

## EXCELLENCE IN TEACHING

### AREA II: INSTRUCTION

**Characteristic II (a):** Effectively utilizes the first and last five minutes of class time, demonstrates appropriate pacing and transitions, and connects new learning to what students know and need to learn.

**Professional Understanding:** The effective teacher begins each class with an itinerary, connects lessons to prior knowledge and enduring understandings, and enhances learning with regular summaries, especially at the end of class.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
<b>Begins with Roadmap and Clear Outcomes</b>	<i>Each class begins with an agenda and the outcomes students will achieve.</i>	Roadmap and outcomes are clear to all students.	Roadmap and outcomes are clear to most students.	Roadmap and outcomes are clear to some students.
<b>Uses Activators to Set Context</b>	<i>Activators may be given to students as they enter or at the beginning of each new lesson.</i>	Uses activating activities to engage all students.	Uses some activating activities to engage students.	Seldom uses activating activities.
<b>Connects New Learning</b>	<i>Sets the context by connecting new learning outcomes to current student knowledge and what students are required to know.</i>	Consistently sets a connected context for all students.	Sets a connected context often, but not for all.	Rarely sets a connected context.
<b>Requires Students to Summarize and Clarify</b>	<i>Encourages students to summarize in their own words, alone and with partners, to aid learning and check for understanding.</i>	Consistently engages all students in summary activities.	Often engages students in summarizing activities.	Seldom engages students in summarizing activities.
<b>Teacher Summarizes and Clarifies</b>	<i>Summarizes at the end of each lesson to help students verify what they know and are able to do.</i>	Consistently summarizes major ideas at the end of each lesson.	Often summarizes major ideas at the end of each lesson.	Rarely summarizes major ideas at the end of each lesson.

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**Characteristic II (b):** Effectively uses the principles of learning derived from research on student learning. These principles include the role of understanding, building connections to other knowledge, experiential and interactive learning, human memory, visualization, practice, and review.

**Professional Understanding:** The teacher is responsible for planning learning activities derived from the knowledge base on how people learn. The successful teacher knows that learning is enhanced with positive relationships and well-designed practice that results in student achievement of course outcomes.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
<b>Identifies Similarities and Differences</b>	<i>Uses metaphors and analogies and related stories to enhance student understanding of the curriculum.</i>	Always identifies similarities and differences in the presented material.	Often identifies similarities and differences in the presented material.	Rarely identifies similarities and differences in the presented material.
<b>Integrates Principles of Human Memory</b>	<i>Includes visual imagery, hierarchies, chunking, advanced organizers, and personal meaning.</i>	Integrates principles of memory effectively and consistently.	Integrates principles of memory reasonably well.	Rarely integrates principles of memory.
<b>Use Positive Reinforcement</b>	<i>Reinforces effort and provides recognition to every student.</i>	Consistently reinforces effort in a positive manner.	Often reinforces effort in a positive manner.	Rarely reinforces effort in a positive manner.
<b>Effectively Utilizes Practice and Homework</b>	<i>Designs practice exercises and homework that is relevant, appropriately challenging, and results in student achievement of lesson outcomes.</i>	Nearly all students are challenged and learn from homework and practice exercises.	Most students are challenged and learn from homework and practice exercises.	Few students are challenged and learn from homework and practice exercises.
<b>Requires Clear and Precise Notes and Summaries</b>	<i>Establishes a system of student note taking and summarizing that results in student achievement of outcomes.</i>	Nearly all students produce excellent notes and summaries to achieve outcomes.	Most students achieve outcomes through the use of notes and summaries.	Has not taught and enforced proper note-taking skills.

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**Characteristic II (c):** Demonstrates effective clarity of lessons.

**Professional Understanding:** The teacher is responsible for guiding the students through the curriculum in an organized, thoughtful, and clear manner. The teacher’s organization and thorough preparation ensures that all students achieve course outcomes.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
<b>Demonstrates Cognitive Empathy</b>	<i>Bases curriculum and instruction on her/his understanding of how students think and what they understand (cognitive empathy).</i>	Consistently demonstrates cognitive empathy.	Often demonstrates cognitive empathy.	Seldom demonstrates cognitive empathy.
<b>Checks for Understanding</b>	<i>Uses dipsticking, recall, and comprehension exercises.</i>	Consistently checks for student understanding.	Often checks for student understanding.	Rarely checks for student understanding.
<b>Anticipates Student Confusions and Misconceptions</b>	<i>Re-explains, questions, and asks students to explain their thinking.</i>	Anticipates and unscrambles confusions for all students.	Anticipates and unscrambles confusions for most students.	Seldom anticipates and unscrambles students’ confusions.
<b>Uses a Repertoire of Explanatory Devices</b>	<i>The teacher’s repertoire includes visualization, imagery, graphic organizers, and modeling of thinking.</i>	Consistently uses explanatory devices to clear up student confusions.	Often uses explanatory devices to clear up student confusions.	Seldom uses effective explanatory devices to clear up student confusions.
<b>Provides the Context or “Big Picture”</b>	<i>Places current information and concepts into a larger framework of meaning and connections to old and new learning.</i>	Consistently provides the “Big Picture” for all students.	Often provides the “Big Picture” for all students.	Rarely provides the “Big Picture” for all students.

