



Domain 3

Artifact Suggestions

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Component 3a: Communication with Students

Elements Include:

- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

Indicators Include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts
- Students understand the content
- Correct and imaginative use of language

Component 3a: Communication with Students

Effective

- The teacher states clearly, at some point during the lesson, what the students will be learning
- If appropriate, the teacher models the process to be followed in the task.
- Students engage with the learning task, indicating that they understand what they are to do
- The teachers makes no content errors
- Teacher's explanation of content is clear, and invites student participation and thinking
- Vocabulary and usage are correct and completely suited to the lesson as well as appropriate to the students' ages and levels of development

Component 3a: Communication with Students

Highly Effective

In addition to the characteristics of “effective,”

- Teacher points out possible areas for misunderstanding
- Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life
- All students seem to understand presentation
- Teacher invites students to explain content to the class, or to classmates
- Teacher uses right language, offering brief vocabulary lessons where appropriate

Component 3a: Communication with Students

- Stated/Posted Objective
- Norms of Collaboration
- Classroom Agreements/Expectations
- Routines
- Lesson Plans
- Units of Study
- Graphic Organizers
- Expectations for Learning Charts/Anchor Charts
- Printed Directions and Procedures
- Modification Plans
- Examples of Student Presentations/Plans(Rubrics, Exemplars)

Component 3a: Communication with Students

Administrative Look Fors:

- Clear, concise objectives - have students repeat through callbacks
- Academic word walls/ sentence stems/discussion starters

Actions:

- Model academic vocabulary within context - provide different strategies, games, activities, or visuals
- Embed opportunities for students to talk, pair shares, groups, in front of class while using newly acquired vocabulary

Component 3b: Using Questioning & Discussion Techniques

Elements include:

- Quality of questions/prompts
- Discussion techniques
- Student participation

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

Component 3b: Using Questioning & Discussion Techniques

Effective

- Teacher used open-ended questions, inviting students to think and/or have multiple possible answers
- Teacher makes effective use of wait time
- Teacher builds on, and uses student responses to questions effectively
- Discussions enable students to talk to one another, without ongoing mediation by the teacher
- Teacher calls on most students, even those who don't initially volunteer
- Students actively engage in the discussion

Component 3b: Using Questioning & Discussion Techniques

Highly Effective

In addition to the characteristics of “effective,”

- Students initiate higher order questions
- Students extend the discussion, enriching it
- Students invite comments from their classmates during a discussion

Component 3b: Using Questioning & Discussion Techniques

- Lesson Plans
- List of questions for each lesson
- Text-Dependent Questions
- Depth of Knowledge
- 100% Engagement
- Examples of Student Questions
- Norms/Guidelines for student Discussion/Participation
- Prompts & Probes
- Think Time
- Question & Discussion Stems
- Discussion Rubric
- Student Participation Checklist
- Units of Study
- Talk Moves
- Gestures (“I agree,” “I want to add”)

Component 3b: Using Questioning & Discussion Techniques

Look Fors:

- Pre-planned questions
- Academic vocabulary in questions
- Scaffolding

Actions:

- Design a system that allows all students to think and respond
- Set up system that trains students to also ask meaningful/rigorous questions

Component 3c: Engaging Students in Learning

Elements include:

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

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 are 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

Component 3c: Engaging Students in Learning Effective

- 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
- Variety of different types of groupings, suitable to the lesson objectives
- Materials and resources support the learning goals and require intellectual engagement, as appropriate
- Pacing of lessons provide student time needed to be intellectually engaged

Component 3c: Engaging Students in Learning

Highly Effective

In addition to the characteristics of “effective,”

- Virtually all students are highly engaged in the lesson
- Students take initiative to modify a learning task to make it more meaningful or relevant to their needs
- Students suggest modifications to grouping patterns used
- Students have extensive choice in how they complete tasks
- Students suggest modifications or additions to materials being used
- Students have opportunities for reflection and closure on lessons to consolidate understanding

Component 3c: Strategies on Engaging Students in Learning

- Lesson Plans
- Teach to the objective
- 100% engagement
- Differentiation Plan
- Assignments (Problem-based, Enrichment, Differentiation, Extension)
- Student Engagement Plan
- Student Work
- Norms of Collaboration
- Sentence Stems
- Wait Time
- Monitor/Adjust
- Unit of Study
- Table Graffiti
- Question & Sentence Stems
- Number Talk
- KFA
- Implementing Technology
- Manipulatives
- Gestures
- Teacher & Talk Moves
- Covert/Overt
- Grouping Plan

Component 3c: Engaging Students in Learning

Look For:

- Strategic grouping
- Checking for understanding and adjusting instruction appropriately

Actions:

- Formative assessments
 - Exit tickets
 - Interactive quick checks
 - Fist to 5

Component 3d: Using Assessment in Instruction

Elements include:

- Assessment Criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

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
- Student assessing their own work against established criteria
- Teacher adjusting instruction in response to evidence of student understanding (or lack of it)

Component 3d: Using Assessment in Instruction

Effective

- Students indicate that they clearly understand the characteristics of high quality work
- Teacher elicits evidence of student understanding during the lessons
- Students are invited to assess their own work and make improvements
- Feedback includes specific and timely guidance for, at least, groups of students
- Teacher attempts to engage students in self -or peer- assessment
- When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students

Component 3d: Using Assessment in Instruction

Highly Effective

In addition to the characteristics of “effective,”

- Evidence that students have helped establish evaluation criteria
- Teacher monitoring of student understanding is sophisticated and continuous
- Teacher makes frequent use of strategies to elicit information about individual student understanding
- Feedback to students is specific and timely, and is provided from many sources
- Students monitor their own understanding, either on their own initiative or as a result of tasks set by teacher
- Teacher’s adjustments to the lesson are designed to assist individual students

Component 3d: Strategies on Using Assessment in Instruction

- Printed Assessment Criteria
- Student-made Assessment Example(s)
- Examples of Variety of Assessments (Formative and Summative)
- Intermittent Assessment (Thumbs up)
- Backwards Planning
- Rubrics
- Exemplars
- Exit Tickets
- Peer Editing
- Journal Reflections
- 3-2-1 Techniques
- Socratic Seminar
- Peer Instruction
- Common Formative Assessments
- Monitor/Adjust
- Data Notebooks (Teacher & Student)
- Teacher Moves (Circulate)
- Feedback (Clear, Concise, Immediate)
- Self-reflection/Assessment Instrument
- Examples of Written Feedback to Students
- Lesson Plans
- Units of Study
- Data Driven Instruction

Component 3d: Strategies for Using Assessment in Instruction

Teaching for Understanding

- Exit tickets
- Teacher monitoring
- Planned depth of knowledge
- Prepared questions to engage in robust conversations

Component 3e: Demonstrating Flexibility & Responsiveness

Elements include:

- Lesson adjustment
- Response to students
- Persistence

Indicators include:

- Incorporation of student interests and events of the day into a lesson
- Visible adjustment in the face of student lack of understanding
- Teacher seizing on a “teachable moment”

Component 3e: Demonstrating Flexibility & Responsiveness

Effective

- Teacher successfully makes a minor modification to the lesson
- Teacher incorporates students' interests and questions into the heart of the lesson
- The teacher conveys to students that she has other approaches to try when the students experience difficulty
- In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty

Component 3e: Demonstrating Flexibility & Responsiveness

Highly Effective

In addition to the characteristics of “effective,”

- Teacher successfully executes a major lesson readjustment when needed
- Teacher seizes on a teachable moment to enhance a lesson
- The teacher conveys to students that he/she won't consider a lesson “finished” until every student understands, and that there is a broad range of approaches to use
- In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students

Component 3e: Demonstrating Flexibility & Responsiveness

- Lesson Plans
- Differentiation
- KWL/KFA
- Monitor/Adjust
- Rewards/Incentives
- Question & Sentence Stems
- Reflection
- Teacher and/or Peer Observation Form

Component 3e: Demonstrating Flexibility & Responsiveness

- Look Fors:
 - Frequent check for understanding with immediate response
 - Evidence of differentiation of learning (needs, IEPs, interests, etc.)
- Action:
 - Suggest ways to provide a repertoire of strategies to check for understanding
 - Gallery walk of other teachers' classrooms

Summary of Domain 3

3A Communicating with Students	Clearly state directions for activities Use academic vocabulary
3B Questioning and Discussion	Use a set of classroom procedures to support questioning (Cold Call) Create higher order questions in the lesson plan Use procedures or class norms to ensure that all students answer and/or participate in discussions
3C Engaging Students	Connect new concepts to prior knowledge Connect activities to learning goals Group students to enhance engagement
3D Assessment	Use proximity to review student artifacts to check for understanding Create summary questions connected to the day's learning goal
3E Flexibility and Responsiveness	Re-group students or change activities to address challenges with new material Provide small group or individual re-teaching support