New Mentor Teachers' Orientation

Humboldt State University
School of Education

Elementary & Secondary Education Programs

August 20, 2010
New Mentor Teachers' Orientation

Agenda

- Welcome, Agenda, Outcomes
- Role as a Mentor Teacher
- The search for Good Evidence
- Active Listening and Tools for Reflective Conversation
- The Performance Improvement Plan Process
- Closing
Learning Outcomes

By the conclusion of this orientation, participants will be able to:

Identify and practice the roles, behaviors, attitudes and skills of an effective coach/mentor.

In collaboration with the university supervisor, create an environment that promotes teacher professional growth by establishing the norms of continuous inquiry, ongoing assessment, reflective conversation, trust and collaborative problem solving.
A Learning Community

Teachers in a learning community are not "inserviced." Instead, they engage in continuous inquiry about teaching. They are researchers, students of teaching, who observe others teach, have others observe them, talk about teaching, and help others teachers. In short, they are professionals.

Roland Barth, *Improving Schools from Within*, 1990

The Triad

Mentor Teacher ↔ Apprentice Teacher

Students

University Supervisor
Quick Write

Recollections of your student teaching experience.

Questions you have about being a mentor teacher.
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observable</td>
<td>Makes inferences</td>
</tr>
<tr>
<td>Not influenced by observer’s perspective</td>
<td>Depends on observer’s perspective</td>
</tr>
<tr>
<td>Free of evaluative words</td>
<td>Includes evaluative words</td>
</tr>
<tr>
<td>No conclusions drawn</td>
<td>Draws conclusions</td>
</tr>
</tbody>
</table>
Evidence vs. Opinion

As you are observing in a classroom:

Example of Opinion:
"The boys at the back table were very noisy. I don't think they were getting their work done."

Example of Evidence:
"The boys at the back table group talked to each other off and on throughout the work time."

Later, in a post-observation reflection conference with the student teacher, the following would be possible student teacher responses to the example of EVIDENCE:
"Yes, they are always off task and talking. I really need help figuring out what to do with them."

OR

"Yes, they are my highest group and I encourage them to discuss and explain their work together."

By simply stating evidence, the support provider allowed the student teacher to tell how s/he saw the situation and ask for help if necessary.
Types of Observation Evidence

Verbatim scripting of the teacher or students. An example: "take out your homework assignment and place it on your desk."

A non-evaluative statement of observed behavior (teacher or student). An example: Students sit in groups of four.

Numeric information about time use, student participation, resource use, etc. An example: five students raised their hands.

An observed aspect of the environment. An example: Procedures for group work are posted on the board.
See "Samples" packet on page 19 for Elementary or Secondary that includes:

Video Elicited Lesson Reflection
Apprentice Lesson Plan
Clinical Supervision form
Unproductive Listening Patterns:

What a coach needs to put aside in order to be an effective and active listener.

**Autobiographical** – put aside the need to relate the conversation to yourself, trying to make a connection to your own personal experience;

**Inquisitive** – put aside the need to fully understand all parts of the situation being described, probing for our own curiosity;

**Comfort** – it’s OK not to know what to say or do. “I don’t need to be thinking about what to say next.”

**Closure** – put aside the need to “fix it”; having a coaching conversation is not always about concluding with a solution.

Remember to put these aside for effective and active listening!
Listening to HEAR
Vs.
Listening to SPEAK

Activity: With a partner, take turns responding to the coachee comment below as a listener who is listening to speak (the focus is on your own experience and reaction - usually includes "I" comments).

Next: Respond to the same comment, shifting the focus to listening to hear (your response focuses on restating what you hear or asking questions about what you heard).

The coachee comment: "It seems like the math lesson was bogging down today. I never seem to be able to get through my lesson plan."
Tools for Reflective Conversation

⇒ **Pause** now and then to allow your partner time to think.

⇒ **Paraphrase** from time to time; summarize your partner’s thoughts.

⇒ **Probe** gently to support your partner in gaining clarity in his or her thinking.

⇒ **Pay close attention** to your partner. Be attentive to both verbal and non-verbal communication.
PRINCIPLES OF PARAPHRASING

✓ Attend fully
✓ Listen with the intention to understand
✓ Capture the essence of the message
✓ Reflect the essence of voice tone and gestures
✓ Make the paraphrase shorter than the original statement
✓ Paraphrase before asking a question
PARAPHRASING

A paraphrase sends three messages:

- I am listening
- I am interested / I care
- I understand you (or I'm trying to)

Three types of paraphrases:

1. Acknowledging and Clarifying
   You're thinking that . . .
   So, you're wondering if . . .
   You're frustrated because . . .

2. Summarizing and Organizing
   So you're ready to move on to . . .
   First you're going to . . ., then you will . . .
   On the one hand . . . and on the other hand . . .

3. Shifting Conceptual Focus
   goals       values       assumptions
   concepts   categories
   So a strong belief you hold is . . .
   An assumption you're operating from is . . .
   A goal for you is . . .

Paraphrase: From the Greek: para: beyond + phræsein, to tell = to tell beyond.
Webster's: "A rewording of the thought or meaning expressed in something that has
been said or written."
REFLECTIONS ABOUT REFLECTION

 água Holding conversations about one’s work is essential to professional growth and development.

água Insights (complex learning) result from reflecting on one’s experience.

água Reflecting on experience is amplified when done with others.

água Professional conversations are enhanced when they are focused and structured.

água Professional conversations are enriched when all members consciously use the tools of inquiry and nonjudgmental response behaviors.

água Professional growth is fostered when each member of an agency takes:
  • An active role in the conversations
  • A stance of exploration and experimentation
  • Control of his or her own learning
Characteristics Indicating Need for Focused Support

Teaching Issues
1. Verbalizes anxiety/concerns frequently
   e.g. asking for time to meet often to create lessons, etc.
   e.g. shares faults (puts her/himself down) with students during a lesson

2. Demonstrates difficulty reflecting on personal strengths/weaknesses
   e.g. Can’t verbalize or is not accurate on several occasions

3. Demonstrates difficulty with “timing”
   e.g. Lesson pacing—frequently doesn’t finish/begin on time

4. Demonstrates difficulty conducting lessons
   e.g. Not prepared for lessons (more than once)
   e.g. Doesn’t check for student understanding
   e.g. Talks to the students instead of with them (“teacher-centered” and hasn’t shown improvement after discussion with MT)
   e.g. Doesn’t design lessons for universal inclusion (differentiate or show understanding of developmentally appropriate teaching strategies).

5. Behavior management issues
   (Issue becomes a cause for concern when addressed by MT once and AT teaching behavior does not change)
   e.g. Doesn’t address side-talking or distracting behavior during a lesson and continues to teach/deliver information.
   e.g. Makes rude comments or disciplines students in an inappropriate manner.
   e.g. Doesn’t implement established classroom management procedures

Professionalism Issues

1. Attendance issues
   e.g. AT arrives late to school or leaves early more than once
   e.g. AT doesn’t call in notifying school of his/her absence

2. Safety
   e.g. Leaves students unattended and/or releases students early to buses, music, etc.
   e.g. Doesn’t supervise students on playground or at an assembly responsibly
   e.g. Doesn’t address safety issues/procedures in the classroom
   e.g. Doesn’t use school procedure—hall passes, checking students in/out, etc.

3. Personality issues
   e.g. Develops strong opinions about students (stereotypes, etc.)
   e.g. Uses inappropriate language with students (slang/derogatory comments/insensitive jokes, etc.)
   e.g. AT advises MT how to teach
   e.g. Communicates inappropriately with parents
   e.g. Attempts to manipulate colleagues to avoid assuming responsibility

4. Confidentiality
   e.g. Gossips with instructional aide/parents
   e.g. Makes inappropriate comments about students

August 7, 2003 Contributed by Jenny Matzka, University Supervisor
Role-Play

Sequence Leading to a Performance Improvement Plan

1. MT observes (written documentation) AT & discusses current strengths and areas to improve
   - E.g. Short observation of AT working with a small group, leading “opening”/“morning routine”, reading a story, transitioning students, etc.
   - Possible concerns (see Characteristics Indicating Need for Focused Support)

2. MT documents conversation with AT (post-conference)
3. MT shares concerns with US (US documents concerns)
4. US schedules to observe AT
   - MT speaks with AT about US’s request to observe and suggests various opportunities
   - US contacts AT to observe

   US: Hello, Suzy. I would like to schedule a time to observe you in the classroom before the end of next week. I already spoke with your mentor teacher about arranging a time. Have you spoken with her yet?
   AT: Yes, we talked about it yesterday after school.
   US: Good. When would be a good time for me to come observe?
   AT: Well, we think it would be good for you to come and observe me doing the morning routine next Tuesday so I can get more time to practice.
   US: That sounds fine. And please remember, each time I come for an observation, you need to write a lesson plan for me using the format I gave to you. Do you still have a copy of that?
   AT: Yes, I think so, somewhere, but how would I write a lesson plan for the morning? I don’t think my mentor teacher has any lesson plans for that and she’s not really available after school to help me.
   US: Well, there is always an objective for everything your mentor teacher does---even the morning routine. What do you do at morning routine?
   AT: We do daily oral language and then we do math or whatever we’ve been working on.
   US: OK, then for your plans, I’d like you to pick two objectives and write out the procedure as if you were writing it out for a sub who didn’t know what to do. For example, what are you hoping the students will be able to do when you do the daily oral language?
   ***US briefly walks ST through first objective and requests that she call if she has any questions before the observation next week.
   ***US documents conversation.

5. US observes AT and observes similar concerns as MT
6. US post-conferences with AT immediately after the lesson

   US: While I’m finishing up a few notes here, I’d like you to write two things you thought YOU did well and two things YOU would do differently next time, okay?
   AT: Oh, okay...let me think... (might have difficulty getting started, etc.)
   US: Okay, let’s start with you. Tell me what you thought and then I’ll share the notes I took with you. ***US asks “why” questions to help ST create personal meaning, etc.***
   AT: I don’t know if this is right but, I thought I did everything I was supposed to like my mentor teacher does when she does the routine.
   US: What do you mean by everything?
   AT: I did all the steps.
   US: Ok, aside from following the steps of the routine, what would you do differently next time?
AT: I would make sure I turn a card sooner when Jenny starts to talk out and doesn’t raise her hand first...too many kids didn’t raise their hands. They just shouted out the answers when I asked them a question.
US: Is there anything you could do before you turn a card?
AT: Has puzzled look on her face.
***US shares notes with ST and requests to set up a meeting at the end of the day (or ASAP) with MT and ST to discuss specific goals

7. US discusses concerns with MT confidentially and discusses strategy for conference.
8. US, MT, AT meet (US facilitates and documents conversation and performance goals)
   • US and MT tell AT strengths that they both observed and agree upon
   • US and MT tell AT areas in need of improvement that they both observed and agree upon
   • Write specific goals with AT and connect them to the Teacher Performance Expectations (TPE’s)
     *Ask AT to describe specific activities she could do to show she is meeting the goals, e.g. Suzy will maintain clear expectations for academic and social behavior (TPE 11A) by
     1. Stating/restating expectations at beginning of lesson segment as modeled by MT.
     2. Implementing and practicing specific strategies provided by MT...
   • Review the EED 751 Assessment “Performance Criteria” to emphasize the need to meet these criteria by the date of the assessment (three-way meeting of AT, MT, US to fill out the form). If all criteria are not met, a student teacher performance improvement plan (PIP) is written.
     (Explain that the PIP is an individual learning plan for the AT to focus on unmet criteria and provide extra support for the AT)
   • Let AT know US/MT have confidence in her and will support her as she works on these goals
   • Set date for next observation of AT (emphasize you’re giving AT additional time to practice and another opportunity for her to successfully meet these goals/standards)

9. US observes AT
   • Observes goal #1 is met, but AT doesn’t meet goals #2 or #3
   • Discusses this at post-conference (similar structure for conversation)

10. US discusses concerns with MT confidentially and discusses strategies for 3-way meeting to fill out 751 assessment form.

11. EED 751, 3-way meeting of US, MT and AT
    • Discuss goals that were met and goals that were not met
    • Document goals that need to be met on assessment form

12. US writes Performance Improvement Plan
    • See sample PIP

13. US discusses PIP with AT and MT, makes any agreed upon adjustments, and has AT sign verification of understanding statement on PIP

14. Throughout Phase II, EED 752, MT, AT, and US monitor AT’s progress toward meeting the PIP goals/TPEs within the agreed upon time periods.
Humboldt State University  
School of Education  
Elementary Education Program  
Performance Improvement Plan

Apprentice Teacher: ___________________________ Mentor Teacher: ___________________________

Supervisor: ___________________________ Semester/Year: Spring 08

School: _________xxxxx Elementary School_______ Grade Level: _________

After numerous meetings and attempts to assist Xxx (see Supervisor Contact Log), the Mentor Teacher and the University Supervisor agreed that Xxx Xxx did not meet the necessary requirements and preparation to begin the 'solo' teaching assignment. Xxx agreed. During the EED 753 Evaluation, several areas of concern were noted (TPEs 2a, 2c, 4c, 5a, 9c, and 11a), and although Xxx made progress, he did not attain the level of teaching proficiency required to begin teaching a two week 'solo'. Xxx will receive a grade of "no credit" for Phase IV fieldwork, EED 754 (6 units).

Xxx Xxx and his Mentor Teacher and University Supervisor agree to the following conditions so that Xxx has an opportunity to (1) earn university credit for the additional weeks of fieldwork (EED 755, 2 units) until the end of school, and (2) gain additional experience so that he will be prepared to repeat his second semester apprentice teaching at a later date:

- **TPE 12c**: *demonstrates initiative and reliability in lesson planning, instruction, and daily classroom routines.* Xxx will develop organizational strategies so that his materials are kept in order, prepared in advance and student work is assessed on a regular basis.

- **TPEs 2a, 2c, 4c, 5a, 9c, 11a** Xxx will teach social studies lessons on the gold rush. He will prepare complete, detailed lesson plans for each lesson taught and submit them to his Mentor Teacher for review/approval at least one day prior to teaching the lesson. His Supervisor will observe lessons taught as necessary.

- **Xxx** will review/reflect on each lesson taught and submit at least one page of written reflections to his Mentor Teacher and University Supervisor the next day. If the conditions of this PIP are met, Mentor teacher and supervisor observations together with Xxx's reflections will be used to determine if a PIP is necessary to begin the repeated EED 754.

**Evaluation Date **June 2008** Conditions are met______ Not met________

Mentor Teacher______________________ University Supervisor______________________

I have read and discussed this Performance Improvement Plan with my Mentor Teacher and University Supervisor, and I understand the requirements of this plan.

(Apprentice Teacher signature and date) ____________________________________________

18
Elementary Education Program 2010-2011

Samples:

- Video Elicited Lesson Reflection (VELR)
- Lesson Plan
- Clinical Supervision Observation

Fall Due Dates for Forms and Performance Assessment for California Teachers (PACT)*
*For complete PACT calendar see: http://www.humboldt.edu/education/credentials/eed/pact.html

<table>
<thead>
<tr>
<th>Form or Item</th>
<th>Window of Working Time</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork Agreement (EED 751 &amp; 752; HB p. 52)</td>
<td>Aug 30-Sept 9</td>
<td>Sept 10</td>
</tr>
<tr>
<td>Guided Observation (HB p. 70)</td>
<td>Sep 21-Oct 15</td>
<td>Oct 18</td>
</tr>
<tr>
<td>Phase I Assessment (EED 751; HB p. 57)</td>
<td>Oct 18-Oct 28</td>
<td>Oct 29</td>
</tr>
<tr>
<td>Solo Teaching (one week)</td>
<td>Nov 29-Dec 10</td>
<td></td>
</tr>
<tr>
<td>Phase II Assessment (EED 752; HB p. 59)</td>
<td>Dec 6-Dec 16</td>
<td>Dec 17</td>
</tr>
<tr>
<td>MT evaluation (paper)</td>
<td>Dec 6-Dec 17</td>
<td>Dec 17</td>
</tr>
<tr>
<td>US evaluation (electronic: US eval from Class Climate)</td>
<td>Dec 6-Dec 17</td>
<td>Dec 17</td>
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</tbody>
</table>