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### AREA II: INSTRUCTION

**Characteristic II (d):** Uses a variety of assessments that both assess and enhance student achievement of course outcomes.

**Professional Understanding:** The successful teacher use a variety of assessments clearly tied to what is taught and assigned for homework to discover students’ level of understanding and assist students in achieving course outcomes.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
<b>Assessments Are Clear and Tied to Course Outcomes</b>	<i>Students find tests, rubrics, and assignments to be clear and appropriately tied to course outcomes and to what is taught in class and assigned as homework.</i>	Assessments, rubrics, and assignments are always clear and tied to lesson outcomes, class work, and homework.	Assessments, rubrics, and assignments are generally clear and tied to lesson outcomes, class work, and homework.	Assessments, rubrics, and assignments are seldom clear or tied to lesson outcomes, class work, and homework.
<b>Uses a Repertoire of Technically Sound Assessments</b>	<i>The use of a repertoire of technically sound assessments assists students of varying strengths and abilities to achieve course outcomes.</i>	Uses a repertoire of technically sound assessments to ensure the success of every student.	Uses a repertoire of technically sound assessments to ensure the success of most students.	Seldom varies the use of technically sound assessments in a manner that would enhance the success of all students.
<b>Uses Effective Questioning Strategies</b>	<i>Uses explicit questions to build bridges between the learning activities and lesson outcomes.</i>	Questioning strategies build bridges for all students.	Questioning strategies build bridges for most students.	Questioning strategies seldom build bridges for most students.
<b>Uses Authentic Assessments When Appropriate</b>	<i>Uses tasks and assessments that approach real-life experiences, whenever practical and appropriate.</i>	Tasks and assessments are consistently authentic for all students when appropriate.	Tasks and assessments are often authentic for all students when appropriate.	Tasks and assessments are seldom authentic for students when appropriate.
<b>Involves Students in Self-Assessment and Goal Setting and Keeps Accurate Records</b>	<i>Students engage in regular self-assessments, collaborative critique, and goal setting with the assistance of the teacher’s accurate records.</i>	All students regularly engage in self-assessment, collaborative critique, and goal setting with the use of accurate teacher records.	Some students regularly engage in self-assessment, collaborative critique, and goal setting with the use of accurate teacher records.	Few students engage in self-assessment, collaborative critique, and goal setting or make use of accurate teacher records.

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### AREA II: INSTRUCTION

**Characteristic II (e):** Makes knowledge accessible to all students by effectively using various models of teaching and information technology that maximize achievement of course outcomes for students with learning differences and varying learning styles.

**Professional Understanding:** Expert teachers make students feel secure in the learning environment with their use of appropriate teaching models and technology that match the curriculum and the students' learning styles, learning differences, and talents.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
<b>Draws from a Repertoire of Teaching Models</b>	<i>The model(s) of teaching used for curricular topics facilitate student engagement in meeting the curricular outcomes.</i>	The models of teaching always facilitate student achievement of curricular outcomes.	The models of teaching often facilitate student achievement of curricular outcomes.	The models of teaching infrequently facilitate student achievement of curricular outcomes.
<b>Draws from a Repertoire of Models Appropriate to Student Level</b>	<i>The teacher's choice of teaching model(s) allows different levels of students to achieve course outcomes.</i>	The teaching model(s) used are appropriate to the level of all students.	The teaching model(s) used are appropriate to the level of most students.	The teaching model(s) used are inappropriate to the level of most students.
<b>Uses Teaching Models Appropriate to Student Learning Styles</b>	<i>The teacher's choice of teaching model(s) allows students with different learning styles to achieve course outcomes.</i>	The teaching model(s) used are appropriate for all students of varying learning styles.	The teaching model(s) used are appropriate for most students of varying learning styles.	The teaching model(s) used are inappropriate for students of varying learning styles.
<b>Makes Effective Use of Information Technology</b>	<i>The teacher's use of information technology facilitates student achievement of course outcomes.</i>	The teacher's use of information technology assists all students in meeting course outcomes.	The teacher's use of information technology assists most students in meeting course outcomes.	The teacher's use or lack of use of information technology assists few students in meeting course outcomes.
<b>Effectively Uses the Web to Improve Instruction and Student Achievement</b>	<i>The teacher's updated web presence facilitates student achievement of course outcomes.</i>	The teacher's use and design of an updated web presence assists all students in meeting course outcomes.	The teacher's use and design of an updated web presence assists most students in meeting course outcomes.	The teacher's level of web presence fails to assist most students in meeting course outcomes.

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Characteristic II (f): Teacher generated.

Professional Understanding:

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended