge level.</i> <i>The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.</i> <i>The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.</i> <i>The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.</i> 	<ul style="list-style-type: none"> <i>The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.</i> <i>While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.</i> <i>After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future.</i> <i>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.</i>

Domain 2: The Classroom Environment

Competency 2b

Establishing a Culture for Learning

“A culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.

Elements of competency 2b are:

- Importance of the content and of learning
In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.
- Expectations for learning and achievement
In classrooms with robust cultures for learning, all students receive the message that, while the work is challenging, they are capable of achieving it if they are prepared to work hard.
- Student pride in work
When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators include:

- Belief in the value of the work
- Expectations are high and supported through both verbal and nonverbal behaviors
- Quality is expected and recognized
- Effort and persistence are expected and recognized
- Confidence in ability is evidenced by teacher and students’ language and behaviors
- Expectation for all students to participate

Competency 2b Establishing a Culture for Learning	Ineffective	Developing	Effective	Highly Effective
	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
Critical Attributes	<ul style="list-style-type: none"> • <i>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</i> • <i>The teacher conveys to at least some students that the work is too challenging for them.</i> • <i>Students exhibit little or no pride in their work.</i> • <i>Class time is devoted more to socializing than to learning.</i> 	<ul style="list-style-type: none"> • <i>Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.”</i> • <i>The teacher conveys high expectations for only some students.</i> • <i>Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.</i> • <i>Many students indicate that they are looking for an “easy path.”</i> 	<ul style="list-style-type: none"> • <i>The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</i> • <i>The teacher demonstrates a high regard for student abilities.</i> • <i>Teacher conveys an expectation of high levels of student effort.</i> • <i>Students expend good effort to complete work of high quality.</i> 	<p>In addition to the characteristics of “Effective,”</p> <ul style="list-style-type: none"> • <i>The teacher communicates a genuine passion for the subject.</i> • <i>Students indicate that they are not satisfied unless they have complete understanding.</i> • <i>Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure getting the correct answer.</i> • <i>Students recognize the efforts of their classmates.</i> • <i>Students take initiative in improving the quality of their work.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>The teacher tells students that they’re doing a lesson because it’s on the test, in the book, or is district directed.</i> • <i>Teacher says to a student: “Why don’t you try this easier problem?”</i> • <i>Students turn in sloppy or incomplete work.</i> • <i>Students don’t engage in work and the teacher ignores it.</i> • <i>Students have not completed their homework and the teacher does not respond.</i> • <i>Almost all of the activities are “busy work.”</i> 	<ul style="list-style-type: none"> • <i>Teacher says: “Let’s get through this.”</i> • <i>Teacher says: “I think most of you will be able to do this.”</i> • <i>Students consult with one another to determine how to fill in a worksheet, without challenging classmates’ thinking.</i> • <i>Teacher does not encourage students who are struggling.</i> • <i>Some students get to work after an assignment is given or after entering the room.</i> 	<ul style="list-style-type: none"> • <i>Teacher says: “This is important; you’ll need to speak grammatical English when you apply for a job.”</i> • <i>Teacher says: “This idea is really important! It’s central to our understanding of history.”</i> • <i>Teacher says: “Let’s work on this together: it’s hard, but you all will be able to do it well.”</i> • <i>Teacher hands a paper back to a student, saying “I know you can do a better job on this.” The student accepts it without complaint.</i> • <i>Students get to work right away when an assignment is given or after entering the room.</i> 	<ul style="list-style-type: none"> • <i>The teacher says “It’s really fun to find the patterns for factoring polynomials.”</i> • <i>Student asks a classmate to explain a concept or procedure since s/he didn’t quite follow the teacher’s explanation.</i> • <i>Students question one another on answers.</i> • <i>Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened.</i> • <i>Students work even when the teacher isn’t working with them or directing their efforts.</i>

Domain 2: The Classroom Environment

Competency 2d

Managing Student Behavior

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

Elements of competency 2d are:

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

It is clear, either from what the teacher says or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

Experienced teachers seem to have eyes “in the backs of their heads;” they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe.

Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (Are they unsure of the content? Are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.

Indicators include:

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

	Ineffective	Developing	Effective	Highly Effective
Competency 2d				
Managing Student Behavior				
Critical Attributes	<ul style="list-style-type: none"> • <i>The classroom environment is chaotic, with no apparent standards of conduct.</i> • <i>The teacher does not monitor student behavior.</i> • <i>Some students violate classroom rules, without apparent teacher awareness.</i> • <i>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</i> 	<ul style="list-style-type: none"> • <i>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</i> • <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i> • <i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</i> 	<ul style="list-style-type: none"> • <i>Standards of conduct appear to have been established.</i> • <i>Student behavior is generally appropriate.</i> • <i>The teacher frequently monitors student behavior.</i> • <i>Teacher's response to student misbehavior is effective.</i> • <i>Teacher acknowledges good behavior.</i> 	<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> • <i>Student behavior is entirely appropriate; no evidence of student misbehavior.</i> • <i>The teacher monitors student behavior without speaking – just moving about.</i> • <i>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>Students are talking among themselves, with no attempt by the teacher to silence them.</i> • <i>An object flies through the air without apparent teacher notice.</i> • <i>Students are running around the room, resulting in a chaotic environment.</i> • <i>Their phones and other electronics distract students and teacher doesn't do anything.</i> 	<ul style="list-style-type: none"> • <i>Classroom rules are posted, but neither teacher nor students refer to them.</i> • <i>The teacher repeatedly asks students to take their seats; they ignore him/her.</i> • <i>To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</i> 	<ul style="list-style-type: none"> • <i>Upon a non-verbal signal from the teacher, students correct their behavior.</i> • <i>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</i> • <i>The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.</i> 	<ul style="list-style-type: none"> • <i>A student suggests a revision in one of the classroom rules.</i> • <i>The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.</i> • <i>The teacher asks to speak to a student privately about misbehavior.</i> • <i>A student reminds his/her classmates of the class rule about chewing gum.</i>

Domain 3: Instruction

Competency 3b

Using Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the competency cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this competency.

In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.

Elements of competency 3b are:

- Quality of questions/prompts

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

- Discussion techniques

Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.

- Student participation

In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion with the teacher stepping out of the central, mediating role
- High levels of student participation in discussion

Competency 3b Using Questioning and Discussion Techniques	Ineffective	Developing	Effective	Highly Effective
	<p>Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>
	<ul style="list-style-type: none"> • <i>Questions are rapid-fire, and convergent, with a single correct answer.</i> • <i>Questions do not invite student thinking.</i> • <i>All discussion is between teacher and students; students are not invited to speak directly to one another.</i> • <i>A few students dominate the discussion.</i> 	<ul style="list-style-type: none"> • <i>Teacher frames some questions designed to promote student thinking, but only a few students are involved.</i> • <i>The teacher invites students to respond directly to one another's ideas, but few students respond.</i> • <i>Teacher calls on many students, but only a small number actually participate in the discussion.</i> 	<ul style="list-style-type: none"> • <i>Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.</i> • <i>The teacher makes effective use of wait time.</i> • <i>The teacher builds on/uses student responses to questions effectively.</i> • <i>Discussions enable students to talk to one another, without ongoing mediation by the teacher.</i> • <i>The teacher calls on most students, even those who don't initially volunteer.</i> • <i>Many students actively engage in the discussion.</i> 	<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> • <i>Students initiate higher-order questions.</i> • <i>Students extend the discussion, enriching it.</i> • <i>Students invite comments from their classmates during a discussion.</i>
	<ul style="list-style-type: none"> • <i>All questions are of the "recitation" type, such as "What is 3 x 4?"</i> • <i>The teacher asks a question for which the answer is on the board; students respond by reading it.</i> • <i>The teacher only calls on students who have their hands up.</i> 	<ul style="list-style-type: none"> • <i>Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"</i> • <i>The teacher asks: "Who has an idea about this?" but the same three students offer comments.</i> • <i>The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.</i> 	<ul style="list-style-type: none"> • <i>The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?"</i> • <i>The teacher uses the plural form in asking questions, such as: "What are some things you think might contribute to...?"</i> • <i>The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.</i> • <i>The teacher asks a question and asks every student to write a brief response, and then share with a partner before inviting a few to offer their ideas to the entire class.</i> 	<ul style="list-style-type: none"> • <i>A student asks "How many ways are there to get this answer?"</i> • <i>A student says to a classmate: "I don't think I agree with you on this, because...."</i> • <i>A student asks of other students: "Does anyone have another idea as to how we might figure this out?"</i> • <i>A student asks "What if...?"</i>

Domain 3: Instruction

Competency 3c

Engaging Students in Learning

Student engagement in learning is the centerpiece of the framework for teaching; all other competencies contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement. A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.