Note: Candidates visit spring placement full day Sep 20 and Nov 10

Spring Due Dates for Forms and Performance Assessment for California Teachers (PACT)

<table>
<thead>
<tr>
<th>Form or Item</th>
<th>Window of Working Time</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACT Permission form (online)</td>
<td>Jan 3-Jan 7</td>
<td>Jan 10</td>
</tr>
<tr>
<td>Fieldwork Agreement (EED 753 &amp; 754/755; HB p. 52)</td>
<td>Jan 3-Jan 20</td>
<td>Jan 21</td>
</tr>
<tr>
<td>PACT VELR (videotaping/reflecting practice for AT)</td>
<td>Jan 18-Jan 27</td>
<td>Jan 28</td>
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<tr>
<td>PACT Context for Learning</td>
<td>Jan 3-Feb 3</td>
<td>Feb 4</td>
</tr>
<tr>
<td>Videotaping for Math Teaching Event</td>
<td>Feb 14-Feb 28</td>
<td>Mar 4</td>
</tr>
<tr>
<td>Phase III assessment (EED 753; HB p. 63)</td>
<td>Mar 7-Mar 18</td>
<td>Mar 21</td>
</tr>
<tr>
<td>PACT Math Teaching Event (see online PACT calendar)</td>
<td>Jan 3-Apr 7</td>
<td>Apr 8</td>
</tr>
<tr>
<td>Solo Teaching (two weeks)</td>
<td>Apr 18-June 3</td>
<td></td>
</tr>
<tr>
<td>Phase IV Assessment (EED 754/755; HB p. 65)</td>
<td>May 16-June 3</td>
<td>June 6</td>
</tr>
<tr>
<td>MT evaluation (paper)</td>
<td>May 16-June 3</td>
<td>June 17</td>
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<tr>
<td>US evaluation (electronic: US eval from Class Climate)</td>
<td>May 16-June 3</td>
<td>June 17</td>
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</tbody>
</table>

Note: Candidates visit fall placement full day Feb 7 and June 7

Mentor Teacher Recognition Social, 4-6 pm, Thursday, May 5th, Plaza Grill View Room

EED Handbook (HB) Important Pages to Review

- What Mentor Teacher (MT) can expect from Apprentice Teacher (AT) pp 16-17
- MT responsibilities to AT, US, HSU pp 28-31
- US responsibilities to AT, MT, HSU pp 32-33

EED ListServe: We will send email messages periodically from eedmentors@redwood.humboldt.edu
Check your spam and white list us so that you receive our messages. Thanks!
<table>
<thead>
<tr>
<th>Title of Lesson</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Factor Trees&quot;</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A. What are the specific standards/objectives of the lesson?</th>
<th>Number Sense 4.0, 4.1, 4.2</th>
</tr>
</thead>
</table>
| B. What occurred immediately prior to and after the video clip that is important to know in order to understand and interpret the interactions between and among the teacher and the students? | Before: eliciting prior knowledge of prime & composite numbers by asking them questions (more on back of paper) →
*questioning was used to elicit their prior knowledge of prime & composite numbers.*
*they worked with their*

| C. In the instruction seen in the clip, how did the teacher further the students' knowledge and skills and engage them intellectually in understanding important concepts of the lesson? If possible, provide examples of both general strategies to address the needs of all students and strategies to address specific individual needs. (TPEs 1, 2, 4, 5, 7, 11) | *the academic language & vocabulary was broken down
1. prime number*

