

TEACHER ORIENTATION: PARTICIPANT JOURNAL

1. VIDEO: INTRODUCTION TO THE FRAMEWORK FOR TEACHING AND PROFICIENCY SYSTEM

Directions: As you watch the video clip, make note of any important points you hear and/or questions that come to mind.



NOTES/QUESTIONS:

2. ACTIVITY: SELF-REFLECTION

Directions: Please respond to each of these statements based on your personal experiences. Mark a *T* by a statement if you believe it to be true, and an *F* by a statement if you believe it to be false. Remember, there are no wrong answers.

_____ 1. As a teacher, I have had mostly positive experiences with classroom observation.

_____ 2. There are multiple definitions of “good teaching.”

_____ 3. Most colleagues in my school have shared values and assumptions about what good teaching looks like.

_____ 4. It is important to observe all teachers—no matter what subject or grade level—against the same definition of good teaching.

NOTES/QUESTIONS:

3. VIDEO: FRAMEWORK FOR TEACHING

Directions: As you watch the video clip, make note of any important points you hear and/or questions that come to mind.



NOTES/QUESTIONS:

4. ACTIVITY: UNDERSTANDING THE LEVELS OF PERFORMANCE

Directions: Read about component 2a below. Then, on the next page, read the description for each level and highlight or underline the words or phrases that differentiate each one.

Component 2a: Creating an Environment of Respect and Rapport

Teaching depends, fundamentally, on the quality of relationships among individuals. Teachers must manage relationships with students and must ensure that relationships among students are positive and supportive. Verbal and nonverbal behavior and patterns of interactions contribute to the overall tone of the class. In a respectful environment, all students feel valued and safe, encouraging them to take intellectual risks.

The elements of component 2a are:

- **Teacher interactions with students, including both words and actions**
A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they care about their students.
- **Student interactions with other students, including both words and actions**
How students treat each other is as important as how teachers treat students—and arguably, for students, even more important. At its worst, poor treatment results in bullying, which can poison the environment of an entire school. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. It's the teacher's responsibility both to model and teach students how to engage in respectful interactions with one another.

Indicators include:

- Respectful talk and turn-taking
- Attention to students' backgrounds and lives outside of the classroom
- Teacher and student body language
- Physical proximity
- Warmth and caring
- Politeness and dignity
- Encouragement
- Active listening
- Fairness

Component 2a: Creating an Environment of Respect and Rapport

<p>Level 4</p>	<p>LEVEL DESCRIPTION</p> <p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.</p>	<p>CRITICAL ATTRIBUTES</p> <p>In addition to the characteristics of a level of performance 3,</p> <ul style="list-style-type: none"> • The teacher demonstrates knowledge and caring about individual students' lives beyond school. • When necessary, students correct one another in their conduct toward classmates. • The teacher's response to a student's incorrect response respects the student's dignity. 	<p>POSSIBLE EXAMPLES</p> <ul style="list-style-type: none"> • <i>The teacher inquires about a student's soccer game last weekend.</i> • <i>Students say "Shhh" to classmates while the teacher or another student is speaking.</i> • <i>Students clap enthusiastically for one another's presentations for a job well done.</i> • <i>The teacher says, "That's an interesting idea, Student J, but you're forgetting..."</i> • <i>And others...</i>
<p>Level 3</p>	<p>LEVEL DESCRIPTION</p> <p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.</p>	<p>CRITICAL ATTRIBUTES</p> <ul style="list-style-type: none"> • Talk between teacher and students and among students is uniformly respectful. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher. • The teacher responds to disrespectful behavior among students. 	<p>POSSIBLE EXAMPLES</p> <ul style="list-style-type: none"> • <i>The teacher greets students by name as they enter the class or during the lesson.</i> • <i>The teacher gets on the same level with students, such as kneeling beside a student working at a desk.</i> • <i>Students attend fully to what the teacher is saying.</i> • <i>Students wait for classmates to finish speaking before beginning to talk.</i> • <i>Students applaud politely following a classmate's presentation to the class.</i> • <i>Students help each other and accept help from each other.</i> • <i>The teacher and students use courtesies such as please/thank you, excuse me.</i> • <i>The teacher says, "Don't talk that way to your classmates" and the insults stop.</i> • <i>And others...</i>

**Level
2**

LEVEL DESCRIPTION

Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.

CRITICAL ATTRIBUTES

- The quality of interactions between the teacher and students, or among students, is uneven, with occasional disrespect.
- The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- The teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.

POSSIBLE EXAMPLES

- *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.*
- *A few students do not engage with others in the classroom, even when put together in small groups.*
- *Students applaud halfheartedly following a classmate's presentation to the class.*
- *The teacher says, "Don't talk that way to your classmates," but student shrugs his/her shoulders.*
- *And others...*

**Level
1**

LEVEL DESCRIPTION

Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

CRITICAL ATTRIBUTES

- The teacher uses disrespectful talk toward students.
- Student body language indicates feelings of hurt or insecurity.
- The teacher does not address disrespectful interactions among students.
- The teacher displays no familiarity with or caring about individual students' interests or personalities.
- Students use disrespectful talk toward one another with no response from the teacher.