Elements of competency 3c are:

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

Indicators include:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and are persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works.”
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

Competency 3c <i>Engaging Students in Learning</i>	Ineffective	Developing	Effective	Highly Effective
	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>	<p>The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
		<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags, or is rushed. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Student engagement with the content is largely passive, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. • The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged.
	<ul style="list-style-type: none"> • Students are able to fill out the lesson worksheet without understanding what it's asking them to do. • The lesson drags, or feels rushed. • Students complete "busy work" activities. 	<ul style="list-style-type: none"> • Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle, and end to the lesson. • Parts of the lesson have a suitable pace; other parts drag or feel rushed. 	<ul style="list-style-type: none"> • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. • Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. • There is a clear beginning, middle, and end to the lesson. • The lesson is neither rushed nor drags. 	<ul style="list-style-type: none"> • Students are asked to write an essay "in the style of Hemmingway." • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson.

Domain 3: Instruction

Competency 3d

Using Assessment in Instruction

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

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

Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) to monitor their own learning against clear standards is demonstrated by teachers at high levels of performance in this competency.

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

Elements of competency 3d are:

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

Indicators include:

- Teacher paying close attention to evidence of student understanding
- Teacher posing specifically-created questions to elicit evidence of student understanding
- Teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria
- Teacher adjusting instruction in response to evidence of student understanding (or lack of it)

Competency 3d Using Assessment in Instruction	Ineffective	Developing	Effective	Highly Effective
	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes	<ul style="list-style-type: none"> • <i>The teacher gives no indication of what high-quality work looks like.</i> • <i>The teacher makes no effort to determine whether students understand the lesson.</i> • <i>Feedback is only global.</i> • <i>The teacher does not ask students to evaluate their own or classmates' work.</i> 	<ul style="list-style-type: none"> • <i>There is little evidence that the students understand how their work will be evaluated.</i> • <i>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</i> • <i>Teacher requests global indications of student understanding.</i> • <i>Feedback to students is not uniformly specific; not oriented towards future improvement of work.</i> • <i>The teacher makes only minor attempts to engage students in self- or peer-assessment.</i> • <i>The teacher's attempts to adjust the lesson are partially successful.</i> 	<ul style="list-style-type: none"> • <i>Students indicate that they clearly understand the characteristics of high-quality work.</i> • <i>The teacher elicits evidence of student understanding during the lesson.</i> • <i>Students are invited to assess their own work and make improvements.</i> • <i>Feedback includes specific and timely guidance for at least groups of students.</i> • <i>The teacher attempts to engage students in self- or peer-assessment.</i> • <i>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</i> 	In addition to the characteristics of "Effective," <ul style="list-style-type: none"> • <i>There is evidence that students have helped establish the evaluation criteria.</i> • <i>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</i> • <i>Teacher makes frequent use of strategies to elicit information about individual student understanding.</i> • <i>Feedback to students is specific and timely, and is provided from many sources, including other students.</i> • <i>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</i> • <i>The teacher's adjustments to the lesson are designed to assist individual students.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>A student asks: "How is this assignment going to be graded?"</i> • <i>A student asks "Does this quiz count towards my grade?"</i> • <i>The teacher forges ahead with a presentation without checking for understanding.</i> • <i>The teacher says: "good job, everyone."</i> 	<ul style="list-style-type: none"> • <i>Teacher asks: "Does anyone have a question?"</i> • <i>When a student completes a problem on the board, the teacher corrects the student's work without explaining why.</i> • <i>The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.</i> 	<ul style="list-style-type: none"> • <i>The teacher circulates during small group or independent work, offering suggestions to groups of students.</i> • <i>The teacher uses a specifically-formulated question to elicit evidence of student understanding.</i> • <i>The teacher asks students to look over their papers to correct their errors.</i> 	<ul style="list-style-type: none"> • <i>The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.</i> • <i>While students are working, the teacher circulates providing substantive feedback to individual students.</i> • <i>The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.</i> • <i>Students offer feedback to their classmates on their work.</i> • <i>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</i>