| D. Describe any language supports used in the clip to help students (including English learners as well as other students struggling with language) understand the content and/or academic language central to the lesson. If possible, give one or two examples from the video clip of how the teacher implemented these supports. (TPEs 4, 7) | *I had the students coming up to the board & work on the problems.
* I had the students work on a handout
* a. the students were able to use their previously |

| E. Describe the strategies the teacher used to monitor student learning during the learning tasks shown on the video clip. Cite one or two examples of what students said and/or did in the video clip or in assessments related to the lessons that indicated their progress toward accomplishing the lesson's learning objectives. (TPEs 2, 3) | Use back of the page as needed. |

| F. Reflect on the learning that resulted from the experiences featured in the video clip: (a) students' learning in the classroom; (b) your learning as the Apprentice Teacher/Observer. | Use back of the page as needed. |
Their parents, different management tools, and most of
know when to use it. It was nice to see myself of using
* Problem: Coming up to the board, and class discussion.
numbers. The students demonstrated their knowledge by
writing in numbers. I became knowledgeable to connect to the lesson on prime + composite

Sure, they understand it.

While I was doing that, I worked around to locate:
* Then the students did the problems on the book at the board, as their
e. With me to make sure they could do factor trees.

Just done by breaking down the term with quickening.
2. Composite number is located at in a comparison of prime number.

Our done to show what a prime number is
Discussion on it:

* Students worked together with their partners, then wrote cooled (writing note)
C. Partners to get more support + bounce ideas off of each other.

Once I projected them, then they go on to do the homework and I would

wouldn't think.
Topic/Lesson Title: Flipping Dominoes
Instructor: (lesson from)
Grade Level: Kindergarten
Course: Math

Content Objectives: The students will be able to count from zero to twelve (by using dominoes).

Language Objectives: The students will be able to orally produce the number zero to twelve.

Math Standards:
*Number Sense
  1.2 Count, recognize, represent, name, and order a number of objects (up to 30).
*Mathematical Reasoning
  1.0 Students make decisions about how to set up a problem:
    1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

Key Vocabulary and/or Academic Language Demands:
*Zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve
*Dominoes
*Count

Supplemental Materials:
*Domino worksheet
*Place markers
*Number cards

Strategies for eliciting prior knowledge/personal experiences:
*hands-on manipulatives (place markers & domino worksheets)
*demonstrations (of how to do the activity)

Strategies to link prior knowledge to content:
*reviewing (if the students know the numbers zero to twelve)
*step-by-step instruction

Complete lesson sequence incorporating input, interaction, application, delivery strategies (note time allotted for each lesson segment): 30-40 minute lesson

3 minutes: The teacher will explain what the students will be doing step-by-step.
3 minutes: The teacher will demonstrate what the students will be doing. The teacher will show them that their domino worksheet and their place markers will be in front of them. Then, the teacher will show them that the teacher will show them a number using the number cards. The teacher will show that the students need to say that number together as a group. Then the teacher will show that the students will count the dominoes on the worksheet by using their finger and counting each dot on the domino. Once the domino with the right number of dots is found, the place marker will be put down on the sheet.
2 minutes: The teacher will hand out the necessary materials to the students (the domino worksheet and place markers).
22-32 minutes: The teacher will show the students the number, the students will say the number as a group and then they will count the dominoes on the worksheet and put their place marker on that domino. The teacher and students will do this until all the cards are used.
Review:
Once the students do this activity, the teacher will have each student take each place marker off based on the number that the teacher shows using the number cards.

Assessment:
The assessment used in this lesson will be an informal assessment. The teacher will observe the students doing the activity and make sure that they can say the number zero to twelve and can find it by counting each dot on the dominoes.

The EL students will be able to do this lesson because the lesson is taught in a step-by-step, sequential manner. The teacher explains and demonstrates what the students will be doing in the lesson. This will help the students hear and see what they will be doing so that they can do the lesson. The teacher will also show the number and, if in need of help, will say the number.
<table>
<thead>
<tr>
<th>Teaching Performance Expectations (TPEs)</th>
<th>Comments/Examples</th>
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<tbody>
<tr>
<td><strong>1. Demonstrates subject-specific pedagogical skills</strong></td>
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<tr>
<td>a. Teaches lessons successfully from coursework plans (reading, soc. science, math, science)</td>
<td>a. math – counting orally from 0–12</td>
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<tr>
<td><strong>2. Monitors student learning during instruction</strong></td>
<td></td>
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<tr>
<td>a. Monitors at key points during instruction to pace the lesson</td>
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<tr>
<td>b. Gives clear directions</td>
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<tr>
<td>c. Checks understanding</td>
<td></td>
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<tr>
<td>d. Re-engages off-task students</td>
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<tr>
<td><strong>3. Interprets and uses assessments</strong></td>
<td></td>
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<tr>
<td>Uses assessments to measure progress and plan instruction</td>
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<tr>
<td>e. Teaches students self-assessment strategies</td>
<td></td>
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<tr>
<td>f. Gives students specific, timely feedback</td>
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<tr>
<td><strong>4. Makes content accessible</strong></td>
<td></td>
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<tr>
<td>a. Explains content clearly</td>
<td></td>
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<tr>
<td>b. Reinforces content in multiple ways (including manipulatives, models, arts, technology, community resources and student experience)</td>
<td></td>
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<tr>
<td>c. Takes additional steps to help students who do not understand content</td>
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<tr>
<td>d. Encourages student creativity and imagination</td>
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<td>e. Builds an element of choice into lessons</td>
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<tr>
<td><strong>5. Engages students</strong></td>
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<tr>
<td>a. Clearly communicates instructional objectives to students</td>
<td></td>
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<tr>
<td>b. Ensures active and equitable participation of each student with planned strategies</td>
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<tr>
<td>c. Asks stimulating questions, challenges student ideas</td>
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<tr>
<td>d. Engages in active listening</td>
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<tr>
<td><strong>6. Uses developmentally appropriate practices</strong></td>
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<tr>
<td>Provides opportunities for movement</td>
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<tr>
<td>b. Designs activities which suit attention spans</td>
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<tr>
<td>c. Designs activities for various learning styles</td>
<td></td>
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<tr>
<td>d. Teaches and models norms of social interactions</td>
<td></td>
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<tr>
<td>e. Plans for students with special needs or abilities</td>
<td></td>
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<tr>
<td>f. Develops skills for working groups</td>
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</tbody>
</table>

For the activity, the teacher noted: "You're going to play dominoes, I'll show you how."

All 6th graders in the small group appeared able to follow directions and count aloud numbers.

Lesson length and pacing was appropriate for the group.
7. Teaching English language learners
   a. Implements instructional plan that facilitates English language development
   b. Uses students backgrounds and prior learning to provide instruction
   c. Selects materials and strategies for students' English comprehension and language development
   d. Makes curriculum content appropriate for ELL
   e. Includes adaptations for ELL students in lessons

8. Learning about students
   a. Assesses students' mastery
   b. Learns about students' abilities and interests
   c. Identifies students needing specialized instruction

9. Plans instruction
   a. Plans clear explanations of content
   b. Makes abstract concepts concrete, meaningful
   c. Connects preceding and subsequent content
   d. Connects content with students' linguistic and cultural backgrounds and developmental needs
   e. Engages students in higher-order thinking

10. Manages instructional time
    a. Maintains procedures for routine tasks
    b. Manages transitions to maximize instructional time

11. Manages social environment
    a. Maintains clear expectations for academic and social behavior
    b. Creates a positive climate for learning
    c. Establishes rapport with all students
    d. Responds appropriately to sensitive issues; resists racism and acts of intolerance
    e. Maintains a climate of physical and emotional safety

Lauren watched all students in the group carefully to see if they were able to find the numbers independently (rather than imitating neighbors). She helped by asking questions, not telling whenever possible. She was very encouraging, telling students to keep trying, and "Don't worry, it gets easier." The larger numbers were challenging, so the activity gives a good idea of their varying levels of ability.