POSSIBLE EXAMPLES

- *A student slumps in his/her chair following a comment by the teacher.*
- *Students roll their eyes at a classmate's idea; the teacher does not respond.*
- *Many students talk when the teacher and other students are talking; the teacher does not ask them to stop.*
- *The teacher does not call students by their names.*
- *Some students refuse to work with other students.*
- *And others....*

NOTES/QUESTIONS:

5. VIDEO: THE PROFICIENCY SYSTEM

Directions: As you watch the video clip, make note of any important points you hear and/or questions that come to mind.



NOTES/QUESTIONS:

6. ACTIVITY: SORTING EVIDENCE AND INTERPRETATION

Directions: Read the observation notes below. Underline all statements that you believe are evidence.

Clear expectations of student conduct are displayed around the room and are referenced by the teacher at various points during the lesson. The teacher was friendly and very eager to get to the afternoon lesson. The teacher continues instruction while a student enters the room, walks to his seat, and begins work promptly without interrupting the teacher or other students. The students were engaged in the small-group activity. The teacher asks a student about how her audition for a play went and asks another student how his mother is feeling. During small-group work, one student says to another, “Let her talk.” Everyone seemed happy to be in the room and eager to learn.

NOTES/QUESTIONS:

7. ACTIVITY: DETERMINING THE COMPONENT

Directions: List the domain 2 component number that is most relevant for each statement you determined to be evidence in Section 6 of this worksheet. Each component should be used only once. You may refer to Framework at a Glance: Domain 2 on the following page for help.

- _____ 1. Clear expectations of student conduct are displayed around the room and are referenced by the teacher at various points during the lesson.
- _____ 2. The teacher was friendly and very eager to get to the afternoon lesson.
- _____ 3. The teacher continues instruction while a student enters the room, walks to his seat, and begins work promptly without interrupting the teacher or other students.
- _____ 4. The students were engaged in the small-group activity.
- _____ 5. The teacher asks a student about how her audition for a play went and asks another student how his mother is feeling.
- _____ 6. During small-group work, one student says to another, "Let her talk."
- _____ 7. Everyone seemed happy to be in the room and eager to learn.

NOTES/QUESTIONS:

FRAMEWORK AT A GLANCE: DOMAIN 2

In order to effectively cluster evidence by component, you should review the elements for each component.

2a: Creating an Environment of Respect and Rapport

- Teacher interactions with students, including both words and actions

A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they care about their students.

- Student interactions with other students, including both words and actions

How students treat each other is as important as how teachers treat students—and arguably, for students, even more important. At its worst, poor treatment results in bullying, which can poison the environment of an entire school. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. It's the teacher's responsibility both to model and teach students how to engage in respectful interactions with one another.

2b: Establishing a Culture for Learning

- Importance of the content and of learning

In a classroom with a strong culture for learning, teachers convey the essential importance 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 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. They may undertake revisions on their own, or show a visitor a recent paper or project they have produced.

2c: Managing Classroom Procedures

- Management of instructional groups

Much work in classrooms occurs in small groups; small-group work enables students to work with their classmates, to discuss possible approaches to a problem, and to benefit from one another's thinking. But students cannot be expected to automatically know how to work productively in small groups. These skills, like others, must be taught, and in a well-run classroom students are able to work independently in groups, with little supervision from the teacher.

- Management of transitions

Many lessons engage students in different types of activities—large group, small group, independent work—and in a well-run classroom transitions between these different activities proceed easily and smoothly. Little time is lost as students move from one activity to another; they know the drill and execute it seamlessly.

- **Management of materials and supplies**

A clear indication of a teacher's skill lies in the procedures for the distribution and collection of materials; experienced teachers have all necessary materials at hand and have taught students to implement the routines with a minimum of disruption to the flow of instruction.

- **Performance of non-instructional duties**

Accomplished teachers are masters of multitasking; they take attendance, for example, while students are beginning a task that has been written on the board. Furthermore, where appropriate, students themselves contribute to the design and execution of routines for other non-instructional matters, such as the lunch count or the return of permission slips for a class trip. Overall, little instructional time is lost in such activities.

2d: Managing Student Behavior

- **Expectations**

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.

- **Monitoring of student behavior**

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 may make it challenging to observe.

- **Response to student misbehavior**

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 and provides students with an indication of how seriously the teacher takes the behavior standards. 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 a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.

NOTES/QUESTIONS:

8. ACTIVITY: SESSION REFLECTION

Directions: Reflect on this session by completing the following statements. Feel free to debrief this session—and your responses to these statements—with your colleagues.

1. An insight I had as a result of today's session is...

2. Concepts from this session that are most applicable to my teaching practice are...

3. A question I have related to today's session is...

NOTES/QUESTIONS: