

CPS Framework for Teaching Companion Guide

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This Companion Guide was developed by the staff in the Office of Professional Learning in close collaboration with the Office of Curriculum and Instruction.

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Contributors

Office of Curriculum and Instruction

Department of Mathematics and Science

Department of Literacy

Department of Arts Education

Department of Language and Cultural Education

Department of Magnet, Gifted, Talented

Department of Professional Learning

Office of Pathways to College and Career

Talent Office

Office of Special Education and Supports

Office of Early Childhood Education

External Partners

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Portions of the Guide were:

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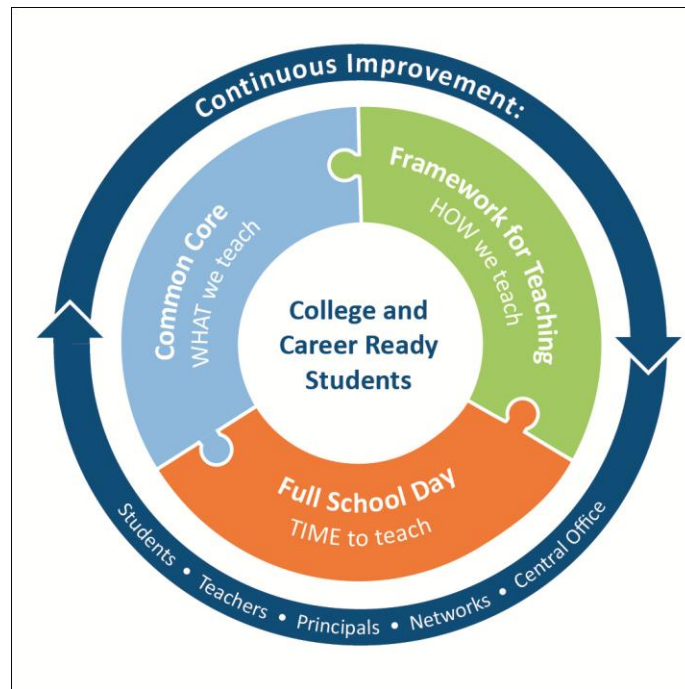
Table of Contents

Overview	9
Introduction to the CPS Framework for Teaching	13
Domain 1: Planning and Preparation	19
Domain 2: The Classroom Environment	43
Domain 3: Instruction	59
Domain 4: Professional Responsibilities	83
Appendices:	103
Appendix A: 2012 CPS Framework for Teaching	105
Appendix B: Disciplinary Literacy	124
Appendix C: Connection to Positive Behavior Supports	125
Appendix D: Observation Series	126

Overview

The Chicago Public Schools has set ambitious goals to ensure that every child—in every school and every neighborhood—has access to a world-class learning experience from birth, resulting in graduation from high school college- and career-ready. To support those ambitious goals, CPS is implementing three inter-related instructional improvement strategies that, together, will ensure schools improve what and how teachers teach as well as provide sufficient time for teachers to teach.

Figure 1. CPS Instructional Strategy Framework



Specifically, the district is implementing:

- **Common Core State Standards (CCSS)** – these standards outline a higher bar for what students need to know in order for them to succeed in college and career. The district will be implementing these standards across the next few years, fundamentally changing and improving “what” teachers teach in classrooms.
- **CPS Framework for Teaching** – this Framework outlines what good teaching looks like. Teachers will have a clear understanding of the skills that teachers possess, where they stand compares to those standards, and how they can improve their teaching practice. This will change “how” teachers teach in classrooms.
- **Full School Day** – in order to change “what” and “how” teachers teach, schools need more time for both planning and instruction.

Overview

CPS Framework for Teaching

In March 2012, the district introduced the CPS Framework for Teaching. The Framework is a modified version of Charlotte Danielson’s Framework for Teaching and was developed in collaboration with the Chicago Teachers’ Union, Charlotte Danielson, and the Consortium on Chicago School Research. The Framework provides a district-wide definition of good teaching practice and gives all educators a common language to talk about teaching.

The Framework is organized around four domains of teaching:

- **Domain 1:** Planning and Preparation
- **Domain 2:** The Classroom Environment
- **Domain 3:** Instruction
- **Domain 4:** Professional Responsibilities

CPS Framework for Teaching Companion Guide

This document is meant to serve as a Companion Guide to the 2012 CPS Framework for Teaching. The purpose of this guide is to help:

- Teachers and administrators learn more about the domains, components, and elements of the Framework
- Teachers self- reflect on their current practices
- Teachers and administrators engage in professional conversations about components of the Framework
- Teachers and administrators gain a better understanding of how teachers demonstrate proficiency in practice

The guide has been divided into a few major sections, including:

- **Introduction** – This section will introduce the Framework by providing an overview of how the Framework was developed, the research base behind the Framework, as well as a description of performance levels.
- **Domain chapters** – Each of the four domains will be explained in further detail. Each domain chapter will include a domain overview as well as a section for each component of that domain. Each component section will include:
 - An overview, which provides a detailed overview of that component, including a definition and examples of each element
 - A Reflection on Practice section, which help teachers self-reflect on their current practices as well as engage in professional conversations with colleagues and administrators
 - A Demonstration in Practice section, which provides examples of how to demonstrate the specific elements of each component in the observation cycle

Please note that a sample Component Page can be found on page 10 of this guide.

- **Appendices** – This section will feature a few key resources, including the full CPS Framework for Teaching, its applicability across student populations and content areas, and details about the observation series.
 - Appendix A: 2012 CPS Framework for Teaching
 - Appendix B: Disciplinary Literacy
 - Appendix C: Connection to Positive Behavior Supports
 - Appendix D: Observation Series

The district’s online Knowledge Center, which can be found at (<http://kc.cps.edu>), has also been set up to include a downloadable version of this guide, as well as a variety of sample artifacts, tools, and templates.

Overview

Sample Component Section

Each component will be laid out in a similar fashion. The following is a high-level outline of each component section.

Component Overview

The Component Overview provides readers a high-level understanding of the component.

The following table gives more details about the elements of this component.

Element	Definition	Example
Each element of the component is listed out separately.	Each element is defined in detail.	An example of each element is provided; the guide incorporates examples across multiple content areas and grade levels.

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
Component Name <i>Followed by</i> <ul style="list-style-type: none"> Individual Elements 	A description of each performance level is shared. Descriptions are pulled from the CPS Framework for Teaching.			

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues and administrators.

Elements	Guiding Questions
Each element of the component is listed out separately.	<ul style="list-style-type: none"> The guiding questions are designed for teachers to self-reflect on their practice, as well as helpful guiding questions for professional conversations between administrators and teachers.

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers can showcase their teaching practice.

- Professional Conversations:** Some components of the CPS Framework for Teaching are best demonstrated through professional conversations (e.g., Domain 1 and component 4a). This section lists examples of how a teacher can demonstrate their proficiency through a professional conversation with administrators. This is especially helpful in planning for pre- and post-observation conferences.
- Classroom Observations:** Domains 2 and 3 are observable domains, meaning that teachers demonstrate their proficiency in the classroom during instruction. This section lists some possible evidence of performance that can be observed during active teacher practice.
- Artifacts:** Artifacts also serve as evidence of proficiency, and can be shared during professional conversations, uploaded into the CPS online performance evaluation tool, or gathered during a classroom observation. At the end of each component section, a list of artifacts and tools are included to give teachers and administrators additional examples of how to build and demonstrate proficiency in each component. All of these artifacts and tools, plus many more, are located on the district Knowledge Center site (<http://kc.cps.edu>).

Introduction to the CPS Framework for Teaching

The 2012 CPS Framework for Teaching is a modified version of Charlotte Danielson’s Framework for Teaching. It provides a definition of good teaching practice and gives all educators a common language to talk about teaching. The CPS Framework for Teaching was modified in collaboration with the Chicago Teachers’ Union, Charlotte Danielson, and the Consortium on Chicago School Research to incorporate the shifts in teaching practice required by the Common Core State Standards, such as increased rigor of student work. Additionally, three components were eliminated due to redundancy because they are incorporated elsewhere within the CPS Framework for Teaching. According to both Charlotte Danielson and the Consortium on Chicago School Research, the modifications made to the CPS Framework for Teaching are aligned with prior research on the intent and structure of the Danielson Framework for Teaching. The CPS Framework for Teaching, therefore, remains a valid and reliable tool for measuring teaching practice¹.

Research Base

Charlotte Danielson, the author of the Danielson’s Framework for Teaching, is an educator who has taught at all levels, from kindergarten through college. She has worked as an administrator, a curriculum director, and a staff developer in several regions of the United States. In addition, she has served as a consultant on aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. Ms. Danielson developed the Framework for Teaching from her work with the Educational Testing Service’s Praxis III certification assessment.

The research base for the Danielson’s Framework for Teaching, and by extension, the CPS Framework for Teaching, includes the work of many nationally recognized experts on education, including the Educational Testing Service (ETS), Lee Shulman, Jacqueline Brooks, and Martin Brooks, among many others. For more information on the research base, teachers should visit www.danielsongroup.org or read the Appendix of Charlotte Danielson’s *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition* (2007)².

Although the research base is important, Charlotte Danielson notes that the validation of the Framework by practitioners, that is, educators, is what is most important. This validation has been corroborated by numerous studies including the University of Chicago’s Consortium on Chicago School Research³ (<http://ccsr.uchicago.edu/research>) and the Gates’ Foundation Measures of Effective Teaching Project⁴ (www.metproject.org), which find it to be a useful Framework for identifying teaching practices that are closely linked with student growth.

The CPS Framework for Teaching

The CPS Framework for Teaching is organized in a four-square grid, commonly called the “Placemat,” with the domains displayed in a clockwise order. This design choice is deliberate; it reminds us that planning precedes the work in the classroom, a strong classroom environment must be in place for instruction to occur, and upholding professional responsibilities leads to better planning. Each domain has 4-5 components, which describe distinct aspects of teaching

¹ Danielson, C. and Sara R. Stoelinga. Memo to Jean-Claude Brizard and Karen Lewis, *Revisions to the Framework for Teaching*. Chicago, IL. 21 Jan. 2012.

² Danielson, Charlotte. *Enhancing Professional Practice: A Framework for Teaching*. 2nd Ed. Alexandria, VA: ASCD, 2007.

³ Sartain, L., Stoelinga, S.R., & Brown, E.R., with Luppescu, S., Matsko, K.K., Miller, F.K., Durwood, C.E., Jiang, J.Y., & Glazer, D (2011). *Rethinking Teacher Evaluation in Chicago: Lessons Learned from Classroom Observation, Principal-Teacher Conferences, and District Implementation* (Consortium on Chicago School Research), Chicago, IL: University of Chicago.

⁴ Kane, T.J & Staiger, D.O. *Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains*. Princeton, NJ: Bill & Melinda Gates Foundation.

Introduction to the CPS Framework for Teaching

practice, and each component has elements that further define each component. See page 15 for the “Placemat” -- a quick reference of the CPS Framework for Teaching.

More than just a list of teaching expectations, the CPS Framework for Teaching is a rubric that describes teaching practice across a continuum for each component. This continuum is important because it helps teachers and school administrators engage in a continuous improvement process that refines teaching practices by reflecting on specific aspects of current practice and holding conversations with colleagues to gain new strategies and ideas for improving learning for all students.

The levels of performance of the CPS Framework for Teaching are Distinguished, Proficient, Basic and Unsatisfactory. Each level describes specific teaching practices associated with a particular lesson or point in time. Charlotte Danielson defines these levels of performance as:

- **Unsatisfactory:** Refers to teaching that does not convey understanding of the concepts underlying the component. Teachers performing at this level of performance are *doing academic harm* in the classroom.
- **Basic:** Refers to teaching that has the *necessary knowledge and skills* to be effective, but its application is *inconsistent*.
- **Proficient:** Refers to *successful, professional teaching* that is *consistently at a high level*. It would be expected that most experienced teachers would frequently perform at this level.
- **Distinguished:** Refers to professional teaching that *innovatively* involves students in the learning process and creates a true community of learners. Teachers performing at this level are *master teachers and leaders* in the field, both inside and outside of their school.

In addition to the four components which define daily teaching responsibilities, Charlotte Danielson weaves seven common themes throughout the Framework for Teaching, which reflect how teachers carry out the work of teaching – not what they do on a daily basis, which is what each of the components define. These important aspects of teaching practice are not specifically called out in one domain, component, or element because they are relevant to teaching practice as a whole. The themes tend to be very apparent at the distinguished level of performance.

The Common Themes are:

- Equity
- Cultural Competence
- High Expectations
- Developmental Appropriateness
- Attention to Individual Students, Including those with Special Needs
- Appropriate Use of Technology
- Student Assumption of Responsibility

Additional information about each of the common themes can be found on the district’s online Knowledge Center site (<http://kc.cps.edu>) beginning in fall 2012.

Introduction to the CPS Framework for Teaching

Using the CPS Framework for Teaching with ALL Learners in Mind

The CPS Framework for Teaching provides a district-wide definition of quality teaching practices and gives all educators a common language to talk about teaching for ALL students. High-quality instruction in any classroom requires teacher attention to students' varied learner profiles.

Student diversity is always present, whether recognized or not, in every classroom. Within every group of students, teachers can anticipate that there will be a variety of skills, affinities, challenges, experiences, cultural lenses, aptitudes, interests, and English language proficiency levels (in the case of ELLs, native language proficiency levels) represented. As teachers engage in planning and delivering instruction, they must simultaneously consider the variety of learner profiles among their students.

Intentional planning for a diverse student group from the outset will maximize the likelihood that all students will be able to successfully access information, process concepts, and demonstrate their learning. Early in the school year or course, data from various sources such as cumulative folders, screeners, pre-tests, Home Language Surveys (HLS), Individualized Education Plans (IEPs), Individual Bilingual Instruction Plans (IBIPs), parent questionnaires, and getting-to-know-you activities give teachers important preliminary information about every individual student that will influence their plans. As teachers better get to know individual students and their particular learning needs, over time they can continuously adjust curricular plans and personalize instructional strategies for more tailored differentiation.

Having initial plans that are universally-designed will position teachers to serve most students well, but in the process of personalizing the plan, there will be certain elements that are crucial to include explicitly for particular groups of students. For example, while every child is unique and will therefore benefit from attention to their individual learner profile, a student who has been identified with a disability, by law and best practice, will require instructional supports based upon the IEP team's best thinking relative to academic and functional need. Similarly, while every child is in the process of developing language and will therefore benefit from an educational experience that is designed for a range of social and academic English levels, a student who has been identified as an English Language Learner (ELL), by law and best practice, will have needs that must be addressed in particular ways. In both cases, it is important for teachers to specifically recognize and articulate in their curriculum plans a selection of materials and resources, and in their methods of instruction how they will tailor learning for these individuals.

Relevance of the CPS Framework for Teaching for ALL Content Areas and Student Populations

It is well known – certainly by teachers – that every teaching situation is unique. Every day, in each classroom, a particular combination of factors defines the events that occur. The personalities of both teacher and students interacting with one another, and with the content, create a unique environment. Some educators believe that because of this uniqueness, there can be no generic Framework that defines teaching for all grade levels and content areas.

Yet, beneath the unique features of each grade level or content area are powerful commonalities. It is these commonalities that the Framework addresses. For example, in every classroom, an effective teacher creates an environment of respect and rapport (Component 2a). How that is done, and what is specifically observed, are very different in, for example, a kindergarten class and a high school biology class - but the underlying construct is the same. Students feel respected by the teacher and their peers and they believe the teacher cares about them and their learning. Similarly, the specific techniques used to engage students in writing a persuasive essay are fundamentally different from those used to engage students in a conceptual understanding of place value. But in both cases, students are deeply engaged in the task at hand and take pride

Introduction to the CPS Framework for Teaching

in their work. The Framework captures this engagement and pride. Because a teacher's actions are a function of the contexts in which they occur, it follows that good teaching does not consist of a listing of specific behaviors; it cannot, because the behaviors themselves depend on the context. It also follows that there is only one Framework for Teaching; there is not a Framework specific to high school English or elementary music. Although those different contexts imply very different decisions by teachers about what they do every day, the Framework captures those aspects of teaching that are common across contexts and applicable to ALL learners.

More information about the applicability of the Framework for specific student populations (i.e. English Language Learners, students with disabilities), as well as information, artifacts, and tools for applying the Framework across different content areas (i.e., social sciences, arts education, physical education), can be found on the district's Knowledge Center site (<http://kc.cps.edu>).

Conclusion

The CPS Framework for Teaching is intended to be used for reflection and observation to inform the process of continuous growth that all professional teachers undertake on a regular basis. It is used to identify areas of strength and growth, to set professional goals, and to measure how those goals are met. It provides a common language for all colleagues within Chicago Public Schools – teachers, school administrators, and district administrators – to collaborate and support one another as the district strives to place every student on a path to success in college and career.

The Framework for Teaching and this companion guide are tools for teachers and administrators as they work together to use this shared language around teaching practice. Information about the REACH Students observation series and how the Framework and Companion Guide aid with that process can be found in Appendix D.

Introduction to the CPS Framework for Teaching

2012 CPS Framework for Teaching

<p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>a. Demonstrating Knowledge of Content and Pedagogy Knowledge of Content Standards Within and Across Grade Levels Knowledge of Disciplinary Literacy Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy</p> <p>b. Demonstrating Knowledge of Students Knowledge of Child and Adolescent Development Knowledge of the Learning Process Knowledge of Students’ Skills, Knowledge, and Language Proficiency Knowledge of Students’ Interests and Cultural Heritage Knowledge of Students’ Special Needs and Appropriate Accommodations/Modifications</p> <p>c. Selecting Instructional Outcomes Sequence and Alignment Clarity Balance</p> <p>d. Designing Coherent Instruction Unit/Lesson Design that Incorporates Knowledge of Students and Student Needs Unit/Lesson Alignment of Standards-Based Objectives, Assessments, and Learning Tasks Use of a Variety of Complex Texts, Materials and Resources, including Technology Instructional Groups Access for Diverse Learners</p> <p>e. Designing Student Assessment Congruence with Standards-Based Learning Objectives Levels of Performance and Standards Design of Formative Assessments Use for Planning</p>	<p style="text-align: center;">Domain 2: The Classroom Environment</p> <p>a. Creating an Environment of Respect and Rapport Teacher Interaction with Students, including both Words and Actions Student Interactions with One Another, including both Words and Actions</p> <p>b. Establishing a Culture for Learning Importance of Learning Expectations for Learning and Achievement Student Ownership of Learning</p> <p>c. Managing Classroom Procedures Management of Instructional Groups Management of Transitions Management of Materials and Supplies Performance of Non-Instructional Duties Direction of Volunteers and Paraprofessionals</p> <p>d. Managing Student Behavior Expectations and Norms Monitoring of Student Behavior Fostering Positive Student Behavior Response to Student Behavior</p>
<p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>a. Reflecting on Teaching and Learning Effectiveness Use in Future Teaching</p> <p>b. Maintaining Accurate Records Student Completion of Assignments Student Progress in Learning Non-Instructional Records</p> <p>c. Communicating with Families Information and Updates about Grade Level Expectations and Student Progress Engagement of Families and Guardians as Partners in the Instructional Program Response to Families Cultural Appropriateness</p> <p>d. Growing and Developing Professionally Enhancement of Content Knowledge and Pedagogical Skill Collaboration and Professional Inquiry to Advance Student Learning Participation in School Leadership Team and/or Teacher Teams Incorporation of Feedback</p> <p>e. Demonstrating Professionalism Integrity and Ethical Conduct Commitment to College and Career Readiness Advocacy Decision-Making Compliance with School and District Regulations</p>	<p style="text-align: center;">Domain 3: Instruction</p> <p>a. Communicating with Students Standards-Based Learning Objectives Directions for Activities Content Delivery and Clarity Use of Oral and Written Language</p> <p>b. Using Questioning and Discussion Techniques Use of Low- and High-Level Questioning Discussion Techniques Student Participation and Explanation of Thinking</p> <p>c. Engaging Students in Learning Standards-Based Objectives and Task Complexity Access to Suitable and Engaging Texts Structure, Pacing and Grouping</p> <p>d. Using Assessment in Instruction Assessment Performance Levels Monitoring of Student Learning with Checks for Understanding Student Self-Assessment and Monitoring of Progress Feedback to Students</p> <p>e. Demonstrating Flexibility and Responsiveness Lesson Adjustment Response to Student Needs Persistence Intervention and Enrichment</p> <p style="text-align: right;">2012</p>

Domain 1: Planning and Preparation

Domain 1: Planning and Preparation

Overview of Domain 1

Instructional planning requires a deep understanding of content and pedagogy as well as a deep understanding and appreciation of what students bring to the classroom. However, merely understanding content is not sufficient; content must be transformed through instructional design into sequences of activities and exercises that make it accessible to the students in the classroom.

All elements of instructional design—outcomes, learning activities, materials, and strategies—must be appropriate to both the content and the students, as well as aligned with larger instructional goals. In their content and process, assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes, and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments. Information about creating a high-quality plan that includes principles of Universal Design for Learning can be found on the district’s Knowledge Center site: (<http://kc.cps.edu>)

Components and Elements of Domain 1

Domain 1 consists of the five components and associated elements, listed below. Each component and element is explained in further detail in this chapter.

- a. **Demonstrating Knowledge of Content and Pedagogy**
 - Knowledge of Content Standards Within and Across Grade Levels
 - Knowledge of Disciplinary Literacy
 - Knowledge of Prerequisite Relationships
 - Knowledge of Content-Related Pedagogy
- b. **Demonstrating Knowledge of Students**
 - Knowledge of Child and Adolescent Development
 - Knowledge of the Learning Process
 - Knowledge of Students’ Skills, Knowledge, and Language Proficiency
 - Knowledge of Students’ Interests and Cultural Heritage
 - Knowledge of Students’ Special Needs and Appropriate Accommodations/Modifications
- c. **Selecting Instructional Outcomes**
 - Sequence and Alignment
 - Clarity
 - Balance
- d. **Designing Coherent Instruction**
 - Unit/Lesson Design that Incorporates Knowledge of Students and Student Needs
 - Unit/Lesson Alignment of Standards-Based Objectives, Assessments, and Learning Tasks
 - Use of a Variety of Complex Texts, Materials and Resources, including Technology
 - Instructional Groups
 - Access for Diverse Learners
- e. **Designing Student Assessment**
 - Congruence with Standards-Based Learning Objectives
 - Levels of Performance and Standards
 - Design of Formative Assessments
 - Use for Planning

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Component Overview

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral. They must also know how the discipline has evolved over time and be willing and able to incorporate 21st issues such as global awareness and cultural diversity as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and must work to dispel them. But knowledge of the content is insufficient; in advancing student understanding, teachers are familiar with the particular pedagogical approaches best suited to each discipline. Teachers recognize they play an integral role in developing literacy skills in the students they teach, regardless of content area. See Appendix B for more information about how to incorporate literacy concepts across all disciplines.

The following table gives more details about the elements of this component.

Element	Definition	Example
Knowledge of Content Standards within and Across Grade Levels	Grade-level content standards have a logical sequence both within and across grades. Lessons should be sequenced to connect to content that students have learned in previous grade levels, bridge to content they will learn in future years, and draw connections across content areas to show relationships between subject areas.	A math teacher looking to teach “equations of lines” needs to understand and connect to variables and expressions in previous grades, as well as future lessons about systems of equations and linear equations. He would also want to connect and apply “equations of lines” to tables and graphs in science courses.
Knowledge of Disciplinary Literacy	Each discipline (e.g., literacy, math, science, social science, art) requires a unique approach to the analysis and understanding of text as well as expression of understanding through writing.	In social science, analyzing a historical document requires determining and investigating the source as well as researching additional sources to corroborate or disprove the content.
Knowledge of Prerequisite Relationships	Some disciplines, for example mathematics, have important prerequisites. Experienced teachers know what these prerequisites are and how to use them in designing lessons and units.	In chemistry, students need to have a basic understanding of sub-atomic particles, such as electrons, protons, and neutrons, before they can understand how elements combine to become molecules.
Knowledge of Content-Related Pedagogy	Different disciplines have “signature pedagogies” that have evolved over time and are found to be most effective in teaching that discipline.	A rigorous science curriculum must include time for students to engage in science and engineering practices with their peers as they explore content. For example, students ask questions and carry out investigations to build and deepen their understanding of the nature of forces and their relationship to motion.

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy <i>Knowledge of:</i> <ul style="list-style-type: none"> • <i>Content Standards Within and Across Grade Levels</i> • <i>Disciplinary Literacy</i> • <i>Prerequisite Relationships</i> • <i>Content-Related Pedagogy</i> 	Teacher’s plans demonstrate lack of knowledge of the relevant content standards within and/or across grade levels. Teacher’s plans do not demonstrate knowledge of the disciplinary way of reading, writing and thinking within the subject area. Teacher’s plans do not reflect understanding of prerequisite relationships among topics and concepts important to student learning of the content. Teacher’s plans reflect little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher’s plans demonstrate knowledge of the relevant content standards within the grade level, but display lack of awareness of how these concepts relate to one another and build across grade levels. Teacher’s plans demonstrate some knowledge of the disciplinary way of reading, writing, and thinking within the subject area. Teacher’s plans reflect some understanding of prerequisite relationships among topics and concepts although such knowledge may be inaccurate. Teacher’s plans reflect a limited range of pedagogical approaches suitable to student learning of the content.	Teacher’s plans demonstrate solid knowledge of the relevant content standards, both within a grade level and across grade levels. Teacher’s plans demonstrate knowledge of the disciplinary way of reading, writing, and thinking within the subject area. Teacher’s plans reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher’s plans reflect a wide range of effective pedagogical approaches suitable to student learning of the content.	Teacher’s plans demonstrate extensive knowledge of the relevant content standards and how these relate both to one another and to other disciplines, both within a grade level and across grade levels. Teacher’s plans demonstrate extensive knowledge of the disciplinary way of reading, writing, and thinking within the subject area. Teacher’s plans reflect an understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students. Teacher’s plans include a wide range of effective pedagogical approaches in the discipline and anticipate student misconceptions.

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 1a	Guiding Questions
Knowledge of Content Standards within and Across Grade Levels	<ul style="list-style-type: none">▪ Have I reviewed the content standards below and above my grade level?▪ How have I sequenced my standards and objectives to build off of previous standards and set up my students for mastery of future standards?▪ Have I identified connections between content standards in my grade level/course and in other disciplines, and how am I demonstrating these connections for students?
Knowledge of Disciplinary Literacy	<ul style="list-style-type: none">▪ Have I chosen complex, authentic texts for my units and lessons?▪ Have I planned varying methods for my students to engage with these texts and resources based on my knowledge of literacy in my content area?▪ Have I created opportunities for students to communicate content in oral and written forms?
Knowledge of Prerequisite Relationships	<ul style="list-style-type: none">▪ Have I analyzed content to identify prerequisite skills and knowledge?▪ How do I know if my students have the appropriate foundation to move on to more complex content?▪ What measures have I taken to intervene when students lack prerequisite skills and knowledge?
Knowledge of Content-Related Pedagogy	<ul style="list-style-type: none">▪ Why have I chosen the particular pedagogical strategies and approaches for this unit or lesson?▪ How do I continue to stay current on content knowledge and pedagogical strategies and approaches?

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- **Professional Conversations:** Evidence of this component can be found during the pre-observation conference, as teachers explain how they will engage students in their own investigation of the content to be covered. The teacher, in conversation, should be able to demonstrate a solid understanding of the subject.
- **Artifacts:** Evidence of this component can be found in a number of artifacts, for example,
 - Curriculum maps showcasing vertical and horizontal planning, literacy across content areas, etc.
 - Lesson plans with explicit “activation of prior knowledge”, explicit connections for students between content areas, and a wide range of pedagogical strategies

When teachers are proficient in their knowledge of content and pedagogy, their planning and preparation allows them to also demonstrate proficiency in components of Domain 3. For example, evidence is found in a teacher’s clear explanation of concepts and their knowledgeable responses to students’ questions component 3a, *Communicating with Students*.

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Artifacts and tools may include:

- Unit or lesson plan that addresses one or more of the elements in 1a
- Materials that support the text under study (e.g. templates, primary source materials)
- Agenda or notes from a content-related PD session
- Graded student work with feedback that furthers student learning
- Student Misconception Template
- Pacing Guide
- Planning Guide

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 1: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

Component Overview

Teachers do not teach content in the abstract; they teach it to *students*. In order to ensure student learning, teachers must not only know their content and its related pedagogy, but the students to whom they wish to teach that content. Recent research in cognitive psychology has confirmed that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages for different age groups, students learn in individual ways and may come with gaps or misconceptions that teachers need to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must also always be considered when planning lessons and identifying resources that will ensure their understanding.

The following table gives more details about the elements of this component.

Element	Definition	Example
Knowledge of Child and Adolescent Development	Children learn differently at different stages of their lives.	An early childhood teacher understands that when she asks students to order a group of objects from smallest to largest, a student in the pre-operational stage may create two groups, one “small”, one “large”, whereas a concrete operational thinker could correctly order all objects.
Knowledge of the Learning Process	Teachers must know how to meet or accommodate students’ learning styles to maximize instructional impact. Teachers have a “tool kit” of strategies to actively and intellectually engage students in learning.	To demonstrate his knowledge of the water cycle, a student with a learning disability is given the option of drawing a visual diagram or acting out the steps of the cycle.
Knowledge of Students’ Individual Skills, Knowledge, and Language Proficiency	Students’ prior knowledge, including what they’ve previously learned, what has been gained outside of school, and language abilities, influence how students learn best.	A teacher consistently assesses and tracks individual student reading levels to best suggest independent reading materials for each student.
Knowledge of Students’ Interests and Cultural Heritage	Children’s backgrounds influence their learning.	A language arts teacher analyzes the text in advance of the lesson to scan for connections or gaps in student knowledge based on students’ interests and cultural backgrounds so that she can build in and address gaps during the lesson.
Knowledge of Students’ Special Needs and Appropriate Accommodations/Modifications	Children do not all develop in a typical fashion, so teachers need to be aware of students’ special needs and IEPs.	A teacher provides hard copies of the overhead projections for his student with a visual impairment.

Domain 1: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>1b: Demonstrating Knowledge of Students</p> <p><i>Knowledge of:</i></p> <ul style="list-style-type: none"> • <i>Child and Adolescent Development</i> • <i>The Learning Process</i> • <i>Students' Individual Skills, Knowledge, and Language Proficiency</i> • <i>Students' Interests and Cultural Heritage</i> • <i>Students' Special Needs and Appropriate Accommodations/ Modifications</i> 	<p>Teacher demonstrates little or no understanding of the levels of childhood/ adolescent development. Teacher demonstrates little or no understanding of how students learn. Teacher demonstrates little knowledge of students' backgrounds, interests, cultures, skills, language proficiencies, special needs, and does not seek such understanding.</p>	<p>Teacher demonstrates some understanding of levels of childhood/ adolescent development. Teacher indicates some understanding of how students learn. Teacher demonstrates some knowledge of students' backgrounds, cultures, skills, language proficiencies, interests, and special needs. Teacher attains this knowledge for the class as a whole or groups but not for individual students.</p>	<p>Teacher demonstrates knowledge of the levels of childhood/ adolescent development. Teacher indicates an understanding of the active nature of student learning. Teacher purposefully gathers information from several sources about individual students' backgrounds, cultures, prior knowledge, skills, language proficiencies, interests, and special needs.</p>	<p>Teacher demonstrates extensive knowledge of childhood/ adolescent development and actively seeks new knowledge. Teacher indicates an understanding of the active nature of student learning, learning styles, and modalities, and incorporates that knowledge in planning for instruction. Teacher continually and purposefully gathers information from several sources about individual students' backgrounds, cultures, prior knowledge, skills, language proficiencies, interests, and special needs.</p>

Domain 1: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Element of 1b	Guiding Questions
Knowledge of Child and Adolescent Development	<ul style="list-style-type: none">▪ What is my level of understanding of the developmental stages of my students, and how can I improve my knowledge?▪ How do I incorporate my students' developmental stages into my lessons and units?▪ How have I used my students' developmental levels to scaffold them to increasingly complex materials and concepts?
Knowledge of the Learning Process	<ul style="list-style-type: none">▪ Do I understand how to actively engage my students in their learning, and how do I incorporate this into my lessons?▪ How do I integrate different learning styles and modalities into my lessons?
Knowledge of Students' Individual Skills, Knowledge, and Language Proficiency	<ul style="list-style-type: none">▪ How do I consistently assess my students' prior knowledge and skills?▪ How do I tailor my lessons based on my students' range of knowledge of the content as well as relevant skill sets?▪ How do I consider the language proficiency of my students when designing lessons across all content areas?
Knowledge of Students' Interests and Cultural Heritage	<ul style="list-style-type: none">▪ Have I partnered with parents/guardians to build my understanding of students' interests and backgrounds, and how have I used this information?▪ Are my lesson plans inclusive of varied cultures, including, but not limited to, the cultural heritage of my own individual students?
Knowledge of Students' Special Needs and Appropriate Accommodations/Modifications	<ul style="list-style-type: none">▪ How have I collaborated with relevant stakeholders, such as colleagues who teach the same students, special education teachers, counselors, and parents to address learning needs of individual students?

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- **Professional Conversations:** A teacher's knowledge of students is typically far greater than that which is demonstrated in any single unit or lesson plan; therefore, it is desirable for the teacher to have the opportunity to describe this understanding. During a pre-observation conference (see Appendix D for more information), teachers have an opportunity to share what they know about their students with school administrators, and how they use that information to plan for groups of students or individuals.
- **Artifacts:** Knowledge of students is evident in the unit or lesson plans created and in accommodations or modifications made for students. Evidence may be found in the selection of texts for students, assignment of topics for study, and examples of connections to students' interests.

Domain 1: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

Some sample artifacts and tools include:

- Student interest inventory
- Teacher's chart of family information
- Teacher's list of students' IEP modifications
- Unit plans that include some activities in which students are engaged in inquiry

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 1: Planning and Preparation

Component 1c: Selecting Instructional Outcomes

Component Overview

Teaching must be purposeful, and all lessons and activities should be designed and directed toward desired learning objectives. The creation of instructional outcomes is critical, as it is through this process that teachers identify exactly what students will be expected to learn. Instructional outcomes should not describe what students will *do*, but what they will *learn*. Additionally, instructional outcomes should reflect standards-based objectives and should lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.

The following table gives more details about the elements of this component.

Element	Definition	Example
Sequence and Alignment	Unit plans should be structured so that instructional outcomes, or standards, follow a sequence of learning that builds on students' prior learning and understanding of important ideas.	A lesson plan clearly indicates the concepts taught in the last few lessons and the teacher plans for students to link the current lesson outcomes to those they previously learned.
Clarity	Standards-based objectives must refer to what students will <i>learn</i> , not what they will <i>do</i> . Objectives must also permit viable methods of assessment.	<u>Clear objective:</u> Students will use illustrations and details in a story to describe its characters, setting, or events. (RI 1.7) <u>Unclear objective:</u> Students will write about what they see in the illustrations of a story. In the latter example, it is only clear that students are supposed to look at pictures and write about them. It is unclear what they are supposed to learn and therefore unclear how the teacher will assess whether or not students have mastered this objective.
Balance	Standards-based objectives should reflect different types of learning such as knowledge, conceptual understanding, and thinking skills. This balance of skills-based outcomes, or objectives, allows opportunities for coordination within and across disciplines.	Lesson plans, questioning, and assessments should include a range of lower and higher-order thinking skills. For example: <ul style="list-style-type: none">▪ Use the graph to <i>identify</i> the most popular industries in the southern colonies.▪ Can you <i>infer</i> why those industries were common in that region?▪ <i>Compare</i> industries found in the northern and southern colonies.

Domain 1: Planning and Preparation

Component 1c: Selecting Instructional Outcomes

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
1c: Selecting Instructional Outcomes <ul style="list-style-type: none"> • <i>Sequence and Alignment</i> • <i>Clarity</i> • <i>Balance</i> 	Teacher uses non-standards-based learning objectives to drive instruction or does not use objectives at all. Learning objectives are either unclear or stated as activities, rather than as student learning, prohibiting a feasible method of assessment. Teacher does not sequence and align learning objectives to build towards deep understanding and mastery of the standards. Learning objectives reflect only one type of learning and/or only one discipline.	Teacher regularly uses some standards-based learning objectives to drive instruction. Learning objectives are not always clear, written in the form of student learning, or aligned to methods of assessment. Teacher attempts to sequence and align some standards-based objectives to build student understanding, with limited depth or intentionality. Learning objectives reflect several types of learning, but teacher has made no attempt at coordination or integration of the disciplines.	Most of the learning objectives used to drive instruction are standards-based. Learning objectives are varied to account for the needs of groups of students and are all clear, written in the form of student learning, and aligned to methods of assessment. Teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. Learning objectives reflect several different types of learning and opportunities for coordination within and across the disciplines.	All the learning objectives used to drive instruction are standards-based. Learning objectives are varied to account for individual students' needs, written in the form of student learning, and aligned to multiple methods of assessment. Teacher skillfully sequences and aligns standards-based objectives in the discipline and in related disciplines to build towards deep understanding, mastery of the standards, and meaningful real-world application. Learning objectives reflect several different types of learning and provide multiple opportunities for both coordination and integration within and across the disciplines.

Domain 1: Planning and Preparation

Component 1c: Selecting Instructional Outcomes

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Element of 1c	Guiding Questions
Sequence and Alignment	<ul style="list-style-type: none">▪ Have I ordered my objectives in a way that is coherent and builds on previous skills and learning? How do I know?▪ Have I ordered objectives in a way that sets students up for success in future learning?
Clarity	<ul style="list-style-type: none">▪ Do the learning objectives clearly describe what a student will learn (vs. what they will do)?▪ Can I create a formal or informal assessment of my learning objectives in order to determine how well my students have mastered the objective?
Balance	<ul style="list-style-type: none">▪ To what extent have I incorporated instructional outcomes for thinking skills, writing, and collaboration along with factual and procedural knowledge in my objectives for a lesson or unit?▪ How have I structured learning objectives to coordinate across disciplines?

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- **Professional Conversations:** During the pre-observation conference, teachers should explain how outcomes are appropriate for their students and how they fit within a sequence of learning – for the unit, semester, or school year – and incorporate a variety of different types of learning. When appropriate, teachers will also be able to describe the potential for coordination and integration of curriculum topics and skills.
- **Artifacts:** Lesson outcomes relate to the Common Core State Standards or the standards being used in the content area, district curriculum guidelines, state Frameworks, content standards, and curriculum outcomes in a discipline.

Some sample artifacts and tools include:

- Unit plan that includes standards-based objectives
- Differentiated instructional plans
- Unit plans that include opportunities for coordination within/across disciplines

Find sample artifacts and tools organized by grade band on the district’s Knowledge Center site: (<http://kc.cps.edu>)

Domain 1: Planning and Preparation

Component 1d: Designing Coherent Instruction

Component Overview

Designing coherent instruction is the heart of planning; reflecting the teacher’s knowledge of content and students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that teachers have a clear understanding of the state, district, and school expectations for student learning, as well as the skill to translate these expectations into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Teachers 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, incorporation of appropriate resources and materials, and intentional grouping of students. Proficient practice in this component recognizes that a well-designed instructional plan addresses the learning needs of various groups of students, as one size does not fit all. At the distinguished level, teachers plan 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 executed in Domain 3, Instruction.

The following table gives more details about the elements of this component.

Element	Definition	Example
Unit/Lesson Design that Incorporates Knowledge of Students and Student Needs	Understanding students’ interests, backgrounds, and needs is not enough; this knowledge must be incorporated in the unit and lesson plans.	The unit plan includes; specific accommodations and modifications in each lesson plan for diverse learners, high-interest tasks and texts, extension and remediation activities, and lessons that appeal to multiple learning styles.
Unit/Lesson Alignment of Standards-Based Objectives, Assessments, and Learning Tasks	A complete unit plan includes a variety of identified common core standards, a reference to embedded objectives, assessments, and rubrics aligned to the standards being taught, and a variety of tasks, texts, rigor, and learning activities to assess students on multiple levels. Objectives and summative assessments are appropriately sequenced, and throughout the unit the teacher conducts formative assessments to determine student mastery of objectives.	In the unit plan, the teacher identifies the standards being taught, aligns objectives to the standards, and develops high quality learning tasks that engage students in thinking and reasoning, permitting them to acquire deep understanding of complex concepts. Finally, the assessment is tied to the objectives being taught.
Use of a Variety of Complex Texts, Materials and Resources, including Technology	Teachers utilize resources from a variety of places and select the sources that best align with instructional outcomes and engage students in learning.	In social science, students learn about the Bill of Rights by reading the source document, an at-level text resource, and an article about a recent Supreme Court case.
Instructional Groups	Planning incorporates intentionally organized groups that best support student learning for the content or task at hand.	A language arts teacher employs flexible grouping during Guided Reading. Students are grouped and re-grouped based on their proficiency with the current learning objective.
Access for Diverse Learners	Students’ learning needs have been identified and addressed so that all students can learn the content under study.	A math teacher differentiates for various learners through the use of manipulatives, group work, technology, the level of difficulty of a project, or the reading level of word problems to ensure that the learning experience is accessible to all students, so they can appropriately assess student learning.

Domain 1: Planning and Preparation

Component 1d: Designing Coherent Instruction

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
1d: Designing Coherent Instruction <ul style="list-style-type: none"> • <i>Unit/Lesson Design that Incorporates Knowledge of Students and Their Needs</i> • <i>Unit/Lesson Alignment of Standards-Based Objectives, Performance Assessments, and Learning Tasks</i> • <i>Use of a Variety of Complex Texts, Materials, and Resources, Including Available Technology</i> • <i>Instructional Groups</i> • <i>Access for Diverse Learners</i> 	Teacher does not coordinate knowledge of content, students, and resources to design units and lessons. Learning activities are not aligned to standards-based learning objectives and/or are not designed to engage students in cognitive activities. The progression of activities is not coherent and has unrealistic time allocations. Units and lessons do not include grade-appropriate levels of texts and other materials and do not represent a cognitive challenge. There is no evidence of differentiation for students. The lesson or unit does not have a recognizable structure and makes no use of instructional groups to support the learning objectives.	Teacher coordinates knowledge of some content, students, and resources to design units and lessons. Learning activities are partially aligned to standards-based learning objectives and are suitable to engage the class as a whole in cognitive activities. The progression of activities in units and lessons is uneven, with mostly reasonable time allocations. Units and lessons include grade-appropriate levels of texts and other materials and represent a moderate cognitive challenge. There is some evidence of differentiation for students. The lesson or unit has a recognizable structure with some evidence of instructional groups that partially support the learning objectives.	Teacher coordinates knowledge of content, students, and resources to design units and lessons. Learning activities are aligned to standards-based learning objectives and are suitable to engage groups of students in cognitive activities. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials and task complexity, requiring students to provide evidence of their reasoning, and differentiation so most students can access the content. The lesson or unit has a clear structure with intentional and structured use of instructional groups that support the learning objectives.	Teacher coordinates in-depth knowledge of content, students' various needs, and available resources (including technology), to design units and lessons. Learning activities are fully aligned to standards-based learning objectives and are designed to engage students in high-level cognitive activities suitable for every student. The units and lessons are paced appropriately and are differentiated, as appropriate, for individual learners. Units and lessons include grade-appropriate levels of texts and other materials and task complexity, requiring students to provide evidence of their reasoning, so every student can access the content. The lesson or unit has a clear structure that incorporates student choice, allows for different pathways aligned with diverse student needs, and uses instructional groups intentionally.

Domain 1: Planning and Preparation

Component 1d: Designing Coherent Instruction

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Element of 1d	Guiding Questions
Unit/Lesson Design that Incorporates Knowledge of Students and Student Needs	<ul style="list-style-type: none"> How have I used my knowledge of content and resources to design units and lessons? Have I incorporated knowledge of the specific interests, backgrounds, and needs of my students into my unit and lesson design? How do my learning activities engage various groups of students and individuals?
Unit/Lesson Alignment of Standards-Based Objectives, Assessments, and Learning Tasks	<ul style="list-style-type: none"> How does every learning activity (e.g. classroom tasks, homework) help my students to meet or exceed the lesson objective? How do my learning activities address the needs of groups and/or individual students? Am I setting up my students for success by assigning learning tasks, ordering objectives, and accurately assessing what students have learned?
Use of a Variety of Complex Texts, Materials, and Resources, including Technology	<ul style="list-style-type: none"> How do I incorporate grade-level appropriate texts and resources into my lessons and units? Have I considered text complexity when selecting grade-appropriate text to ensure high cognitive demand? How do I require my students to provide evidence of their reasoning as they engage in appropriately complex tasks? What forms of technology could I use to enhance students' learning?
Instructional Groups	<ul style="list-style-type: none"> What factors do I consider when determining how to group my students to support their learning and mastery of objectives and standards? To what extent should I permit students to select their own work groups?
Access for Diverse Learners	<ul style="list-style-type: none"> How have I sequenced my lessons and units to create a clear structure that builds off prior learning and supports students' learning? Do I differentiate tasks, processes, or outputs so that students at different levels can access the content? How? How do I incorporate student choice into the lesson?

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- Professional Conversations:** The Common Core State Standards asks all teachers to incorporate literacy and complex texts into learning activities, and teachers will be able to share their rationale for the texts and materials used in the unit during the pre-observation conference (see more about literacy and selecting complex texts in Appendix B).
- Artifacts:** Teachers demonstrate the elements of this component in their unit and lesson plans, drawing together planning information that has been described in other components of Domain 1. Long-range planning for coherent instruction is demonstrated by a unit plan encompassing several weeks. That time span enables teachers to demonstrate their skills in organizing and sequencing learning activities that utilize the Common Core State Standards or other content learning standards as appropriate, and engage students by using a variety of materials and groups appropriately, and in allocating reasonable time. In addition, when teachers design instruction for an individual lesson, all the characteristics of long-range planning - purposeful activities, appropriate materials, student groups, and a coherent structure - are displayed, albeit on a smaller scale.

Domain 1: Planning and Preparation

Component 1d: Designing Coherent Instruction

Some sample artifacts and tools include:

- Unit plans that incorporate:
 - How the teacher includes knowledge of content, students and resources in the design of the unit
 - Activities aligned to standards-based learning objectives
 - Appropriately paced units
 - Differentiation
 - Grade-appropriate texts, complex tasks, and activities that require students to provide evidence of their reasoning
 - Intentional and structured use of instructional groups to meet the objective of the unit/lesson plan

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 1: Planning and Preparation

Component 1e: Designing Student Assessment

Component Overview

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, different methods are needed to assess reasoning skills than factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an English Language Learner, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward the understanding the learning outcomes.

The following table gives more details about the elements of this component.

Element	Definition	Example
Congruence with Standards-Based Learning Objectives	Assessments must match learning expectations, and should be adapted for groups or individual students, as needed.	<p>To assess student mastery of CCSS-M (7.EE.4) “Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities”, a student cannot simply solve an equation or inequality; they must also create that equation or inequality.</p> <p>For example, A local department store offers two installment plans for buying a \$324 skateboard. Plan 1: A fixed weekly payment of \$10.80; Plan 2: a \$120 initial payment plus \$6.00 each week</p> <ol style="list-style-type: none">For each plan, how much money is owed after 12 weeks?Which plan requires the least number of weeks to pay for the skateboard? Explain. <p>Write an equation to represent each plan. Explain what information the variables and numbers represent.</p>
Levels of Performance and Standards	Criteria and standards for assessment have been clearly defined prior to assignment of the task, and students are aware of these criterion.	<p>The rubric for a persuasive writing assignment is shared with students before they begin the writing process. Students use the rubric to evaluate teacher-created writing samples to assess their understanding of the rubric components. During drafting, rubrics are attached to student work so students can self-assess, review other students’ work, and teachers can provide feedback aligned to the rubric itself.</p>

Domain 1: Planning and Preparation

Component 1e: Designing Student Assessment

Element	Definition	Example
Design of Formative Assessments	Assessments for learning must be planned as part of the instructional process.	A math teacher conducts checks for understanding during a lesson by walking around the room and observing students working in groups with manipulatives to find the area of a square. At the end of the lesson, the teacher gives students a quick exit slip with a few sample problems to determine their mastery of the concept.
Use for Planning	Results of assessments guide changes in the current lesson and future planning.	Based on the exit slip responses, the teacher adjusts the lesson plan for the next class period. The teacher conducts a review of area by having students calculate the area of squares on white boards and holding them up to check for understanding before introducing the concept of volume.

Domain 1: Planning and Preparation

Component 1e: Designing Student Assessment

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Student Assessments <ul style="list-style-type: none"> • <i>Congruence with Standards-Based Learning Objectives</i> • <i>Levels of Performance and Standards</i> • <i>Design of Formative Assessments</i> • <i>Use for planning</i> 	Teacher's student assessment procedures are not aligned with the standards-based learning objectives identified for the unit and lesson. Assessments contain no criteria or descriptors aligned to student expectations for each level of performance. Teacher selects or designs formative assessments that do not measure student learning and/or growth. Teacher does not use prior assessment results to design units and lessons.	Some of the teacher's plans for student assessment are aligned with the standards-based learning objectives identified for the unit and lesson but others are not. Assessments have been developed but do not clearly identify and/or describe student expectations. Some levels of performance contain descriptors. Teacher's approach to the use of formative assessment is rudimentary, only partially measuring student learning or growth. Teacher uses some prior assessment results to design units and lessons that target students' individual needs.	Teacher's plan for student assessment is aligned with the standards-based learning objectives identified for the unit and lesson; assessment methodologies may have been adapted for groups of students. Assessments clearly identify and describe student expectations and provide descriptors for each level of performance. Teacher selects and designs formative assessments that measure student learning and/or growth. Teacher uses prior assessment results to design units and lessons that target groups of students.	Teacher's plan for student assessment is fully aligned with the standards-based learning objectives, with clear criteria; assessment methodologies have been adapted for individual students as needed. Assessment criteria are thorough, describe high expectations for students, and provide clear descriptors for each level of performance. Teacher's formative assessment is complex and well designed, effectively measuring varying degrees of student learning and growth. Teacher uses assessment results to design units and lessons that intentionally and effectively meet the diverse needs of every student.

Domain 1: Planning and Preparation

Component 1e: Designing Student Assessment

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Element of 1e	Guiding Questions
Congruence with Standards-Based Learning Objectives	<ul style="list-style-type: none">How can I ensure that my assessment methodologies are suitable for the learning objectives for the unit or lesson?How have I adapted my assessments and/or methods of assessment to meet the needs of groups of students and/or individuals?
Levels of Performance and Standards	<ul style="list-style-type: none">How have I identified, clarified, and communicated the different levels of performance as measured by assessment?What strategies do I use to elicit student participation in defining assessment criterion, including levels of performance and standards?
Design of Formative Assessments	<ul style="list-style-type: none">Have I identified and planned key times in lessons and units to give formative assessments to monitor student learning?Have I designed the formative assessments so that they are a strong measure of student learning and/or growth? How do I know?
Use for Planning	<ul style="list-style-type: none">How do I use previous assessment results to inform my planning and design of units and lessons?To what degree does the assessment information I have sufficiently enable me to plan for groups of students and individuals?How does the language proficiency of my students present challenges in using assessment information for planning? How can I overcome this, if needed?

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- Professional Conversations:** During the pre-observation conference, teachers will share their plans for assessing whether students have achieved the unit/lesson objectives, including formal and informal checks for understanding and how they have planned to adjust the lesson pace or learning activities based on student responses.
- Artifacts:** Teachers demonstrate their skill in designing student assessment that is congruent with the Common Core State Standards or other content standards, as appropriate, through the plans they create. With respect to assessment *of* learning, a unit plan should include the method to be used to assess student understanding, including, if appropriate, a scoring guide or rubric for evaluating student responses. When teachers also include assessment *for* learning in their plan, then the details of such assessment should be how they intend to use assessment of learning in their instruction, and how they plan to include students in assessment activities. Unit and lesson plans should have both formative and summative assessments included in them, to ensure that both the students and teachers can accurately describe mastery of the objectives.

Domain 1: Planning and Preparation

Component 1e: Designing Student Assessment

Some sample artifacts and tools include:

- Rubrics
- Unit Plan (assessment is aligned with objectives)
- Formative assessments (e.g. exit slips, thumbs up/thumbs down, whiteboard response, etc.)
- ELL Portfolio Outline

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 2: The Classroom Environment

Domain 2: The Classroom Environment

Overview of Domain 2

The classroom environment is a critical aspect of a teacher’s ability to promote learning. Students can’t concentrate on the academic content if they do not feel comfortable in the classroom. If the atmosphere is negative, if students fear ridicule, if the environment is chaotic, no one – neither students nor teacher – can focus on learning. Therefore, although Domain 2 does not deal with instructional skills, its components make the teacher’s exercise of instructional skills possible.

Components and Elements of Domain 2

Domain 2 consists of the four components, and associated elements, listed below. Each component and element is explained in further detail in this chapter.

- a. Creating an Environment of Respect and Rapport**
 - Teacher Interaction with Students, including both Words and Actions
 - Student Interactions with One Another, including both Words and Actions
- b. Establishing a Culture for Learning**
 - Importance of Learning
 - Expectations for Learning and Achievement
 - Student Ownership of Learning
- c. Managing Classroom Procedures**
 - Management of Instructional Groups
 - Management of Transitions
 - Management of Materials and Supplies
 - Performance of Non-Instructional Duties
 - Direction of Volunteers and Paraprofessionals
- d. Managing Student Behavior**
 - Expectations and Norms
 - Monitoring of Student Behavior
 - Fostering Positive Student Behavior
 - Response to Student Behavior

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Component Overview

Teachers create an environment of respect and rapport in their classrooms through the way they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are motivated to treat one another. Research confirms that students tend to work more persistently in classes with higher rates of positive student-teacher interactions, and patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and motivated to learn.

The following table gives more details about the elements of this component.

Element	Definition	Example
Teacher Interaction with Students, Including both Words and Actions	Teachers' interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.	Teacher provides all students with non-contingent attention, including greeting students, showing an interest in student work, inviting students to ask for assistance, and having conversations with students or groups of students about their experiences and ideas. The teacher consistently supports and motivates positive behavior in the classroom by providing descriptive feedback on specific expected behaviors.
Student Interactions with Other Students, Including both Words and Actions	Teachers create a positive classroom climate and establish and teach expectations for students' interactions with each other. Positive interactions among students create productive and supportive classroom environments that stimulate student learning. Teachers model and teach students how to engage in respectful interactions with one another and reinforce respectful interactions among students.	Students discuss and ask questions about other students' ideas and take on different perspectives. Students working in collaborative groups assist tablemates in reaching the correct answers. Students understand and can demonstrate expected classroom behaviors.

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> Teacher Interaction with Students, Including both Words and Actions Student Interactions with Other Students, Including both Words and Actions 	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative and disrespectful. Such interactions are insensitive to the ages and development of the students. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. The net result of interactions has a negative impact on students and/or student learning.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies or incidences of disrespect. Such interactions are generally appropriate to the ages and development of the students. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Patterns of classroom interactions, both between the teacher and students and among students, are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages and development of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	Patterns of classroom interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Such interactions are sensitive 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.

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 2a	Guiding Questions
Teacher Interaction with Students, Including both Words and Actions	<ul style="list-style-type: none"> To what extent are my interactions with students a function of their cultural backgrounds? Gender? Cognitive abilities? What difference, if any, do these factors make? What is the range of classroom situations in which I can show respect for my students?
Student Interactions with Other Students, Including both Words and Actions	<ul style="list-style-type: none"> How have I taught students to treat each other with respect? What strategies can I use with my students so that they will monitor one another's interactions? What are some examples of ways that students can demonstrate respect for each other?

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- **Classroom Observations:** Teachers demonstrate this skill in establishing an environment of respect and rapport through their words and actions in the classroom. A teacher can demonstrate respect for students through a positive and enthusiastic tone, or by demonstrating knowledge of a student's life and interests when interacting with him or her. Observing cooperative grouping will provide strong evidence for student interactions, but so will smaller moments, such as student behavior while another student is presenting, or answering a question. The classroom environment can also contain indicators of an emphasis on teamwork and respect, or student recognition and celebration.
- **Professional Conversations:** Occasionally, interaction with a student, or student interactions with one another, may require that a teacher offer an explanation so that that an observer can fully understand the teacher's actions. Such explanations can take place in the post-observation conference.

Some sample artifacts and tools include:

- CHAMPS Ratio of Interactions monitoring tool
- DSC Ratio of Interactions monitoring tool
- STOIC Checklist
- Positive self-talk tool

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 2: The Classroom Environment

Component 2b: Establishing a Culture of Learning

Component Overview

“A culture for learning” refers to an atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teachers. 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 teachers and students value learning and hard work.

The following table gives more details about the elements of this component.

Element	Definition	Example
Importance of Learning	In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning. Students are invested in learning for its own end, and not simply because learning tasks are tied to extrinsic rewards.	Learning objectives are tied to larger goals, i.e., “Great readers don’t just read for understanding, but they read to challenge the author’s thinking and point of view. Today, we are going to begin to learn how to analyze the story, not simply read it”. In the classroom, a student convinces another student to focus and pay attention by stating “this will help us prepare for 5 th grade” rather than “I don’t want our table to get in trouble”.
Expectations of 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.	In a high school Spanish class, students are expected to speak exclusively in Spanish. The teacher creates an environment where mistakes are accepted and openly discussed to ensure everyone learns from them and where students are encouraged to use the Spanish they know to ask questions about vocabulary they do not know.
Student Ownership of Learning	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.	Students ask the teacher to revise a piece of work now that they see how it can be strengthened according to the rubric. Students self-select their topics for a research project based on their interests.

Domain 2: The Classroom Environment

Component 2b: Establishing a Culture of Learning

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of Learning • Expectations for Learning and Achievement • Student Ownership of Learning 	The classroom culture reflects a lack of teacher and/or student commitment to learning, with low expectations for students. The teacher does not convey that practice and perseverance is expected. Medium to low expectations for student learning are the norm with high expectations reserved for only a few students. There is little or no investment of student energy into the task at hand.	The classroom culture reflects some teacher and/or student commitment to learning but lacks high expectations for students. The teacher conveys that student success is the result of natural ability rather than practice and perseverance. 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. There is some investment of student energy into the task at hand.	The classroom culture reflects the importance of teacher and/or student commitment to the learning and high expectations for students. The teacher conveys that with practice and perseverance students can reach desired goals. Students take some responsibility for their learning by indicating that they want to understand the content rather than simply complete a task. Classroom interactions support learning and hard work.	The classroom culture is characterized by a shared belief in the importance of learning. The teacher conveys high learning expectations for all students and insists on practice and perseverance. Students assume responsibility for high quality work by persevering, initiating improvements, making revisions, adding detail and/or helping peers.

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 2b	Guiding Questions
Importance of Learning	<ul style="list-style-type: none"> ▪ How do I cultivate a shared belief in the importance of learning? ▪ What strategies do I use to reinforce and cultivate student curiosity? ▪ How do I make learning goals relevant to students, and how can I inspire students to stay committed to their learning goals?
Expectations of Learning and Achievement	<ul style="list-style-type: none"> ▪ Do I set high expectations according to grade-appropriate learning objectives/outcomes for students? How do I know? ▪ How do I differentiate expectations for students so that all students are being pushed to not only meet but exceed personal learning goals? ▪ How do I recognize high levels of student achievement in my class? To what extent do all students receive such recognition? ▪ How do I encourage student resilience and hard work? How do I ensure that students feel safe to share misunderstandings and struggles?
Student Ownership of Learning	<ul style="list-style-type: none"> ▪ How do my students take pride in their work? How have I encouraged this attitude? ▪ How do my students take ownership of their work? Why is this important?

Domain 2: The Classroom Environment

Component 2b: Establishing a Culture of Learning

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- **Classroom Observations:** Evidence of a culture for learning is found primarily in the classroom itself, where it is evident from the look of the room (which may display student work), the nature of the interactions, and the tone of the conversations. The teachers' instructional outcomes and activities, as described in their planning documents, also demonstrate high expectations of all students or learning. Conversations with students reveal that they value learning and hard work.

Some sample artifacts and tools include:

- Portfolio Selection Rubric
- CHAMPS Goal Contract
- DSC Syllabus
- Interventions Goal Setting Form
- Voice Level Expectations
- Student-Created Reading Strategies
- Reading Log
- Do it again: Setting the Expectation for Excellence

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

Component Overview

A well-functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. Once efficient routines have been established, and students have learned to execute them, it may appear that the class “runs itself” to an outside observer.

The following table gives more details about the elements of this component.

Element	Definition	Example
Management of Instructional Groups	Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher. Once expectations and skills are established specific to group work, groups should be able to function independently with little teacher guidance.	<p>In an art classroom, a student reminds her tablemates the roles they each play during group work.</p> <p>In a science classroom, lab groups’ names have been posted. As students enter the room, they go directly to their lab tables and begin conducting the investigation; enabling groups of students to work efficiently and independently on the assigned lab.</p>
Management of Transitions	Many lessons engage students in different types of activities – large group, small group, independent work. Little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.	<p>As students file into their Algebra class, they immediately begin a “bell ringer” activity as they wait for the rest of the class to arrive.</p> <p>A teacher has sound cues during center rotations that indicate when students should begin to close down their center, and move to the next one. All students know the rotation ahead of time, and are actively working at the next center by the time the next time cue occurs.</p>
Management of Materials and Supplies	Experienced teachers have all necessary materials on hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.	In a Physics class, materials for a lab are organized and labeled for students as they enter the classroom. Each student in a lab group has a specific role in setting up, breaking down, and packing up their lab materials.
Performance of Non-Instructional Duties	Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.	In a third grade classroom, students immediately complete a Do Now activity as they walk into the classroom each morning. As students work independently, the teacher takes attendance and collects and tracks homework completion.

Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

Element	Definition	Example
Direction of Volunteers and Paraprofessionals	It is a teacher's responsibility to ensure volunteers or paraprofessionals understand their duties, and support them in gaining skills to carry out their duties.	During a science block, a parent volunteer fills student beakers with "test liquid" numbers 1 and 2 so students can conduct their investigation while the teacher moves around the classroom asking probing questions and supporting student learning during the lab experience. The parent volunteer understands the learning goals of the lab, and follows the instructions provided by the teacher before students entered the lab.

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
2c: Managing Classroom Procedures <ul style="list-style-type: none"> • <i>Management of Instructional Groups</i> • <i>Management of Transitions</i> • <i>Management of Materials and Supplies</i> • <i>Performance of Non-Instructional Duties</i> • <i>Direction of Volunteers and Paraprofessionals</i> 	Inefficient classroom routines and procedures lead to loss of much instructional time. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is ineffective, leading to disruption of learning. There is little evidence that students know or follow established routines. The teacher does not give volunteers and/or paraprofessionals clearly defined duties to work with students or support teacher's instruction.	Partially effective classroom routines and procedures lead to loss of some instructional time. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. The teacher assigns duties to volunteers and/or paraprofessionals during portions of class time and provides little supervision.	Effective classroom routines and procedures lead to minimal loss of instructional time. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is consistent and effective with little disruption of learning. With minimal guidance and prompting, students follow established classroom routines. The teacher productively engages volunteers and/or paraprofessionals with clearly defined duties to support individuals or groups of students, or perform other instructional activities, with little supervision.	Efficient classroom routines and procedures maximize instructional time. Teacher orchestrates the environment so that students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies without disruption of learning. Routines are well understood and may be initiated by students. Teacher productively engages volunteers and/or paraprofessionals in tasks that make a substantive contribution to the classroom environment.

Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 2c	Guiding Questions
Management of Instructional Groups	<ul style="list-style-type: none">How do I assign roles for students working in small groups?What strategies can I use to teach students how to work productively in small groups, even when I am otherwise occupied?How can I engage students in monitoring their own small-group work?
Management of Transitions	<ul style="list-style-type: none">What are the main transitions my students have to make on a daily basis? How have I created and taught procedures for accomplishing each transition?What are some indications of poorly handled transitions between, for example, large- and small-group work? How do I work to avoid those issues?To what extent have I taught my students how to transition from one activity to another, have them practice the routines, and then provide feedback?
Management of Materials and Supplies	<ul style="list-style-type: none">Describe a classroom in which materials and supplies are not well managed. What does it look like?What procedures can I teach my students so that they can assume responsibility for materials and supplies? Why is this important?
Performance of Non-Instructional Duties	<ul style="list-style-type: none">Audit your own performance of non-instructional tasks. How efficient are they? Could they be streamlined?What non-instructional duties could be assigned to students? Why would doing so be connected to their learning?
Direction of Volunteers and Paraprofessionals	<ul style="list-style-type: none">Do I regularly have volunteers and paraprofessionals in my classroom? If so, what are their instructional duties? If not, how can I recruit volunteers?What strategies can I use to make the most of volunteers and paraprofessionals?

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- Classroom Observations:** During observations, evidence can be found in measuring “time on task.” Indicators also exist within the classroom environment, through posted procedures, or setting up the physical classroom and classroom materials in an organized way to promote efficiency. If asked, students would be able to describe the classroom procedures.
- Professional Conversations:** Teachers can explain their procedures, how they have been developed, and how students were involved in their creation and maintenance during the pre- or post-observation conferences.

Some sample artifacts and tools include:

- Groupwork Ground Rules
- Transition Guidelines Poster
- List of Important Classroom Procedures
- CHAMPS Sample Procedures
- Voice Level Monitor

Find sample artifacts and tools organized by grade band on the district’s Knowledge Center site: (<http://kc.cps.edu>)

Domain 2: The Classroom Environment

Component 2d: Managing Student Behavior

Component Overview

In order for students to be able to engage deeply with content, the classroom environment must be proactively and positively structured; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, behavioral and academic expectations 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 and their dignity is not undermined. Skilled teachers regard positive student behavior as a prerequisite to high levels of engagement in content and understand that social and emotional competencies are critical for college and career readiness.

The following table gives more details about the elements of this component.

Element	Definition	Example
Expectations and Norms	It is clear from student actions that expectations and norms for student conduct have been clearly defined and consistently reinforced and modeled.	Teacher asks students to move into a think-pair-share. Students immediately think/write silently, and when teacher says “pair”, students immediately turn to a pre-assigned neighbor and talk at a low volume. As students finish conversations, fingers raise throughout the classroom to indicate that pairs are done. When the teacher says “share”, all talking stops, and students raise their hand to share out.
Monitoring of Student Behavior	Teachers are attuned to what’s happening in the classroom, move subtly to help students and, when necessary, re-engage with the content being addressed in the lesson. Teachers use data to monitor and adjust classroom management plans to prevent misbehaviors.	Teachers circulate and visually scan all sections of the classroom constantly, using proximity to re-engage students who are getting off-task. Teachers use gentle verbal reprimands to quietly redirect students who are engaged in misbehavior. “Amelia, if you have something to say you need to raise your hand and wait to be called on.”
Fostering Positive Student Behavior	Teachers acknowledge and motivate behavior that supports learning and complies with established expectations for classroom behavior.	“Table 4, have your notebooks out and eyes on the board so I know you have turned on your brains and are ready to learn!” “Rosa, you were a big help demonstrating our class rules to the other students by waiting patiently in the classroom library for other students to sign out their books”
Response to Student Behavior	Teachers try to understand that all behavior occurs for a reason and respond in such a way that respects the dignity of the student and motivates positive behaviors. The best responses are those that address misbehavior early in an episode, do not disrupt other students, and maintain a positive relationship between the teacher and the student.	“Darius, I appreciate that you are enthusiastic about using the classroom library, but can you show me how we handle books respectfully in Team 204?” “Jeremy, let’s talk through your behavior contract again, because I know you are really focused on reaching those goals you set for yourself”

Domain 2: The Classroom Environment

Component 2d: Managing Student Behavior

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2d: Managing Student Behavior <ul style="list-style-type: none"> • <i>Expectations and Norms</i> • <i>Monitoring of Student Behavior</i> • <i>Fostering Positive Student Behavior</i> • <i>Response to Student Behavior</i> 	Teacher has no established standards of conduct, or does not implement established standards of conduct. Teacher does not use positive framing to model and reinforce appropriate behavior or redirect inappropriate student behavior. The teacher engages in very little or no monitoring of student behavior. Teacher does not respond to students' inappropriate behavior, or the response is negative, repressive, and disrespectful of student dignity.	Teacher has established standards of conduct but there is inconsistent implementation so some student behaviors challenge the standards of conduct. Teacher inconsistently uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher tries, with uneven results, to monitor student behavior. Teacher's response to students' inappropriate behavior is inconsistent and is sometimes disrespectful.	Teacher has established standards of conduct with consistent implementation so most students follow the standards of conduct. Teacher monitors student behavior against established standards of conduct. Teacher uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher's response to inappropriate behavior is consistent, proportionate, respectful to students, and effective.	Teacher and students establish and implement standards of conduct so students follow the standards of conduct and self-monitor their behaviors. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher and students use positive framing to model behavior. Teacher's response to students' inappropriate behavior is sensitive to individual student needs and respects students' dignity.

Domain 2: The Classroom Environment

Component 2d: Managing Student Behavior

Reflection on Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

Elements of 2d	Guiding Questions
Expectations and Norms	<ul style="list-style-type: none">How do I set clear expectations for student conduct?How can I ensure that students themselves participate in creating such standards?Is it okay to modify the expectations and norms throughout the year? When, and why?Are there routines, procedures, or expectations that my students follow better than others? What strategies did I use to establish and reinforce those routines, procedures, and expectations, and how might that inform others that have been less consistent?
Monitoring of Student Behavior	<ul style="list-style-type: none">Think about the challenge of monitoring student behavior while attending to all the other tasks of teaching. How do I meet that challenge?What strategies can I use to enlist student participation in ensuring that their classmates' behavior is appropriate?Am I spending most of my time reacting to negative behavior? What steps can I take initially to prevent that misbehavior?
Fostering Positive Student Behavior	<ul style="list-style-type: none">What is positive framing, and how can I use it to reinforce good behavior and redirect inappropriate behavior?Does my school subscribe to a positive behavior system? If so, how do I implement that in my classroom? If not, what can I implement at my grade level or in my classroom to encourage appropriate behavior?Are there any teachers in my school who are exceptionally strong at using positive framing to model positive behavior?
Response to Student Behavior	<ul style="list-style-type: none">Consider several recent student infractions of classroom rules. How do I consistently refer to the classroom expectations in my response?To what extent can I explain some student misbehavior being caused by other factors, such as boredom or insecurity? Would a different instructional design improve the situation?

Demonstration in Practice

Teachers have multiple opportunities to demonstrate mastery of this component during the observation cycle. The following provides examples, rather than an exhaustive listing, of how teachers may choose to demonstrate mastery.

- Classroom Observations:** A teacher's skill in managing student behavior can only be observed in the classroom. Standards of conduct, however, must frequently be inferred, because in a smoothly running classroom an observer may not witness explicit attention to those standards. Rather, student behavior indicates that a teacher has established standards at the beginning of the year and has maintained them consistently. Although most teachers can articulate their approach to standards of conduct, implementation is critical. In a well-managed classroom, students themselves will be able to explain the agreed-upon standards of conduct.

Domain 2: The Classroom Environment

Component 2d: Managing Student Behavior

Some sample artifacts and tools include:

- Classroom Rules
- DSC Fidelity Monitoring Tool
- Guidelines for Success
- Classroom Management Checklist
- Classroom Management and Discipline Plan
- Misbehaviors Recording Sheet
- Interventions Planned Discussion Form
- Behavior Incident Report Form
- Proactive Planning for Chronic Misbehavior Self-Assessment

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 3: Instruction

Domain 3: Instruction

Overview of Domain 3

Domain 3 contains the components that are essential to the heart of teaching – the actual engagement of students in learning as they develop complex understanding and participate in a community of learners. Students are engaged in meaningful work, which carries significance beyond the next test and is relevant to students’ lives.

Teachers who excel in Domain 3 have finely honed instructional skills. Their work in the classroom is fluid and flexible; they can shift easily from one approach to another as the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They are attentive to different students in the class and the degree to which they are thoughtfully engaged; they carefully monitor student understanding as they go (through well-designed questions or activities) and make minor mid-course corrections as needed. Above all, they promote the emergence of self-directed learners fully engaged in the work at hand.

Components and Elements of Domain 3

Domain 3 consists of the five components, and associated elements, listed below. Each component and element is explained in further detail in this chapter.

- a. Communicating with Students**
 - Standards-Based Learning Objectives
 - Directions for Activities
 - Content Delivery and Clarity
 - Use of Oral and Written Language
- b. Using Questioning and Discussion Techniques**
 - Use of Low- and High-Level Questioning
 - Discussion Techniques
 - Student Participation and Explanation of Thinking
- c. Engaging Students in Learning**
 - Standards-Based Objectives and Task Complexity
 - Access to Suitable and Engaging Texts
 - Structure, Pacing and Grouping
- d. Using Assessment in Instruction**
 - Assessment Performance Levels
 - Monitoring of Student Learning with Checks for Understanding
 - Student Self-Assessment and Monitoring of Progress
 - Feedback to Students
- e. Demonstrating Flexibility and Responsiveness**
 - Lesson Adjustment
 - Response to Student Needs
 - Persistence
 - Intervention and Enrichment

Domain 3: Instruction

Component 3a: Communicating with Students

Component Overview

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities, and they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what they need to do. When they present concepts and information, those presentations are made with accuracy, clarity, and imagination; complex concepts are presented in ways that provide scaffolding and access to students. Skilled teachers enhance their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Occasionally, teachers will withhold information from students. For example, in a science lesson, students will conduct investigations related to content that will be explored and explained once the investigating has been completed. The teacher may guide student learning during the investigation by effective questioning, but students are encouraged to develop claims about their learning based on evidence as well as their own reasoning. Explanations and further research into the content will come only after investigation. In all cases, the teacher's use of language is vivid, rich, and error free, which affords students the opportunity to hear strong oral communication skills and extend their own vocabularies.

The following table gives more details about the elements of this component.

Element	Definition	Example
Standards-Based Learning Objectives	The goals for learning are communicated clearly to students. Even if they are not conveyed at the outset of a lesson (for example, an inquiry lesson in science), by the end of the lesson students are clear about what they have been learning and why they are learning it. All objectives are based on the appropriate standards of learning.	In a world language class, the objective aligned to the lesson is clearly posted, and reviewed verbally with students at the outset of the lesson. The objective is made relevant to students by connecting to prior knowledge, explaining how mastery of the objective connects to other skills used in the classroom, and applying mastery of the objective in a real-world situation.
Directions for Activities	Students are clear about what they are expected to do during a lesson, particularly if students are working independently or with classmates without direct teacher supervision. Directions for the lesson may be provided orally, in writing, or in some combination of the two.	<p>In a literacy class, expectations are clearly posted at learning stations around the room.</p> <p>Throughout the lesson, behavioral expectations are clearly communicated: "As you read silently, I would like you to underline all of the action verbs that you see. As soon as you have finished, raise your hand to let me know you are done, and then you can silently continue reading independently as you wait for me to move on."</p> <p>The teacher also models the task, and provides guided practice before students work independently. "Watch as I do the first sentence...now, let's try the second one together...can I see a "fist to five," who is ready to continue on their own?"</p>

Domain 3: Instruction

Component 3a: Communicating with Students

Element	Definition	Example
Content Delivery and Clarity	Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipated possible student misconceptions.	In a social science classroom, the teacher explains supply and demand by simulating a market in the classroom where student groups are given varying amounts of "goods" and "currency". Students discuss why they made the pricing and purchasing choices they did, identifying the factors they considered when making those choices. The teacher then explains, using text and diagrams, the economic principles of supply and demand, before applying those principles in real-world examples. If students struggle initially with the concept, the teacher provides easily-accessible examples. "If you moved to Antarctica, would you open up an ice store? Why not? Would you open up a tank top store? Why not?"
Use of Oral and Written Language	For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.	A fifth grade teacher requires that her students respond to questions using complete sentences in writing and verbally. A teacher utilizes Bloom's action verbs when giving directives instead of vague language. "Can you <i>infer</i> what will happen to Jack when he shows his mom the magic beans?"

Domain 3: Instruction

Component 3a: Communicating with Students

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students <ul style="list-style-type: none"> • <i>Standards-Based Learning Objectives</i> • <i>Directions for Activities</i> • <i>Content Delivery and Clarity</i> • <i>Use of Oral and Written Language</i> 	Teacher neither clearly communicates standards-based learning objectives to students nor addresses any relevance within learning. Teacher's directions and procedures are confusing to students. Teacher's explanation of content is not clear or accurate; explanations do not connect with students' knowledge and experience. Teacher's spoken and written language is unclear and incorrect. Vocabulary is vague, incorrectly used, or inappropriate for the students' ages and interests, leaving students confused.	Teacher attempts to explain the standards-based learning objective to students but without addressing its relevance within learning. Teacher clarifies directions and procedures after initial student confusion. Teacher's explanation of content contains minor errors: some portions are clear while other portions are difficult to follow. Explanations occasionally connect with students' knowledge and experience. Teacher's spoken and written language is unclear or incorrect. Vocabulary is limited or inappropriate for the students' ages or interests.	Teacher clearly communicates standards-based learning objectives to students, addressing the relevance to their learning. Teacher clearly explains directions and procedures. Teacher's explanation of content is clear and accurate, and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate for the students' ages and interests.	Teacher clearly communicates standards-based learning objectives, guiding students to make connections with the relevance to their learning. Teacher's directions and procedures are clearly explained, anticipating possible student misunderstanding, or are student-led. Teacher's explanation of content is thorough, accurate, and clear, enabling students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience. Teacher's spoken and written language is clear, correct and builds on students' language development and understanding of content. Vocabulary is appropriate for the students' age and interests, and teacher finds opportunities to extend students' vocabularies.

Domain 3: Instruction

Component 3a: Communicating with Students

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 3a	Guiding Questions
Standards-Based Learning Objectives	<ul style="list-style-type: none">Do I communicate the learning objective to my students, and how it fits into the flow of the lesson?How do I communicate the relevance of the objective to students' learning?How do I communicate the objective's connection to other learning within the discipline and across the curriculum?
Directions for Activities	<ul style="list-style-type: none">How do I explain directions and procedures during lessons?What are indications that students are not clear about what they are expected to do?If there are directions or procedures that students do not understand, how do I address those misunderstandings?
Content Delivery and Clarity	<ul style="list-style-type: none">Which strategies or tools do I use to make content "come alive" for students?How does using metaphor and analogy help explain complex content to students?Under what conditions is it a good idea for students to explain concepts to their classmates?How can I anticipate students' possible misconceptions and address them before they occur?
Use of Oral and Written Language	<ul style="list-style-type: none">How does the written material I give my students reflect clear and correct language?How do I incorporate age-appropriate and relevant vocabulary into my lessons?What are some techniques to help students use language in more expressive ways?

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- Classroom Observations:** Teachers demonstrate the clarity and accuracy of their communication primarily through classroom performance. The evidence is not, of course, whether an explanation is clear to an observer; it must be clear to the students. Watching the students' reactions provides the best indication of whether that goal has been achieved.

Some sample artifacts and tools include:

- Student projects with outcomes listed
- Student work that shows students understood the content of the lesson (e.g. graphic organizer)

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Component Overview

Questioning and discussion are the only instructional strategies specifically referred to in the CPS Framework for Teaching, which reflects their central importance to teachers’ practice. 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.”

Proficient teachers use divergent, or differing, as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views, as well as require them to provide evidentiary statements rooted in the text or task used in the lesson. Students’ responses to questions are valued, and 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, grade-appropriate 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.

Not all questions must be at a high cognitive 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 component 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 component.

The following table gives more details about the elements of this component.

Element	Definition	Example
Use of Low- and High-Level Questioning	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 purpose 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 they should not be confused with the use of questioning to deepen students’ understanding.	<p>When discussing the setting of story, the teacher starts with low-level questions such as “Can you identify the setting of the story?”, then moves to more complex questions like “How does the setting affect the actions of the characters and the choices they make?” or “If the setting of the story changed in x way, hypothesize how the characters would alter their actions?”</p> <p>As the questions become more difficult, the discussion is extended, and students have appropriate time for reflection and response. The teacher elicits examples of low and high-level questions from students so that they can ask and answer questions from each other.</p>

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Element	Definition	Example
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 explanations are, they are not discussions. Rather, in a true discussion, a teacher poses a question, invites students’ views to be heard, and enables students to engage in discussion directly with each one another and not always mediated by the teacher.	During literary analysis, the teacher poses an open-ended question to the class to promote discussion: “Who is ultimately responsible for Scho’s fall?” The students run the entire discussion themselves by responding to each other. “I agree with Taylor that it was Scho’s own fault that he fell because he was moving too fast because he was angry. I see evidence on page....” “I am not sure I agree with Joey and Taylor, I think that this passage on page 4 is hinting that the other boy was shaking the branch”.
Student Participation and Explanation of Thinking	In some classes, a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. In effective classrooms, teachers use a range of techniques to ensure that all students contribute to the discussion and provide rationale for their response, enlisting the assistance of students to ensure this outcome.	A teacher has a jar of popsicle sticks with student names on them, and pulls from the jar to call on students to ensure he or she is equitably calling on all students. In each response, students are asked to explain their thinking, including what happens when their thinking breaks down.

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • <i>Use of Low- and High-Level Questioning</i> • <i>Discussion Techniques</i> • <i>Student Participation and Explanation of Thinking</i> 	Teacher’s questions are low-level, not text- or task-dependent, require only short, specific, right or wrong answers, and are asked in rapid succession. There are no authentic text-based investigations. The questioning is not at the level of complexity appropriate to the students’ age or grade or the content under study. Interactions between teacher and student are predominantly in the form of recitations, with the teacher mediating all questions and answers. Few students are listening and responding to questions and answers from either the teacher or peers.	Teacher’s questions are low-level but are text- or task-dependent. The questions are asked with limited “wait time.” They lead students through only a single path of inquiry, with answers seemingly determined in advance. Teacher’s discussion techniques sometimes result in authentic text-based investigations and the questioning is partially appropriate to the students’ age or grade or the content under study. Teacher sometimes requires students to provide evidence of their thinking or construct viable arguments based on evidence. Some students are listening and responding to questions and answers from their teacher or peers, with uneven results.	Teacher’s questions are low- and high-level, open-ended, text- or task-dependent and promote student thinking and understanding. The questions are asked with appropriate “wait time.” Teacher’s discussion techniques result in authentic text-based investigations and the questioning is at the level of complexity appropriate to the students’ age or grade or the content under study. Teacher requires students to provide evidence of their thinking and construct viable arguments based on evidence. Most students are listening and responding to questions and answers from their teacher and peers. Teacher ensures that most voices are heard in the discourse.	Teacher uses a variety of low- and high-level open-ended, text- and task-dependent questions to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Teacher’s discussion techniques enable students to engage each other in authentic and rich text-based investigations or complex dialogue of the content under study. Teacher provides structures for students to initiate questions and respond to one another with evidence of their thinking, using viable arguments based on evidence. All students are listening and responding to questions and answers from their teacher and peers. Students themselves ensure that all voices are heard in the discourse.

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 3b	Guiding Questions
Use of Low- and High-Level Questioning	<ul style="list-style-type: none">Do my questions address low- to high-level thinking that is text or task dependent? How can I increase the level of questioning in my class?Do I ensure that I provide sufficient time for my students to process questions and formulate responses? How do I know?Do I provide opportunities for my students to ask and answer questions of one another? Do I explicitly teach them how to formulate low- and high-level questions?
Discussion Techniques	<ul style="list-style-type: none">How do I structure questioning during discussions so that students interact with texts to inform their responses?How do I gauge whether my questions are complex enough for my students' age, grade, or content?
Student Participation and Explanation of Thinking	<ul style="list-style-type: none">How do I ask students to provide insight into their thought process of constructing arguments?How do I teach students to use evidence in their responses?What are some practical techniques that I can use to ensure that all students have an opportunity to participate in the discussion? What scaffolding do I provide for students, especially English Language Learners?Do I hold students accountable for being active listeners and active participants in class discussions?

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- Classroom Observations:** Teachers demonstrate their skill in questioning and discussion techniques almost exclusively in classroom observation. The initial questions used to frame a discussion should be planned in advance, however, and will be part of planning documents. During the actual lesson, the teacher and students interact to create and respond to questioning that deepens understanding of content under study, allowing all participants to provide evidence-based rationale during the discourse. 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.

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Some sample artifacts and tools include:

- Questions for students that accompany a text or task, high- and low-level
- Teacher’s system for ensuring equity of voice in the classroom
 - Questions the teacher asks, and student responses
 - Student discussion with one another
 - Teacher building on student responses to questions effectively
- Participation Evaluation Record
- Opportunities to Respond Tool
- Ratio of Interaction monitoring Tool
- Class Participation Self-Assessment
- Review Questions

Find sample artifacts and tools organized by grade band on the district’s Knowledge Center site: (<http://kc.cps.edu>)

Domain 3: Instruction

Component 3c: Engaging Students in Learning

Component Overview

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components 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.

The following table gives more details about the elements of this component.

Element	Definition	Example
Standards-Based Objectives and Task Complexity	The tasks, activities, and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Tasks that promote learning are aligned with the standards-based objectives of the lesson or unit, require student thinking that emphasizes depth over breadth, and may allow students to exercise choice.	In a science classroom, students are asked to use mathematical models to explain how natural selection over generations results in changes in response to the environment; causing a decrease in specific traits in the species. Students are encouraged to be creative, but are assessed on the clarity of their model and how well their design explains the results. They are not assessed on how visually appealing their mathematical model is. After completing a lesson, students are given multiple options for additional practice that are of varying complexity.
Access to Suitable and Engaging Texts	The instructional texts and materials teachers select to use in the classroom can have an enormous impact on students’ experience. While some teachers are obligated to use officially sanctioned materials, many teachers use them selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning and challenging student thinking.	In a social studies course, a teacher brings in multiple primary source texts from varying perspectives to supplement materials. They also bring in contemporary art, poetry, literature to enrich student understanding of a given time period or region.

Domain 3: Instruction

Component 3c: Engaging Students in Learning

Element	Definition	Example
Structure, Pacing and Grouping	No one, whether adults or students, 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 effective 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. How students are grouped for instruction is one of the many decisions teachers make every day. There are many options for grouping students; the important part of grouping is to make it enhances student learning for a particular activity or lesson.	<p>Teachers communicate clear expectations for the time allotted for learning tasks. They work to keep students efficient, and help them build capacity and speed on some tasks (i.e., fluency). When students are given independent or small group work, the teacher builds in opportunities for students to continue to work if they need more time, as well as additional extension learning activities if they finish quickly.</p> <p>Students are grouped for the purpose of effective collaboration, and/or to differentiate lessons based on student ability. Students are always in flexible groups and teachers reflect and reassess groupings on a consistent basis.</p>

Domain 3: Instruction

Component 3c: Engaging Students in Learning

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> Standards-Based Objectives and Task Complexity Access to Suitable and Engaging Texts Structure, Pacing and Grouping 	<p>Teacher does not select or design activities and tasks that are aligned with standards-based learning objectives. Teacher selects tasks, text, and materials that require only rote responses and result in little to no active engagement and do not challenge student thinking. Teacher does not scaffold instruction to ensure student access to complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are too slow or rushed and are not sequenced to build students' depth of understanding. The teacher's grouping of students is unintentional and inhibits student mastery of the content.</p>	<p>Teacher selects or designs tasks and activities that are only partially aligned with standards-based learning objectives. Teacher selects tasks, test, and materials that require little active engagement and minimally challenge student thinking and result in active engagement by some students while allowing others to be passive or merely compliant. Teacher occasionally scaffolds instruction, allowing some students to access complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are developmentally appropriate, but are not sequenced to build students' depth of understanding. The teacher's grouping of students does not lead to student mastery of the content.</p>	<p>Teacher selects or designs tasks and activities that align with standards-based learning objectives. Teacher selects tasks, text, and materials that are complex and challenge student thinking, resulting in active engagement of most students. Teacher scaffolds instruction to ensure most students access to complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are developmentally appropriate and sequenced to build students' depth of understanding. The teacher's various techniques of grouping students are designed to lead to student mastery of the content.</p>	<p>Teacher selects or designs tasks and activities that are fully aligned with standards-based learning objectives and tailored so all students are intellectually engaged in challenging content. Teacher selects tasks, text, and materials that are complex and promote student engagement and initiation of inquiry and choice. Students contribute to the exploration of content. Teacher skillfully scaffolds instruction to ensure all students access to complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are developmentally appropriate and sequenced so that students reflect upon their learning. Students may also help one another build depth of understanding and complete tasks. Students flexibly group themselves during the lesson and achieve mastery of the content.</p>

Domain 3: Instruction

Component 3c: Engaging Students in Learning

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Element of 3c	Guiding Questions
Standards-Based Objectives and Task Complexity	<ul style="list-style-type: none">Does every task or activity I select or design help students to grasp the lesson's learning objective and master the standard to which it aligns?How do I determine whether an activity is engaging for students by examining their work? What should I look for?How often do I provide opportunities for student choice in activities or assessments?
Access to Suitable and Engaging Texts	<ul style="list-style-type: none">How do I scaffold my instruction throughout a lesson to build students' capacity to access material?How do I provide supports to students who need additional assistance to access material?How do the texts and materials I select challenge students' thinking?
Structure, Pacing and Grouping	<ul style="list-style-type: none">What are some signals that students give to indicate a lesson's pace is too slow or too rushed?Do I sequence my lesson to build students' understanding and bring them to a deeper level of understanding progressively throughout a lesson?How do I group my students during a lesson and does it support all members of the group to achieve mastery of the content?

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- Classroom Observations:** Teachers demonstrate their skill in engaging students in learning through their conduct of lessons. In addition, the degree of students' engagement is revealed through the analysis of student work in response to a well-designed assignment. 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.

Some sample artifacts and tools include:

- Student Work
- Group Work Chart/Map and roles & responsibilities for group members
- Tasks or activities the students are working on
- List of suggested CCSS texts
- Grouping Strategies

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

Component Overview

Assessment of student learning plays an important role in instruction. No longer does assessment 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 intended), assessment *for* learning has increasingly come to play an important role in classroom practice. In order to assess student learning for the purpose 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 a teacher monitors student learning, he/she looks carefully at what students are writing, or listens 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) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance.

Assessment in instruction at the classroom level should also contribute to a larger school-wide vision of a strong assessment system. Information about creating a high-quality school-level assessment system can be found in the CPS Assessment Framework, also located on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

The following table gives more details about the elements of this component.

Element	Definition	Example
Assessment Performance Levels	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 a particular task or project.	At the beginning of the school year, students in a science course are provided with the rubric that will be used to evaluate lab reports. They practice using the rubric often to evaluate sample reports and reports from peers to better understand all components.
Monitoring of Student Learning with Checks for Understanding	Teachers' 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 and checking for understanding must be woven seamlessly into the lesson, using a variety of techniques.	Students respond to questions by writing answers on personal whiteboards and showing the teacher. This gives teachers the ability to capture a response from each individual student at the exact same time. Students also fill out exit slips at the end of most lessons to give teachers a quick, informal assessment of student understanding. Lastly, teachers consistently employ formative assessments and track student mastery of objectives to drive future lessons, create differentiation opportunities for students, and measure growth.
Student Self-Assessment and Monitoring of Progress	The culmination of student assessment for learning is when students 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.	Students use rubrics and drafting self-evaluation forms during the writing process to assess and improve their work. Students track their own progress towards meeting and exceeding learning goals. After self-correcting each formative assessment, the student self-selects additional remediation activities to improve practice. Students can always articulate their progress towards reaching learning goals.
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.	Whenever possible, teachers conference with students to provide extended feedback on work. Students complete reading journals while they read their independent books and teachers respond to their entries in written letter form.

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction <ul style="list-style-type: none"> • <i>Assessment Performance Levels</i> • <i>Monitoring of Student Learning with Checks for Understanding</i> • <i>Student Self-Assessment and Monitoring of Progress</i> 	Teacher uses formative assessment infrequently to monitor student progress and check for understanding of student learning. Teacher rarely uses questions/prompts/assessments to evaluate evidence of learning. Students cannot explain the criteria by which their work will be assessed and do not engage in self-assessment. Teacher's feedback is absent or of poor quality.	Teacher sometimes uses formative assessment during instruction to monitor student progress and check for understanding of student learning. Teacher occasionally uses questions/prompts/assessments to evaluate evidence of learning. Students can partially explain criteria by which their work will be assessed; few engage in self- or peer-assessment. Teacher's feedback to students is general and doesn't advance specific learning.	Teacher regularly uses formative assessment during instruction to monitor student progress and to check for understanding of student learning. Teacher uses questions/prompts/assessments for evidence of learning. Students can explain the criteria by which their work will be assessed; some of them engage in self-assessment. Teacher provides accurate and specific feedback to individual students that advance learning.	Formative assessment is fully integrated into instruction, to monitor student progress, and to check for understanding of student learning. Teacher uses questions/prompts/assessments to evaluate evidence of learning. Students can explain, and there is some evidence that they have contributed to, the criteria by which their work will be assessed. Students self-assess and monitor their progress. Teacher and peers provide individual students a variety of feedback that is accurate, specific, and advances learning.

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 3d	Guiding Questions
Assessment Performance Levels	<ul style="list-style-type: none">Why is it important for students to understand the assessment criteria/ performance levels used to evaluate their work?What are the advantages of students helping to design assessment rubrics? What are the challenges?
Monitoring of Student Learning with Checks for Understanding	<ul style="list-style-type: none">What sources of evidence do I have of the extent of students' understanding of content?Which strategies work best for me to monitor student progress throughout a lesson?How do I use the information the assessments provide?
Student Self-Assessment and Monitoring of Progress	<ul style="list-style-type: none">Do I communicate the assessment criteria to my students?Do I convey to students the importance of self-assessment during their learning? How do I use self-assessment to create a culture for learning?
Feedback to Students	<ul style="list-style-type: none">What is "timely" feedback for my students?How do students respond to and use feedback from me and their classmates?What role does my feedback play in advancing student learning (e.g. just-in-time in-class feedback, feedback on homework assignments and classroom assessments)?

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- Classroom Observations:** Teachers use informal assessment, such as questions and prompts for evidence of learning, during a lesson. The accuracy and timeliness of specific feedback and student use of feedback to advance learning can also be revealed through student responses, particularly at the secondary level.
- Professional Conversations:** Moreover, in discussing a lesson, teachers will be able to explain the point at which they knew that a student was confused, and how they responded.
- Artifacts:** Feedback may be demonstrated through samples of student work with teacher or peer comments.

Some sample artifacts and tools include:

- Assessment criteria (e.g. rubrics, project grading criteria)
- Criteria Posters/Charts
- Student self-monitoring tools (e.g. peer review, self-assessment)
- Student reflection

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 3: Instruction

Component 3e: Demonstrating Flexibility and Responsiveness

Component Overview

“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled and best prepared teachers will on occasion find that either a lesson is not going as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks. Teachers also persist in engaging students who have already mastered the content under study by adding depth and enriching their learning through additional tasks or activities.

The following table gives more details about the elements of this component.

Element	Definition	Example
Lesson Adjustment	Teachers are able to make both minor and major adjustments to a lesson when needed. Such adjustments depend on a teacher’s store of alternate instructional strategies and the confidence to make a shift.	A science teacher has passed out passages to students about a scientific issue with differing points of view. Students are asked to pick one point of view and develop a supporting argument for their point of view. The new science vocabulary is accompanied by definitions, but the teacher realizes that the students are unable to decipher many other unfamiliar, complex words in the passage, and are therefore having a difficult time developing an argument. The teacher stops the activity and does a quick mini-lesson, modeling how to use context clues to define unknown vocabulary, before students are asked to continue.
Response to Student Needs	Occasionally during a lesson, an unexpected event will occur, which presents a true “teachable moment.” It is a mark of considerable teacher skill to be able to capitalize on such opportunities.	Returning from lunch, a student notices that the beaker of water that was used earlier in the day for a science lesson looks less full than it was previously. The teacher takes hypotheses from students to explain the phenomenon, asks them to think of other places where they have seen this occur (e.g. puddles), and introduces students to the concept of evaporation.

Domain 3: Instruction

Component 3e: Demonstrating Flexibility and Responsiveness

Element	Definition	Example
Persistence	Committed teachers don't give up easily when students encounter difficulty in learning, which all students do at some point. These teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.	A student does not understand the concept of multiplication after 2-3 strategies have been tried. The teacher conducts a one-on-one interview with the student centered on the student's work samples to determine student misconceptions. The teacher then modifies the approach to address the misconception. In addition, the teacher has the student work with peers on the modified approach.
Intervention and Enrichment	Teachers can use information gathered from other sources or formative assessments to gauge which students need additional support or increased rigor, and are able to meet their needs.	A high school geometry teacher structures his math block to include daily intervention and extension activities after the lesson, providing the teacher with ample time to work intensively with students who need additional help reinforcing or learning embedded objectives, and time for students to increase the rigor of their work by performing extension activities.

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • <i>Lesson Adjustment</i> • <i>Response to Student Needs</i> • <i>Persistence</i> • <i>Interventions and Enrichment</i> 	Teacher adheres to the instructional plan in spite of evidence of little student understanding or interest. Teacher does not provide differentiated instructional approaches for students nor does teacher provide intervention or enrichment as needed.	Teacher makes minor adjustments as needed to the instructional plans and accommodates student questions, needs, and interests, with moderate success. Teacher provides limited differentiated instructional approaches for students, drawing on a narrow repertoire of strategies to provide intervention and enrichment as needed.	Teacher successfully makes adjustments as needed to instructional plans and accommodates student questions, needs and interests. Teacher persists in differentiating instructional approaches for students, drawing on a varied repertoire of strategies to provide intervention and enrichment as needed.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective instructional approaches for students at all levels of learning, drawing on an extensive repertoire of strategies, and effectively matches various intervention and enrichment strategies to students' learning differences as needed.

Domain 3: Instruction

Component 3e: Demonstrating Flexibility and Responsiveness

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 3e	Guiding Questions
Lesson Adjustment	<ul style="list-style-type: none">▪ During a lesson, what indicates that I need to make an adjustment?▪ How do I adjust the lesson when students indicate they need supports other than what I planned? Can I plan for this lesson adjustment in any way?▪ How do I use student questions to inform the trajectory of the lesson?
Response to Student Needs	<ul style="list-style-type: none">▪ How do I determine whether to follow up on a student's interest during a lesson?▪ What are some stock responses I can draw from if a student gives a response that is irrelevant to the topic at hand?
Persistence	<ul style="list-style-type: none">▪ When students are having unexpected difficulty with a task or discussion, how do I find other ways to reach the students?▪ How do I support and guide students so that they want to stick with tasks and improve their performance?
Intervention and Enrichment	<ul style="list-style-type: none">▪ How do I meet the needs of learners who show they need additional supports?▪ Do I meet the needs of students who are advanced and need enrichment work beyond what other students are receiving? How?▪ How do I vary my differentiation strategies to best support all students?

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- **Classroom Observations:** Flexibility and responsiveness can be observed when they occur in a classroom. Of course, in many lessons, no such opportunities arise. Their absence is not necessarily a sign of rigidity; rather, it may simply reflect either successful planning or a lack of opportunity.
- **Professional Conversations:** Sometimes teachers are so adept at being responsive to students' needs that arise during the lesson that an observer might not notice changes to original instructional plans. Teachers and school administrators can discuss these moments of flexibility during the post-observation conference.

Some sample artifacts and tools include:

- Action Flow Lesson Plan
- KWL Teaching Strategy
- Teacher Peer Observation Record Form

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 4: Professional Responsibilities

Domain 4: Professional Responsibilities

Overview of Domain 4

The components in Domain 4 are associated with being a true professional educator; they encompass the roles assumed outside of, and in addition to, those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them only intermittently, but the activities are critical to preserving and enhancing the profession. Educators exercise some of them (for example, maintaining records and communicating with families) immediately upon entering the profession, since they are integral to their work with students.

Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community and contributions made to the profession as a whole. The components also include interactions with the families of students, contacts with the larger community, and advocacy for students. Domain 4 captures the essence of professionalism by teachers; teachers are, as a result of their skills in this domain, full members of the teaching profession, and committed to its enhancement.

Components and Elements of Domain 4

Domain 4 consists of the five components, and associated elements, listed below. Each component and element is explained in further detail in this chapter.

a. Reflecting on Teaching and Learning

- Effectiveness
- Use in Future Teaching

b. Maintaining Accurate Records

- Student Completion of Assignments
- Student Progress in Learning
- Non-Instructional Records

c. Communicating with Families

- Information and Updates about Grade Level Expectations and Student Progress
- Engagement of Families and Guardians as Partners in the Instructional Program
- Response to Families
- Cultural Appropriateness

d. Growing and Developing Professionally

- Enhancement of Content Knowledge and Pedagogical Skill
- Collaboration and Professional Inquiry to Advance Student Learning
- Participation in School Leadership Team and/or Teacher Teams
- Incorporation of Feedback

e. Demonstrating Professionalism

- Integrity and Ethical Conduct
- Commitment to College and Career Readiness
- Advocacy
- Decision-Making
- Compliance with School and District Regulations

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching and Learning

Component Overview

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, and an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction to continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations, and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity, and ability to use what has been learned in future teaching is a learned skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.

The following table gives more details about the elements of this component.

Element	Definition	Example
Effectiveness	As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.	A teacher collects consistent feedback from peers through scheduled observations, and solicits feedback from students. The teacher uses that collected data to determine patterns or habits that support or limit their effectiveness.
Use in Future Teaching	In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.	After a teacher conducts a deep-dive reflection on his Spanish vocabulary lesson, he recognizes that students struggle to understand the concepts he presents at the end of the introduction to new material section. The teacher realizes that he is spending too long on that segment and students are becoming disengaged. He reconfigures lesson plans to break up concepts, and move more quickly to guided practice in order to keep students engaged before continuing with new concepts.

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching and Learning

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching and Learning <ul style="list-style-type: none"> Effectiveness Use in Future Teaching 	Teacher is unable to describe whether or not a lesson or unit was effective or achieved its objective, or teacher misjudges the success of a lesson or unit and its impact on student learning. Teacher is not able to analyze the aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes no suggestions about how a lesson could be improved.	Teacher is able to accurately describe whether or not a lesson or unit was effective but is unable to describe the extent to which it achieved its lesson or unit objective or its impact on student learning. Teacher is able to analyze some aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its lesson or unit objective and its impact on student learning and can provide evidence to support the judgment. Teacher is able to analyze aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes specific suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its lesson or unit's objective and its impact on student learning, citing many specific examples and evidence. Teacher is able to analyze many aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher offers specific alternative actions, complete with the probable success of each courses of action for how a lesson could be improved.

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 4a	Guiding Questions
Effectiveness	<ul style="list-style-type: none"> What resources can I draw on to locate specific strategies to improve a lesson? To what extent did my lesson meet my objectives? What is my evidence of this? What were the similarities and differences between what I had planned and what actually happened?
Use in Future Teaching	<ul style="list-style-type: none"> What are some tools I use to reflect on the lesson and its outcomes? How can I work with my school colleagues to help me analyze my lessons and plan future instruction?

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching and Learning

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- **Professional Conversations:** Teachers demonstrate their skill in reflection through professional conversations with colleagues by making specific suggestions about how a lesson could be improved, including how these changes may impact student learning. In some situations, a written reflection may encourage more thoughtful results. Following a classroom observation, teachers will complete the Post-Observation Conference Form before meeting with a school administrator to discuss the lesson observed. This reflection will touch on many aspects of Domains 2 and 3 to aid in future planning.

Some sample artifacts and tools include:

- Post-observation conference form
- Lesson or Unit Review Checklist
- Professional Reading Reflection Questions
- Teacher Reflection

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 4: Professional Responsibilities

Component 4b: Maintaining Accurate Records

Component Overview

An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This includes students' completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital, as these records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically, using spreadsheets and a database, allowing for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

The following table gives more details about the elements of this component.

Element	Definition	Example
Student Completion of Assignments	Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.	A teacher creates a grading system per semester where they determine which assignments will be tracked and graded, and how they will be weighted to tell the best story about how well students are mastering the concepts in that quarter's unit plans. The system would encompass multiple types of assessment, learning tasks, and assignments, both in type and complexity. Students are encouraged to revise assignments in order to achieve mastery.
Student Progress in Learning	In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently. Often, enhanced understanding of student learning can occur during purposeful, ongoing dialogue among teacher teams as it relates to student performance.	Student diagnostics are completed at the beginning of the year to compare to summative and standardized assessments at the end of the year in order to measure yearly growth. Within units, teachers also diagnose skills and mastery of objectives, and teachers and students consistently monitor and track progress towards reaching those goals.
Non-Instructional Records	Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures.	When students enter the classroom at the beginning of the day, they are instructed to place their permission slips and money on the corner of their desk and immediately begin work on the Do Now. As the students work, the teacher circulates around the room to collect permission slips, and marks the spreadsheet on the outside of their collection envelope. The teacher also carries reminder forms which she passes out automatically to any student missing his/her slip.

Domain 4: Professional Responsibilities

Component 4b: Maintaining Accurate Records

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4b: Maintaining Accurate Records <ul style="list-style-type: none"> • <i>Student Completion of Assignments</i> • <i>Student Progress in Learning</i> • <i>Non-instructional Records</i> 	Teacher has a disorganized system or no system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, resulting in errors and confusion	Teacher has a rudimentary system for maintaining information on student completion of assignments, student progress in learning and non-instructional records, requiring frequent monitoring to avoid errors.	Teacher has an organized system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring little monitoring to avoid errors.	Teacher has a detailed system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring no monitoring for errors. Students contribute information and participate in maintaining the records.

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 4b	Guiding Questions
Student Completion of Assignments	<ul style="list-style-type: none"> ▪ What resources (school, district, or otherwise) are available to help me keep track of student assignments? ▪ What procedures could I use to enlist students in keeping track of their assignments?
Student Progress in Learning	<ul style="list-style-type: none"> ▪ How do I, and students, keep track of progress throughout the school year? ▪ Do I have any colleagues who exude organization at its finest? Can they assist me (or if this is my strength, can I assist others?) in working out a great system for keeping track of this?
Non-Instructional Records	<ul style="list-style-type: none"> ▪ What are some methods or systems I use to keep track on non-instructional records? ▪ How can students take responsibility for tracking some of these items (e.g. field trip permission slips).

Domain 4: Professional Responsibilities

Component 4b: Maintaining Accurate Records

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- **Artifacts:** Teachers demonstrate their skill in maintaining accurate records through artifacts, such as a grade book, skills inventories, results of student assessments, and records of classroom non-instructional activities.

Some sample artifacts and tools include:

- Record of Tardies
- Completed Assignment Checklist
- Assignment Zero Slip
- Monitoring form for transitioning bilingual student
- Monitoring log for transitioned students
- Sample grade book record

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 4: Professional Responsibilities

Component 4c: Communicating With Families

Component Overview

Although the ability of families to participate in their child’s learning varies widely due to family or other obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them frequently and by inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher’s effort to communicate with families conveys an essential caring on the part of the teacher, valued by families of students of all ages.

The following table gives more details about the elements of this component.

Element	Definition	Example
Information and Updates about Grade Level Expectations and Student Progress	Frequent information is provided to families, as appropriate, about the instructional program.	Teachers send out bi-weekly progress reports to parents that give context about student performance levels and their progress towards goals. A writing teacher shares grade-level rubrics and standards with parents, along with samples of proficient work, and provides suggestions for how to work with students at home on rigorous learning activities.
Engagement of Families and Guardians as Partners in the Instructional Program	Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities.	Teachers have a clear and consistent plan for communicating with families. Teachers conduct home visits or individual parent conferences at the beginning of the year to build relationship with families, learn about the student, and include parents in the educational and learning goals for the classroom. Throughout the year, teachers send out monthly newsletter of updates from the classroom, as well as opportunities for families to get involved within the classroom and with their students at home.
Response to Families	A professional, appropriate, and timely response is required for inquiries about students.	Families are given clear norms and expectations for communicating with teachers to ensure a quick response time. Teachers create multiple opportunities to make themselves available to parents. For example, a teacher might conduct “office hours” dedicated to communicating with families either in person or by phone. Teachers have provided contact information and expectations for how quickly they will respond to parent questions and requests.

Domain 4: Professional Responsibilities

Component 4c: Communicating With Families

Element	Definition	Example
Cultural Appropriateness	Teachers should take care to address families in a culturally sensitive and appropriate manner.	<p>Teachers learn about families' cultural backgrounds and practices through the conversations held at the beginning of the year. They incorporate this learning into lesson plans and units, and are also sure to provide information, when necessary, in the native language of families.</p> <p>Teachers understand the limit to their experience and perspective, and always approach cultural differences with an asset-based mindset.</p>

Domain 4: Professional Responsibilities

Component 4c: Communicating With Families

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>4c: Communicating with Families</p> <ul style="list-style-type: none"> • <i>Information and Updates about Grade Level Expectations and Student Progress</i> • <i>Engagement of Families and Guardians as Partners in the Instructional Program</i> • <i>Response to Families</i> • <i>Cultural appropriateness</i> 	<p>Teacher rarely or does not communicate with families to inform them of class activities, to convey an individual student's progress, and to solicit the family's support in relationship to grade level expectations. Teacher does not engage families in the instructional program. Teacher does not respond to family's concerns either professionally or in a timely manner. Teacher's communication with families is not conveyed in a culturally appropriate manner.</p>	<p>Teacher rarely or does not communicate with families to inform them of class activities, to convey information about an individual student's progress, and to solicit the family's support in relationship to grade level expectations. Teacher engages families in the instructional program only for attendance at activities or events. Teacher sometimes responds to family's concerns in a professional and/or timely manner. Teacher's communication with families is not always appropriate to the cultural norms of students' families.</p>	<p>Teacher initiates communication regularly with families in a two-way interactive manner via phone, email, newsletters, notes, letters, and/or in person to discuss class activities and individual activities, soliciting the family's support in relationship to grade level expectations. Teacher meaningfully engages families as partners in the instructional program through classroom volunteering, working at home with their child, and involvement in class projects in and out of school. Teacher responds to family's concerns professionally and in a timely manner. Teacher's communication with families is appropriate to the cultural norms and needs of the students' families.</p>	<p>Teacher and students frequently communicate with families to convey information about an individual student's progress and to solicit and utilize the family's support in relationship to grade level expectations. Teacher meaningfully and successfully engages families as partners in the instructional program through classroom volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops and training. Response to families' concerns is handled professionally and in a timely manner. Teacher provides resources and solutions that address family concerns. Teacher's communications with families is sensitive to cultural norms and needs, with students contributing to the communication as appropriate.</p>

Domain 4: Professional Responsibilities

Component 4c: Communicating With Families

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 4c	Guiding Questions
Information and Updates about Grade Level Expectations and Student Progress	<ul style="list-style-type: none">What strategies do I currently use to inform families about my instructional program? What additional strategies could I use?How do I track my communication with families?How could I enlist my students' help in ensuring that their families understand my instructional program?
Engagement of Families and Guardians as Partners in the Instructional Program	<ul style="list-style-type: none">To what extent am I able to use technology to keep families up-to-date about the progress their children are making in my classroom?What modifications do I find that I have to make to the school or district's "official" reporting systems for parents to accommodate their varied education and cultural backgrounds?How can I incorporate students' family lives into assignments?How do I enlist students' suggestions for family involvement?
Response to Families	<ul style="list-style-type: none">What is my usual turnaround time in responding to families' inquiries? Is this sufficient?
Cultural Appropriateness	<ul style="list-style-type: none">How do I meet the needs of families whose cultures are different than my own, including customs, language, norms, etc.?

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- Artifacts:** Teachers demonstrate their communication with families in many ways, such as keeping copies of such things as class newsletters, handouts for back-to-school night, or descriptions of a new program. This collection could include guidelines for parents on how to review a child's portfolio or how to encourage responsible completion of homework. The teacher might maintain a log of phone and personal contacts with families, information on individual students and their family structure, or other notes to remember when sharing information about the student and his/her learning.

Domain 4: Professional Responsibilities

Component 4c: Communicating With Families

Some sample artifacts and tools include:

- Newsletter
- Teacher incorporates students' families into a project
- Web Letter
- Parent Conference Record
- Family Contact Log
- Parent letter and survey
- CHAMPS Parent Training Agenda
- Interventions Parental Permission Form
- Early Stage Problem Family Contact
- Family/student satisfaction survey

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 4: Professional Responsibilities

Component 4d: Growing and Developing Professionally

Component Overview

As in other professions, the complexity of teaching requires continued growth and development in order to remain current. Continuing to stay informed and increasing skill levels allow teachers to become ever more effective as well as grant them the ability to exercise leadership among their colleagues. The academic disciplines themselves also evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson studies also provide opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, teachers share their new learning and contribute to providing a better school by working with one another during teacher team meetings and serving within the school leadership when possible. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

The following table gives more details about the elements of this component.

Element	Definition	Example
Enhancement of Content Knowledge and Pedagogical Skill	Teachers take courses, read professional literature, and remain current on the evolution of thinking regarding instruction.	Teachers bring their best selves to professional development sessions, including fully preparing for and participating in sessions to increase effectiveness and student performance. A Chemistry teacher attended summer courses at the Museum of Science and Industry, and presents the new content and instructional activities they learned at a department meeting.
Collaboration and Professional Inquiry to Advance Student Learning	Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.	A teacher meets regularly with their course-alike Biology team to share progress towards student achievement and teacher practice goals. Teachers bring student work samples to meetings so that they can analyze student progress as it relates to their practice.
Participation in School Leadership Team and/or Teacher Team	Teachers contribute to the good of the school by participating in teams to improve teaching and learning.	Teachers work to become leaders in their school, and consistently seek feedback from administrators on how to improve their leadership. A 7 th grade Language Arts teacher is considered a valuable member of her content team and works to build culture and effectiveness among that team. She suggests at the beginning of the year that the team creates shared goals, and incorporates discussion of those goals into each meeting to ensure that they are internalized.
Incorporation of Feedback	Teachers utilize feedback from colleagues.	Teachers actively seek out feedback from colleagues by sharing lesson plans, seeking help with problem-solving, and encouraging frequent peer observation.

Domain 4: Professional Responsibilities

Component 4d: Growing and Developing Professionally

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4d: Growing and Developing Professionally <ul style="list-style-type: none"> • <i>Enhancement of Content Knowledge and Pedagogical Skill</i> • <i>Collaboration and Professional Inquiry to Advance Student Learning</i> • <i>Participation in School Leadership Team and/or Teacher Team</i> • <i>Incorporation of Feedback</i> 	<p>Teacher rarely or does not engage in professional growth activities to enhance content knowledge or pedagogical skill to improve practice.</p> <p>Teacher rarely meets and collaborates with colleagues or resists meeting and collaborating with colleagues. Teacher rarely makes or makes no effort to participate in team-based professional inquiry to advance student learning, and does not volunteer to participate in a leadership and/or teaching team. Teacher resists feedback from colleagues or administrators and makes no effort to incorporate it to improve practice and advance student learning.</p>	<p>Teacher participates in required professional growth activities to enhance content knowledge or pedagogical skill to a limited extent and/or when it is convenient, using new knowledge inconsistently to improve practice. Teacher reluctantly meets to collaborate with colleagues, and reluctantly provides or accepts support to/from them. Teacher participates in team-based professional inquiry to advance student learning and participates in a leadership and/or teaching team only when invited. Teacher accepts feedback from colleagues and administrators with some reluctance, using feedback inconsistently to improve practice and advance student learning.</p>	<p>Teacher seeks opportunities for professional growth to enhance content knowledge and pedagogical skill and uses new knowledge to improve practice. Teacher regularly collaborates with and provides and receives support to/from colleagues. Teacher participates actively in team based professional inquiry that advances student learning and makes substantial contribution to the school leadership team and/or grade-level/content /department teaching team. Teacher accepts and consistently uses feedback from colleagues and administrators to improve practice and advance student learning.</p>	<p>Teacher initiates opportunities for professional growth and makes a systematic effort to enhance content knowledge and pedagogical skill of self and colleagues. S/he uses new knowledge to improve practice of self and colleagues. Teacher invites meetings and initiates collaborations with colleagues. Teacher provides and accepts collegial support and provides and accepts valuable feedback to/from colleagues. Teacher participates in and facilitates professional inquiry with school team to advance student learning and serves on a leadership and/or teaching team. Teacher welcomes and uses feedback from a variety of stakeholders (e.g. colleagues, administrators, students, parents, external education partners) to improve practice and advance student learning.</p>

Domain 4: Professional Responsibilities

Component 4d: Growing and Developing Professionally

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 4d	Guiding Questions
Enhancement of Content Knowledge and Pedagogical Skill	<ul style="list-style-type: none">What opportunities do I have to enhance my content knowledge and pedagogical skill? What opportunities should be available but are not?How can I encourage colleagues to continually work on improving their professional knowledge and skill?
Collaboration and Professional Inquiry to Advance Student Learning	<ul style="list-style-type: none">How can I improve my participation in collaborative planning meetings with colleagues?To what extent do I share student learning results with my colleagues as a springboard for conversation on improving professional practice?How can I support my colleagues in improving their professional practice?How do I plan my time so that I can still manage my day-to-day teaching responsibilities with working with colleagues to improve student learning throughout the school?
Participation in School Leadership Team and/or Teacher Team	<ul style="list-style-type: none">What opportunities are available for me to become involved in school-wide efforts to improve the school?How can I engage colleagues in school-wide efforts to strengthen the school's program?
Incorporation of Feedback	<ul style="list-style-type: none">Everyone finds it difficult to accept suggestions from colleagues. How do I convey to colleagues that I am open to their suggestions about instruction?How do I seek out feedback from my school community, including administrators, teachers and students?How do I vet feedback from my school colleagues, and incorporate it into my plans and routines?

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- Professional Conversations:** Teachers should accept and consistently use feedback from colleagues and administrators to improve practice and advance student learning.
- Artifacts:** Teachers demonstrate their commitment to ongoing professional learning through the activities they undertake. These may be recorded on a log. The benefit of keeping such a record is that it invites teachers to reflect on how they have used the new knowledge in their teaching. Such a log can, and should, include informal as well as formal activities—for example, observing colleagues or participating in a project with a professor at a local university.

Some sample artifacts and tools include:

- Attendance at optional workshops
- Action Research Project Outline
- ILT Agenda/Minutes
- CPS U course participation printout or other certificate of course completion
- PD Notes

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Domain 4: Professional Responsibilities

Component 4e: Demonstrating Professionalism

Component Overview

Teachers demonstrate professionalism in their service to students and the profession. Teachers put students first, regardless of how this might challenge long-held assumptions, past practice, or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism can be displayed in a number of ways with colleagues, administrators, students and families. For example, interactions with stakeholders are conducted with honesty and integrity. Student needs are known, and teachers access resources to provide help that may extend beyond the classroom. Teachers consistently advocate for their students, solve problems, and make decisions with student needs in mind. Occasionally, this will include ways that might challenge traditional views and the educational establishment. A teacher should adhere to school and district policies and procedures, while also demonstrating a willingness to work to improve those that may be outdated or ineffective.

The following table gives more details about the elements of this component.

Element	Definition	Example
Integrity and Ethical Conduct	Teachers act with integrity and honesty.	A teacher shares real data from her classroom during collaborative planning time, including examples of poor student performance, in order to receive real feedback and support on improving practice and increasing student achievement.
Commitment to College and Career Readiness; Advocacy	Teachers remain committed to the vision that all students are able to graduate from CPS ready for college and career and act as an advocate so these goals are attained.	A high school language arts department chair has set student learning goals for the department that are not rigorous or aligned to college readiness standards. A member of that department works with the department chair to increase the rigor of goals, and to better align with standards to ensure that students are doing work that will prepare them for college and career. That teacher motivates her department to plan college visits, consistently reference the College Readiness Standards in instruction, and add an Advanced Placement course.
Decision Making	Teachers solve problems, maintain an open mind, and always make students' needs a priority. Decision making is generally done in a team or departmental setting rather than individually.	Resources are depleted at a school, and a teacher lacks books for a robust classroom library. The teacher finds creative solutions including applying for grants, partnering with local charities, and running a book drive among their personal and professional network to obtain enough books for their classroom.
Compliance with School and District Regulations	Teachers adhere to policies and procedures set by the school and district, including attendance and other policies.	Teachers attend all collaborative planning sessions and perform due diligence to prepare for those meetings, participate fully within meetings, and approach them positively, with a focus on improving practice of self and others.

Domain 4: Professional Responsibilities

Component 4e: Demonstrating Professionalism

In the CPS Framework for Teaching, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>4e: Demonstrating Professionalism</p> <ul style="list-style-type: none"> • <i>Integrity and Ethical Conduct</i> • <i>Commitment to College and Career Readiness Advocacy</i> • <i>Decision Making</i> • <i>Compliance with School and District Regulations</i> 	<p>Teacher does not hold student or required school information confidential, and is dishonest in professional and student/family interactions. Teacher does not attempt to serve students and ensure students are college and career ready. Teacher makes decisions and recommendations for self and/or students based on self-serving interests and is not open-minded or respectful of others' opinions. Teacher does not comply with school and district regulations.</p>	<p>Teacher holds student and required school information confidential, and is honest in professional and student/family interactions most of the time. Teacher inconsistently attempts to serve students effectively and ensure students are college and career ready. Teacher inconsistently makes decisions and recommendations for self and/or students based on self-serving interests and is not always open-minded or respectful of others' opinions. Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher always holds student and required school information confidential, and displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher consistently serves students effectively, working to ensure that every student is college and career ready. Teacher makes decisions and recommendations for self and/or students based on team contributions and is open-minded or respectful of others' opinions. Teacher complies fully with school and district regulations.</p>	<p>Teacher has the highest standards of integrity, always holds student and required school information confidential, and is honest in professional and student/family interactions. Teacher is highly proactive, seeking out resources when needed in order to serve students effectively and working to ensure every student is college and career ready. Teacher takes a leadership role in team or departmental decision-making and recommendations for self, colleagues, and students. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

Domain 4: Professional Responsibilities

Component 4e: Demonstrating Professionalism

Reflection on Practice

The following reflection questions, organized by element, are designed to help teachers reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 4e	Guiding Questions
Integrity and Ethical Conduct	<ul style="list-style-type: none">▪ Think about a situation that has presented, or could present, an ethical dilemma. How do I go about deciding what to do?▪ How can I contribute to a culture within the school in which high ethical standards of conduct are the norm?
Commitment to College and Career Readiness; Advocacy	<ul style="list-style-type: none">▪ How do I help prepare my students for life beyond Chicago Public Schools? How do I demonstrated my commitment to college and career readiness, and share this commitment with my students?▪ What are some ways I've advocated on a student's behalf in the past? How do I ensure that all students receive a fair opportunity to succeed?
Decision Making	<ul style="list-style-type: none">▪ Are there examples from my professional life of a time when a colleague overlooked the best interest of students in making a decision or recommendation? What could I have done differently?▪ How can I contribute to a culture of service to students in my school?
Compliance with School and District Regulations	<ul style="list-style-type: none">▪ How do I typically find out about school and district policies and regulations?▪ Are there situations where I could work with colleagues to change a school or district regulation that currently undermines the school's primary mission?

Demonstration in Practice

Teachers have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how teachers showcase their teaching practice.

- **Professional Conversations:** Teachers display their professional ethics in daily interactions with students and colleagues. In practice, teachers advocate for their students by putting them in touch with resources that are helpful to them, whether that's the school social worker, a free medical clinic up the street, or an after school program nearby. Teachers also make decisions and set up interventions with students' best interests in mind, and are aware of and comply with school and district regulations.

Some sample artifacts and tools include:

- Note from parent/colleague about integrity/ethical behavior
- Letter of recommendation for a student
- List of after-school resources in the community

Find sample artifacts and tools organized by grade band on the district's Knowledge Center site: (<http://kc.cps.edu>)

Appendices

Appendix A: 2012 CPS Framework for Teaching

Adapted from the Danielson Framework for Teaching and Approved by Charlotte Danielson

Domain 1: Planning and Preparation

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p><i>Knowledge of:</i></p> <ul style="list-style-type: none"> • <i>Content Standards Within and Across Grade Levels</i> • <i>Disciplinary Literacy</i> • <i>Prerequisite Relationships</i> • <i>Content-Related Pedagogy</i> 	<p>Teacher’s plans demonstrate lack of knowledge of the relevant content standards within and/or across grade levels. Teacher’s plans do not demonstrate knowledge of the disciplinary way of reading, writing and thinking within the subject area. Teacher’s plans do not reflect understanding of prerequisite relationships among topics and concepts important to student learning of the content. Teacher’s plans reflect little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher’s plans demonstrate knowledge of the relevant content standards within the grade level, but display lack of awareness of how these concepts relate to one another and build across grade levels. Teacher’s plans demonstrate some knowledge of the disciplinary way of reading, writing, and thinking within the subject area. Teacher’s plans reflect some understanding of prerequisite relationships among topics and concepts although such knowledge may be inaccurate. Teacher’s plans reflect a limited range of pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher’s plans demonstrate solid knowledge of the relevant content standards, both within a grade level and across grade levels. Teacher’s plans demonstrate knowledge of the disciplinary way of reading, writing, and thinking within the subject area. Teacher’s plans reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher’s plans reflect a wide range of effective pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher’s plans demonstrate extensive knowledge of the relevant content standards and how these relate both to one another and to other disciplines, both within a grade level and across grade levels. Teacher’s plans demonstrate extensive knowledge of the disciplinary way of reading, writing, and thinking within the subject area. Teacher’s plans reflect an understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students. Teacher’s plans include a wide range of effective pedagogical approaches in the discipline and anticipate student misconceptions.</p>

Appendix A: 2012 CPS Framework for Teaching

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Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<p>1b: Demonstrating Knowledge of Students</p> <p><i>Knowledge of:</i></p> <ul style="list-style-type: none"> • <i>Child and Adolescent Development</i> • <i>The Learning Process</i> • <i>Students' Individual Skills, Knowledge, and Language Proficiency</i> • <i>Students' Interests and Cultural Heritage</i> • <i>Students' Special Needs and Appropriate Accommodations/Modifications</i> 	<p>Teacher demonstrates little or no understanding of the levels of childhood/adolescent development. Teacher demonstrates little or no understanding of how students learn.</p> <p>Teacher demonstrates little knowledge of students' backgrounds, interests, cultures, skills, language proficiencies, special needs, and does not seek such understanding.</p>	<p>Teacher demonstrates some understanding of levels of childhood /adolescent development. Teacher indicates some understanding of how students learn. Teacher demonstrates some knowledge of students' backgrounds, cultures, skills, language proficiencies, interests, and special needs. Teacher attains this knowledge for the class as a whole or groups but not for individual students.</p>	<p>Teacher demonstrates knowledge of the levels of childhood /adolescent development. Teacher indicates an understanding of the active nature of student learning. Teacher purposefully gathers information from several sources about individual students' backgrounds, cultures, prior knowledge, skills, language proficiencies, interests, and special needs.</p>	<p>Teacher demonstrates extensive knowledge of childhood /adolescent development and actively seeks new knowledge. Teacher indicates an understanding of the active nature of student learning, learning styles, and modalities, and incorporates that knowledge in planning for instruction. Teacher continually and purposefully gathers information from several sources about individual students' backgrounds, cultures, prior knowledge, skills, language proficiencies, interests, and special needs.</p>

Appendix A: 2012 CPS Framework for Teaching

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Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
1c: Selecting Instructional Outcomes <ul style="list-style-type: none"> • <i>Sequence and Alignment</i> • <i>Clarity</i> • <i>Balance</i> 	<p>Teacher uses non-standards-based learning objectives to drive instruction or does not use objectives at all. Learning objectives are either unclear or stated as activities, rather than as student learning, prohibiting a feasible method of assessment. Teacher does not sequence and align learning objectives to build towards deep understanding and mastery of the standards. Learning objectives reflect only one type of learning and/or only one discipline.</p>	<p>Teacher regularly uses some standards-based learning objectives to drive instruction. Learning objectives are not always clear, written in the form of student learning, or aligned to methods of assessment. Teacher attempts to sequence and align some standards-based objectives to build student understanding, with limited depth or intentionality. Learning objectives reflect several types of learning, but teacher has made no attempt at coordination or integration of the disciplines.</p>	<p>Most of the learning objectives used to drive instruction are standards-based. Learning objectives are varied to account for the needs of groups of students and are all clear, written in the form of student learning, and aligned to methods of assessment. Teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. Learning objectives reflect several different types of learning and opportunities for coordination within and across the disciplines.</p>	<p>All the learning objectives used to drive instruction are standards-based. Learning objectives are varied to account for individual students' needs, written in the form of student learning, and aligned to multiple methods of assessment. Teacher skillfully sequences and aligns standards-based objectives in the discipline and in related disciplines to build towards deep understanding, mastery of the standards, and meaningful real-world application. Learning objectives reflect several different types of learning and provide multiple opportunities for both coordination and integration within and across the disciplines.</p>

Appendix A: 2012 CPS Framework for Teaching

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Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<p>1d: Designing Coherent Instruction</p> <ul style="list-style-type: none"> • <i>Unit/Lesson Design that Incorporates Knowledge of Students and Their Needs</i> • <i>Unit/Lesson Alignment of Standards-Based Objectives, Performance Assessments, and Learning Tasks</i> • <i>Use of a Variety of Complex Texts, Materials, and Resources, Including Available Technology</i> • <i>Instructional Groups</i> • <i>Access for Diverse Learners</i> 	<p>Teacher does not coordinate knowledge of content, students, and resources to design units and lessons. Learning activities are not aligned to standards-based learning objectives and/or are not designed to engage students in cognitive activities. The progression of activities is not coherent and has unrealistic time allocations. Units and lessons do not include grade-appropriate levels of texts and other materials and do not represent a cognitive challenge. There is no evidence of differentiation for students. The lesson or unit does not have a recognizable structure and makes no use of instructional groups to support the learning objectives.</p>	<p>Teacher coordinates knowledge of some content, students, and resources to design units and lessons. Learning activities are partially aligned to standards-based learning objectives and are suitable to engage the class as a whole in cognitive activities. The progression of activities in units and lessons is uneven, with mostly reasonable time allocations. Units and lessons include grade-appropriate levels of texts and other materials and represent a moderate cognitive challenge. There is some evidence of differentiation for students. The lesson or unit has a recognizable structure with some evidence of instructional groups that partially support the learning objectives.</p>	<p>Teacher coordinates knowledge of content, students, and resources to design units and lessons. Learning activities are aligned to standards-based learning objectives and are suitable to engage groups of students in cognitive activities. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials and task complexity, requiring students to provide evidence of their reasoning, and differentiation so most students can access the content. The lesson or unit has a clear structure with intentional and structured use of instructional groups that support the learning objectives.</p>	<p>Teacher coordinates in-depth knowledge of content, students' various needs, and available resources (including technology), to design units and lessons. Learning activities are fully aligned to standards-based learning objectives and are designed to engage students in high-level cognitive activities suitable for every student. The units and lessons are paced appropriately and are differentiated, as appropriate, for individual learners. Units and lessons include grade-appropriate levels of texts and other materials and task complexity, requiring students to provide evidence of their reasoning, so every student can access the content. The lesson or unit has a clear structure that incorporates student choice, allows for different pathways aligned with diverse student needs, and uses instructional groups intentionally.</p>

Appendix A: 2012 CPS Framework for Teaching

Adapted from the Danielson Framework for Teaching and Approved by Charlotte Danielson

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
1e: Designing Student Assessments <ul style="list-style-type: none"> • <i>Congruence with Standards-Based Learning Objectives</i> • <i>Levels of Performance and Standards</i> • <i>Design of Formative Assessments</i> • <i>Use for Planning</i> 	<p>Teacher’s student assessment procedures are not aligned with the standards-based learning objectives identified for the unit and lesson. Assessments contain no criteria or descriptors aligned to student expectations for each level of performance. Teacher selects or designs formative assessments that do not measure student learning and/or growth. Teacher does not use prior assessment results to design units and lessons.</p>	<p>Some of the teacher’s plans for student assessment are aligned with the standards-based learning objectives identified for the unit and lesson but others are not. Assessments have been developed but do not clearly identify and/or describe student expectations. Some levels of performance contain descriptors. Teacher’s approach to the use of formative assessment is rudimentary, only partially measuring student learning or growth. Teacher uses some prior assessment results to design units and lessons that target students’ individual needs.</p>	<p>Teacher’s plan for student assessment is aligned with the standards-based learning objectives identified for the unit and lesson; assessment methodologies may have been adapted for groups of students. Assessments clearly identify and describe student expectations and provide descriptors for each level of performance. Teacher selects and designs formative assessments that measure student learning and/or growth. Teacher uses prior assessment results to design units and lessons that target groups of students.</p>	<p>Teacher’s plan for student assessment is fully aligned with the standards-based learning objectives, with clear criteria; assessment methodologies have been adapted for individual students as needed. Assessment criteria are thorough, describe high expectations for students, and provide clear descriptors for each level of performance. Teacher’s formative assessment is complex and well designed, effectively measuring varying degrees of student learning and growth. Teacher uses assessment results to design units and lessons that intentionally and effectively meet the diverse needs of every student.</p>

Appendix A: 2012 CPS Framework for Teaching

Adapted from the Danielson Framework for Teaching and Approved by Charlotte Danielson

Domain 2: The Classroom Environment

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • <i>Teacher Interaction with Students, Including both Words and Actions</i> • <i>Student Interactions with Other Students, Including both Words and Actions</i> 	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative and disrespectful. Such interactions are insensitive to the ages and development of the students. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. The net result of interactions has a negative impact on students and/or student learning.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies or incidences of disrespect. Such interactions are generally appropriate to the ages and development of the students. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages and development of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Such interactions are sensitive 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>

Appendix A: 2012 CPS Framework for Teaching

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<p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • <i>Importance of Learning</i> • <i>Expectations for Learning and Achievement</i> • <i>Student Ownership of Learning</i> 	<p>The classroom culture reflects a lack of teacher and/or student commitment to learning, with low expectations for students. The teacher does not convey that practice and perseverance is expected. Medium to low expectations for student learning are the norm with high expectations reserved for only a few students. There is little or no investment of student energy into the task at hand.</p>	<p>The classroom culture reflects some teacher and/or student commitment to learning but lacks high expectations for students. The teacher conveys that student success is the result of natural ability rather than practice and perseverance. 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. There is some investment of student energy into the task at hand.</p>	<p>The classroom culture reflects the importance of teacher and/or student commitment to the learning and high expectations for students. The teacher conveys that with practice and perseverance students can reach desired goals. Students take some responsibility for their learning by indicating that they want to understand the content rather than simply complete a task. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is characterized by a shared belief in the importance of learning. The teacher conveys high learning expectations for all students and insists on practice and perseverance. Students assume responsibility for high quality work by persevering, initiating improvements, making revisions, adding detail and/or helping peers.</p>
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Appendix A: 2012 CPS Framework for Teaching

Adapted from the Danielson Framework for Teaching and Approved by Charlotte Danielson

<p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • <i>Management of Instructional Groups</i> • <i>Management of Transitions</i> • <i>Management of Materials and Supplies</i> • <i>Performance of Non-Instructional Duties</i> • <i>Direction of Volunteers and Paraprofessionals</i> 	<p>Inefficient classroom routines and procedures lead to loss of much instructional time. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is ineffective, leading to disruption of learning. There is little evidence that students know or follow established routines. The teacher does not give volunteers and/or paraprofessionals clearly defined duties to work with students or support teacher’s instruction.</p>	<p>Partially effective classroom routines and procedures lead to loss of some instructional time. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. The teacher assigns duties to volunteers and/or paraprofessionals during portions of class time and provides little supervision.</p>	<p>Effective classroom routines and procedures lead to minimal loss of instructional time. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is consistent and effective with little disruption of learning. With minimal guidance and prompting, students follow established classroom routines. The teacher productively engages volunteers and/or paraprofessionals with clearly defined duties to support individuals or groups of students, or perform other instructional activities, with little supervision.</p>	<p>Efficient classroom routines and procedures maximize instructional time. Teacher orchestrates the environment so that students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies without disruption of learning. Routines are well understood and may be initiated by students. Teacher productively engages volunteers and/or paraprofessionals in tasks that make a substantive contribution to the classroom environment.</p>
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Appendix A: 2012 CPS Framework for Teaching

Adapted from the Danielson Framework for Teaching and Approved by Charlotte Danielson

<p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • <i>Expectations and Norms</i> • <i>Monitoring of Student Behavior</i> • <i>Fostering Positive Student Behavior</i> • <i>Response to Student Behavior</i> 	<p>Teacher has no established standards of conduct, or does not implement established standards of conduct. Teacher does not use positive framing to model and reinforce appropriate behavior or redirect inappropriate student behavior. The teacher engages in very little or no monitoring of student behavior. Teacher does not respond to students' inappropriate behavior, or the response is negative, repressive, and disrespectful of student dignity.</p>	<p>Teacher has established standards of conduct but there is inconsistent implementation so some student behaviors challenge the standards of conduct. Teacher inconsistently uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher tries, with uneven results, to monitor student behavior. Teacher's response to students' inappropriate behavior is inconsistent and is sometimes disrespectful.</p>	<p>Teacher has established standards of conduct with consistent implementation so most students follow the standards of conduct. Teacher monitors student behavior against established standards of conduct. Teacher uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher's response to inappropriate behavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Teacher and students establish and implement standards of conduct so students follow the standards of conduct and self-monitor their behaviors. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher and students use positive framing to model behavior. Teacher's response to students' inappropriate behavior is sensitive to individual student needs and respects students' dignity.</p>
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Appendix A: 2012 CPS Framework for Teaching

Adapted from the Danielson Framework for Teaching and Approved by Charlotte Danielson

Domain 3: Instruction

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<p>3a: Communicating with Students</p> <ul style="list-style-type: none"> • <i>Standards-Based Learning Objectives</i> • <i>Directions for Activities</i> • <i>Content Delivery and Clarity</i> • <i>Use of Oral and Written Language</i> 	<p>Teacher neither clearly communicates standards-based learning objectives to students nor addresses any relevance within learning. Teacher's directions and procedures are confusing to students. Teacher's explanation of content is not clear or accurate; explanations do not connect with students' knowledge and experience. Teacher's spoken and written language is unclear and incorrect. Vocabulary is vague, incorrectly used, or inappropriate for the students' ages and interests, leaving students confused.</p>	<p>Teacher attempts to explain the standards-based learning objective to students but without addressing its relevance within learning. Teacher clarifies directions and procedures after initial student confusion. Teacher's explanation of content contains minor errors: some portions are clear while other portions are difficult to follow. Explanations occasionally connect with students' knowledge and experience. Teacher's spoken and written language is unclear or incorrect. Vocabulary is limited or inappropriate for the students' ages or interests.</p>	<p>Teacher clearly communicates standards-based learning objectives to students, addressing the relevance to their learning. Teacher clearly explains directions and procedures. Teacher's explanation of content is clear and accurate, and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate for the students' ages and interests.</p>	<p>Teacher clearly communicates standards-based learning objectives, guiding students to make connections with the relevance to their learning. Teacher's directions and procedures are clearly explained, anticipating possible student misunderstanding, or are student-led. Teacher's explanation of content is thorough, accurate, and clear, enabling students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience. Teacher's spoken and written language is clear, correct and builds on students' language development and understanding of content. Vocabulary is appropriate for the students' age and interests, and teacher finds opportunities to extend students' vocabularies.</p>

Appendix A: 2012 CPS Framework for Teaching

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Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
3b: Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • <i>Use of Low- and High-Level Questioning</i> • <i>Discussion Techniques</i> • <i>Student Participation and Explanation of Thinking</i> 	<p>Teacher’s questions are low-level, not text- or task-dependent, require only short, specific, right or wrong answers, and are asked in rapid succession. There are no authentic text-based investigations. The questioning is not at the level of complexity appropriate to the students’ age or grade or the content under study. Interactions between teacher and student are predominantly in the form of recitations, with the teacher mediating all questions and answers. Few students are listening and responding to questions and answers from either the teacher or peers.</p>	<p>Teacher’s questions are low-level but are text- or task-dependent. The questions are asked with limited “wait time.” They lead students through only a single path of inquiry, with answers seemingly determined in advance. Teacher’s discussion techniques sometimes result in authentic text-based investigations and the questioning is partially appropriate to the students’ age or grade or the content under study. Teacher sometimes requires students to provide evidence of their thinking or construct viable arguments based on evidence. Some students are listening and responding to questions and answers from their teacher or peers, with uneven results.</p>	<p>Teacher’s questions are low- and high-level, open-ended, text- or task-dependent and promote student thinking and understanding. The questions are asked with appropriate “wait time.” Teacher’s discussion techniques result in authentic text-based investigations and the questioning is at the level of complexity appropriate to the students’ age or grade or the content under study. Teacher requires students to provide evidence of their thinking and construct viable arguments based on evidence. Most students are listening and responding to questions and answers from their teacher and peers. Teacher ensures that most voices are heard in the discourse.</p>	<p>Teacher uses a variety of low- and high-level open-ended, text- and task-dependent questions to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Teacher’s discussion techniques enable students to engage each other in authentic and rich text-based investigations or complex dialogue of the content under study. Teacher provides structures for students to initiate questions and respond to one another with evidence of their thinking, using viable arguments based on evidence. All students are listening and responding to questions and answers from their teacher and peers. Students themselves ensure that all voices are heard in the discourse.</p>

Appendix A: 2012 CPS Framework for Teaching

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Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> • <i>Standards-Based Objectives and Task Complexity</i> • <i>Access to Suitable and Engaging Texts</i> • <i>Structure, Pacing and Grouping</i> 	<p>Teacher does not select or design activities and tasks that are aligned with standards-based learning objectives. Teacher selects tasks, text, and materials that require only rote responses and result in little to no active engagement and do not challenge student thinking. Teacher does not scaffold instruction to ensure student access to complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are too slow or rushed and are not sequenced to build students' depth of understanding. The teacher's grouping of students is unintentional and inhibits student mastery of the content.</p>	<p>Teacher selects or designs tasks and activities that are only partially aligned with standards-based learning objectives. Teacher selects tasks, text, and materials that require little active engagement and minimally challenge student thinking and result in active engagement by some students while allowing others to be passive or merely compliant. Teacher occasionally scaffolds instruction, allowing some students to access complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are developmentally appropriate, but are not sequenced to build students' depth of understanding. The teacher's grouping of students does not lead to student mastery of the content.</p>	<p>Teacher selects or designs tasks and activities that align with standards-based learning objectives. Teacher selects tasks, text, and materials that are complex and challenge student thinking, resulting in active engagement of most students. Teacher scaffolds instruction to ensure most students access to complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are developmentally appropriate and sequenced to build students' depth of understanding. The teacher's various techniques of grouping students are designed to lead to student mastery of the content.</p>	<p>Teacher selects or designs tasks and activities that are fully aligned with standards-based learning objectives and tailored so all students are intellectually engaged in challenging content. Teacher selects tasks, text, and materials that are complex and promote student engagement and initiation of inquiry and choice. Students contribute to the exploration of content. Teacher skillfully scaffolds instruction to ensure all students access to complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are developmentally appropriate and sequenced so that students reflect upon their learning. Students may also help one another build depth of understanding and complete tasks. Students flexibly group themselves during the lesson and achieve mastery of the content.</p>

Appendix A: 2012 CPS Framework for Teaching

Adapted from the Danielson Framework for Teaching and Approved by Charlotte Danielson

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> • <i>Assessment Performance Levels</i> • <i>Monitoring of Student Learning with Checks for Understanding</i> • <i>Student Self-Assessment and Monitoring of Progress</i> • <i>Feedback to Students</i> 	<p>Teacher uses formative assessment infrequently to monitor student progress and check for understanding of student learning. Teacher rarely uses questions/prompts/assessments to evaluate evidence of learning. Students cannot explain the criteria by which their work will be assessed and do not engage in self-assessment. Teacher's feedback is absent or of poor quality.</p>	<p>Teacher sometimes uses formative assessment during instruction to monitor student progress and check for understanding of student learning. Teacher occasionally uses questions/prompts/assessments to evaluate evidence of learning. Students can partially explain criteria by which their work will be assessed; few engage in self- or peer-assessment. Teacher's feedback to students is general and doesn't advance specific learning.</p>	<p>Teacher regularly uses formative assessment during instruction to monitor student progress and to check for understanding of student learning. Teacher uses questions/prompts/assessments for evidence of learning. Students can explain the criteria by which their work will be assessed; some of them engage in self-assessment. Teacher provides accurate and specific feedback to individual students that advance learning.</p>	<p>Formative assessment is fully integrated into instruction, to monitor student progress, and to check for understanding of student learning. Teacher uses questions/prompts/assessments to evaluate evidence of learning. Students can explain, and there is some evidence that they have contributed to, the criteria by which their work will be assessed. Students self-assess and monitor their progress. Teacher and peers provide individual students a variety of feedback that is accurate, specific, and advances learning.</p>

Appendix A: 2012 CPS Framework for Teaching

Adapted from the Danielson Framework for Teaching and Approved by Charlotte Danielson

<p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • <i>Lesson Adjustment</i> • <i>Response to Student Needs</i> • <i>Persistence</i> • <i>Interventions and Enrichment</i> 	<p>Teacher adheres to the instructional plan in spite of evidence of little student understanding or interest. Teacher does not provide differentiated instructional approaches for students nor does teacher provide intervention or enrichment as needed.</p>	<p>Teacher makes minor adjustments as needed to the instructional plans and accommodates student questions, needs, and interests, with moderate success. Teacher provides limited differentiated instructional approaches for students, drawing on a narrow repertoire of strategies to provide intervention and enrichment as needed.</p>	<p>Teacher successfully makes adjustments as needed to instructional plans and accommodates student questions, needs and interests. Teacher persists in differentiating instructional approaches for students, drawing on a varied repertoire of strategies to provide intervention and enrichment as needed.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective instructional approaches for students at all levels of learning, drawing on an extensive repertoire of strategies, and effectively matches various intervention and enrichment strategies to students' learning differences as needed.</p>
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Appendix A: 2012 CPS Framework for Teaching

Adapted from the Danielson Framework for Teaching and Approved by Charlotte Danielson

Domain 4: Professional Responsibilities

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
4a: Reflecting on Teaching and Learning <ul style="list-style-type: none"> • <i>Effectiveness</i> • <i>Use in Future Teaching</i> 	<p>Teacher is unable to describe whether or not a lesson or unit was effective or achieved its objective, or teacher misjudges the success of a lesson or unit and its impact on student learning. Teacher is not able to analyze the aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes no suggestions about how a lesson could be improved.</p>	<p>Teacher is able to accurately describe whether or not a lesson or unit was effective but is unable to describe the extent to which it achieved its lesson or unit objective or its impact on student learning. Teacher is able to analyze some aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its lesson or unit objective and its impact on student learning and can provide evidence to support the judgment. Teacher is able to analyze aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes specific suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its lesson or unit's objective and its impact on student learning, citing many specific examples and evidence. Teacher is able to analyze many aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher offers specific alternative actions, complete with the probable success of each courses of action for how a lesson could be improved.</p>

Appendix A: 2012 CPS Framework for Teaching

Adapted from the Danielson Framework for Teaching and Approved by Charlotte Danielson

<p>4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • <i>Student Completion of Assignments</i> • <i>Student Progress in Learning</i> • <i>Non-instructional Records</i> 	<p>Teacher has a disorganized system or no system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, resulting in errors and confusion</p>	<p>Teacher has a rudimentary system for maintaining information on student completion of assignments, student progress in learning and non-instructional records, requiring frequent monitoring to avoid errors.</p>	<p>Teacher has an organized system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring little monitoring to avoid errors.</p>	<p>Teacher has a detailed system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring no monitoring for errors. Students contribute information and participate in maintaining the records.</p>
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Appendix A: 2012 CPS Framework for Teaching

Adapted from the Danielson Framework for Teaching and Approved by Charlotte Danielson

<p>4c: Communicating with Families</p> <ul style="list-style-type: none"> • <i>Information and Updates about Grade Level Expectations and Student Progress</i> • <i>Engagement of Families and Guardians as Partners in the Instructional Program</i> • <i>Response to Families</i> • <i>Cultural appropriateness</i> 	<p>Teacher rarely or does not communicate with families to inform them of class activities, to convey an individual student's progress, and to solicit the family's support in relationship to grade level expectations. Teacher does not engage families in the instructional program. Teacher does not respond to family's concerns either professionally or in a timely manner. Teacher's communication with families is not conveyed in a culturally appropriate manner.</p>	<p>Teacher rarely or does not communicate with families to inform them of class activities, to convey information about an individual student's progress, and to solicit the family's support in relationship to grade level expectations. Teacher engages families in the instructional program only for attendance at activities or events. Teacher sometimes responds to family's concerns in a professional and/or timely manner. Teacher's communication with families is not always appropriate to the cultural norms of students' families.</p>	<p>Teacher initiates communication regularly with families in a two-way interactive manner via phone, email, newsletters, notes, letters, and/or in person to discuss class activities and individual activities, soliciting the family's support in relationship to grade level expectations. Teacher meaningfully engages families as partners in the instructional program through classroom volunteering, working at home with their child, and involvement in class projects in and out of school. Teacher responds to family's concerns professionally and in a timely manner. Teacher's communication with families is appropriate to the cultural norms and needs of the students' families.</p>	<p>Teacher and students frequently communicate with families to convey information about an individual student's progress and to solicit and utilize the family's support in relationship to grade level expectations. Teacher meaningfully and successfully engages families as partners in the instructional program through classroom volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops and training. Response to families' concerns is handled professionally and in a timely manner. Teacher provides resources and solutions that address family concerns. Teacher's communications with families is sensitive to cultural norms and needs, with students contributing to the communication as appropriate.</p>
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Appendix A: 2012 CPS Framework for Teaching

Adapted from the Danielson Framework for Teaching and Approved by Charlotte Danielson

<p>4d: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • <i>Enhancement of Content Knowledge and Pedagogical Skill</i> • <i>Collaboration and Professional Inquiry to Advance Student Learning</i> • <i>Participation in School Leadership Team and/or Teacher Team</i> • <i>Incorporation of Feedback</i> 	<p>Teacher rarely or does not engage in professional growth activities to enhance content knowledge or pedagogical skill to improve practice. Teacher rarely meets and collaborates with colleagues or resists meeting and collaborating with colleagues. Teacher rarely makes or makes no effort to participate in team-based professional inquiry to advance student learning, and does not volunteer to participate in a leadership and/ or teaching team. Teacher resists feedback from colleagues or administrators and makes no effort to incorporate it to improve practice and advance student learning.</p>	<p>Teacher participates in required professional growth activities to enhance content knowledge or pedagogical skill to a limited extent and/or when it is convenient, using new knowledge inconsistently to improve practice. Teacher reluctantly meets to collaborate with colleagues, and reluctantly provides or accepts support to/from them. Teacher participates in team-based professional inquiry to advance student learning and participates in a leadership and/or teaching team only when invited. Teacher accepts feedback from colleagues and administrators with some reluctance, using feedback inconsistently to improve practice and advance student learning.</p>	<p>Teacher seeks opportunities for professional growth to enhance content knowledge and pedagogical skill and uses new knowledge to improve practice. Teacher regularly collaborates with and provides and receives support to/from colleagues. Teacher participates actively in team based professional inquiry that advances student learning and makes substantial contribution to the school leadership team and/or grade-level/content /department teaching team. Teacher accepts and consistently uses feedback from colleagues and administrators to improve practice and advance student learning.</p>	<p>Teacher initiates opportunities for professional growth and makes a systematic effort to enhance content knowledge and pedagogical skill of self and colleagues. S/he uses new knowledge to improve practice of self and colleagues. Teacher invites meetings and initiates collaborations with colleagues. Teacher provides and accepts collegial support and provides and accepts valuable feedback to/from colleagues. Teacher participates in and facilitates professional inquiry with school team to advance student learning and serves on a leadership and/or teaching team. Teacher welcomes and uses feedback from a variety of stakeholders (e.g. colleagues, administrators, students, parents, external education partners) to improve practice and advance student learning.</p>
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Appendix A: 2012 CPS Framework for Teaching

Adapted from the Danielson Framework for Teaching and Approved by Charlotte Danielson

<p>4e: Demonstrating Professionalism</p> <ul style="list-style-type: none"> • <i>Integrity and Ethical Conduct</i> • <i>Commitment to College and Career Readiness Advocacy</i> <ul style="list-style-type: none"> • <i>Decision Making</i> • <i>Compliance with School and District Regulations</i> 	<p>Teacher does not hold student or required school information confidential, and is dishonest in professional and student/family interactions. Teacher does not attempt to serve students and ensure students are college and career ready. Teacher makes decisions and recommendations for self and/or students based on self-serving interests and is not open-minded or respectful of others' opinions. Teacher does not comply with school and district regulations.</p>	<p>Teacher holds student and required school information confidential, and is honest in professional and student/family interactions most of the time. Teacher inconsistently attempts to serve students effectively and ensure students are college and career ready. Teacher inconsistently makes decisions and recommendations for self and/or students based on self-serving interests and is not always open-minded or respectful of others' opinions. Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher always holds student and required school information confidential, and displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher consistently serves students effectively, working to ensure that every student is college and career ready. Teacher makes decisions and recommendations for self and/or students based on team contributions and is open-minded or respectful of others' opinions. Teacher complies fully with school and district regulations.</p>	<p>Teacher has the highest standards of integrity, always holds student and required school information confidential, and is honest in professional and student/family interactions. Teacher is highly proactive, seeking out resources when needed in order to serve students effectively and working to ensure every student is college and career ready. Teacher takes a leadership role in team or departmental decision-making and recommendations for self, colleagues, and students. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
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Appendix B: Disciplinary Literacy

Disciplinary Literacy refers to the ways in which language is used and valued within the context of learning a subject area or discipline. While Disciplinary Literacy includes the use of reading, writing, and speaking, it also encompasses higher-order thinking and communication skills that are derived from a particular subject area⁵ This understanding represents a shift from how content-area literacy has been taught in the past. For decades, generic literacy strategies have been taught in isolation. More recently, literacy researchers have acknowledged that while these strategies are helpful in supporting students' access to and engagement with text, there are unique and sophisticated ways of using literacy and communication practices that are germane to understanding a discipline (Lee & Spratley⁶, 2010; Shanahan & Shanahan⁷, 2008). Therefore, it is incumbent on teachers to apprentice their students in the ways of using language as a means of learning content (Schoenbach, Greenleaf, & Murphy⁸, 2012). The definition of literacy has expanded beyond mere reading and writing exercises; similarly, a text is more than a printed document. Leibling and Meltzer⁹ (2011) write, "...literacy development in the 21st century is far more than basic reading and writing of print text within language arts classes, but includes sophisticated analysis and creation of print and electronic text, as well as presentation, critical thinking, research, and language development in all content areas" (p. 15).

The CPS Framework for Teaching calls for teachers to develop instructional plans that demonstrate knowledge of the disciplinary ways of reading, writing, and thinking within the subject area. Integration of literacy into all subject areas is critical to boosting essential skills required for college and career readiness; collaboration is needed from teachers of all disciplines to improve literacy at all grade levels. For example, in a history class, students might read a primary source document and analyze both the source of the document and whether or not the content has been corroborated by other documents. In a music class, students might learn about the kinds of questions that musicians ask when listening to and evaluating a piece of music. In a mathematics class, students might write about the strategies that they used to solve a problem. What it means to be literate in any domain, then, involves both engaging with authentic texts as well as the ability to comment on, evaluate, investigate, and practice how language is used.

In order to use Disciplinary Literacy practices during planning and instruction, teachers should consider the following:

- How do I engage my students in reading, writing and thinking tasks of my subject area?
- What kinds of complex, authentic texts can I use to facilitate my students' learning within the context of my subject area?
- How will I support my students in accessing these texts?

⁵ McConachie, S. & Petrosky, A. (2010). *Content Matters: A Disciplinary Literacy Approach to Improving Student Learning*. San Francisco, CA: Jossey-Bass.

⁶ Lee, C.D., Spratley, A. (2010). *Reading in the Disciplines: The Challenges of Adolescent Literacy*. New York, NY: Carnegie Corporation of New York.

⁷ Shanahan, T. & Shanahan, C. (2008). Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy. *Harvard Educational Review*, 78, 40-59.

⁸ Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Literacy in Secondary and College Classrooms*. San Francisco, CA: Jossey-Bass.

⁹ Leibling, C. and Meltzer, J. (2011). *Making a Difference in Student Achievement Using the Common Core State Standards for English Language Arts: What School and District Leaders Need to Know*. Portsmouth, NH: Public Consulting Group.

Appendix C: Connections to Positive Behavior Supports

In September 2010, CPS created a task force to help the district more effectively address the Social, Emotional, and Behavioral needs of students that sometimes create barriers to teaching and learning. Recognizing that these needs provide a key lever to improve learning and engagement, that adults in school have many opportunities to proactively support student behavior during the school day, and that our students need strong social, emotional, and behavioral skills to succeed in college and careers, the task force developed a set of minimum expectations to guide all schools in providing proactive behavioral support to all students.

Positive Behavior Supports closely align with all four domains of the CPS Framework for Teaching:

Domain 1: Planning and Preparation

Effective teachers design instruction and assessments based on deep knowledge of child/adolescent development, including students' individual social, emotional and behavioral needs. Instructional designs must proactively support these needs in order for students to effectively engage in rigorous content and self-directed learning. Instructional planning should also incorporate clear behavioral expectations for learning activities so that students can reach instructional goals.

Domain 2: The Classroom Environment

Effective teachers understand that student behaviors are shaped by adult behaviors. Through positive interactions and intentional classroom management practices, skilled teachers create a safe and productive learning environment where students are motivated to achieve high behavioral and academic expectations. In well-managed classrooms, teachers provide all students with non-contingent attention and specific and immediate feedback, including high rates of positive feedback that promote engagement. For students who need extra support, teachers use data to create proactive behavioral plans that respect their dignity and motivate positive behaviors. Ultimately, effective teachers understand that all students must develop social emotional competencies in order to succeed in college and career.

Domain 3: Instruction

Positive Behavior Supports that meet students' social, emotional, and behavioral needs provide a crucial foundation for learning and engagement. Student behavior is closely related to academic performance, and the first and best way to improve student behavior is through engaging, high quality instruction. In addition to honing instructional skills, effective teachers use research-based approaches to teach and reinforce responsible behaviors while preventing and reducing challenging behaviors.

Domain 4: Professional Responsibilities

A comprehensive system of Positive Behavior Supports requires teachers to continually hone their classroom management skills by reflecting on their practices, learning new strategies, responding to research, and using data to inform proactive behavioral plans. Highly-effective teachers contribute to the intentional development of a positive school climate through modeling social emotional competencies and serving on school-wide behavioral teams. Because behaviors and social emotional competencies are developed both at home and school, skilled teachers also engage families around classroom expectations and supporting students' positive behaviors.

Appendix D: Observation Series



REACH Students

REACH Students is the new comprehensive teacher evaluation system at CPS. By providing teachers with the clarity, support, and feedback they need to achieve excellence in their teaching, REACH Students recognizes the critically important role that educators play in preparing students for success in college and career.

The goals of *REACH Students* are to:

- Establish a common definition and standards for teaching excellence.
- Build school leaders' expertise in observing and analyzing instruction to support teacher growth.
- Provide teachers with information and guidance to inform their development
- Engage teachers in reflection and self-assessment regarding their own performance
- Differentiate support and accountability for teachers based on their experience and/or impact on student learning.
- Create a culture of continuous improvement among teachers, school leaders, system administrators and students.

REACH Students is based on multiple measures—that is, no single measure will determine a teacher's overall performance rating. The three major parts of the system are teacher practice, student growth, and student feedback. Teacher practice is defined and measured by the CPS Framework for Teaching, the subject of this Companion Guide. In addition to being used as a tool for reflection and conversation, the CPS Framework for Teaching is used for evaluative purposes throughout the school year during the classroom observation series, which is described below. Information about the number and frequency of observations, along with other details about REACH Students, can be found at www.cps.edu/reachstudents.

Classroom Observation Guidance

Teachers have many opportunities to demonstrate or showcase their teaching practice throughout the school year, both formally and informally, through the classroom observation series outlined in REACH Students. Skills described in Domain 2, The Classroom Environment, and Domain 3, Instruction, are best seen during classroom observations. Each formal observation series has three parts: the pre-observation conference, the observation, and the post-observation conference. Informal observations have two parts: the observation and post-observation feedback or conference.

Online forms are found in the CPS online performance evaluation tool.

Formal Observations

Pre-Observation Conference – Domain 1

The pre-observation conference is a brief (15-20 minute) meeting held five or fewer days prior to the classroom observation. The school leader (principal or assistant principal) who is conducting the observation will discuss the objectives for the unit that will be taught within five days of the conference in addition to the guiding questions on the pre-observation conference form.

Prior to the conference, teachers should review the *Protocol for the Pre-Observation Conference*, which provides guiding questions about the unit that will be observed, the range of students' learning needs, and the approach to teaching the diverse learners in a classroom. Teachers are not required to submit written responses to the pre-observation conference form (although one can do so and submit it online), but teachers should be prepared to share relevant evidence and discuss their answers.

This conference gives the school administrator more insight into what he or she will see during the classroom observation. If the teacher has preferences as to how the school administrator should interact with students during the observation, they should be discussed during the conference. Following the conference, the school administrator will enter evidence of planning into the CPS online performance evaluation tool for the components of Domain 1, Planning and Preparation.

Classroom Observation – Domains 2 and 3

The school administrator will arrive in time to observe a lesson from the unit discussed during the pre-observation conference. The observation will last the duration of the lesson, 45 minutes, or a class period.

During the observation, the school administrator will write down what he or she sees and hears, what the teacher and students are saying and doing during the lesson, such as the questions asked, how students respond, and details around the presentation of a concept. The school administrator will take notes to capture the evidence of teacher practice, and perhaps speak with students to gauge their learning. Capturing this evidence directly into the CPS online performance evaluation tool will make the remaining steps of the process significantly more efficient and it is strongly encouraged.

Post-Observation Conference – Domains 2 and 3 (continued) and Component 4a

As soon as possible after the observation is completed, the teacher should reflect on the lesson and respond to the questions on the *Protocol for the Post-Observation Conference* form. It is helpful to use the CPS Framework for Teaching to reflect on the components listed next to each question on the form, including aspects that went well and those that did not go as planned. Responses should be submitted in the CPS online performance evaluation tool prior to the post-observation conference.

Immediately after the observation, the school administrator should review all the evidence gathered during the observation, align the evidence to the Framework components, enter the evidence into the CPS online performance evaluation tool, and share the feedback with the observed teacher. School administrators will also be able to assign a preliminary level of performance for components in Domains 2 and 3 at this time, but that is not required.

During the post-observation conference, which should take place within ten school days of the observation, the teacher and the school administrator will debrief using the *Protocol for the Post-Observation Conference* and the evidence gathered during the observation. All of this information will guide a collaborative conversation between teacher and school administrator and the conversation should conclude with recommendations for improving teacher practice and opportunities for professional growth.

Teachers may also share evidence of their practice aligned to Components 4b, 4c, 4d and 4e with the observer during the post-observation conference. This evidence can be uploaded into the CPS online performance evaluation tool or delivered in hard copy. This is an opportunity to showcase the behind-the-scenes work teachers undertake for their students, their families, and themselves. Note that school administrators will rate these four components only once at the end of the school year so all evidence should be entered by the teacher and school administrators in the CPS online performance evaluation tool as it is available on an ongoing basis.

After the post-observation conference, the school administrator will finalize the levels of performance for Domains 1, 2, and 3 and component 4a in the CPS online performance evaluation tool, which will be accessible to the teacher and school administrators for future reference.

Informal Observations

Classroom Observation – Domains 2 and 3

During an informal observation, a school administrator will arrive at a teachers' classroom for an observation that will last at least 15 minutes. This observation is *unannounced*, which means the school administrator does not need to tell the teacher when he or she will observe in the classroom. Since the visit is unannounced, there is no pre-observation conference.

During the observation, the school administrator will gather evidence in the same format as a formal observation. He or she will write down what he or she sees and hears – for example, the questions asked, how students respond, and details around the presentation of a concept – preferably directly into the CPS online performance evaluation tool. The school administrator will take copious notes to capture the evidence of teacher practice, and perhaps speak with students to gauge their learning.

Post-Observation Feedback

Immediately after the observation, the school administrator should review all the evidence gathered during the observation and align the evidence to the Framework components. The evidence should be entered into the online CPS online performance evaluation tool as soon as possible, but no more than ten days after an observation, and share the feedback with the observed teacher. School administrators will also be able to assign a preliminary level of performance for components in Domains 2 and 3 at this time, but that is not required.

After reviewing the evidence and levels of performance in the CPS online performance evaluation tool, teachers may request an in-person post-observation conference to discuss the evidence, levels of performance, and/or provide any additional artifacts, or evidence. Following this feedback review or post-observation conference (if requested), the school administrator will finalize the levels of performance for Domains 2 and 3 in the CPS online performance evaluation tool, which will be accessible to the teacher and school administrators for future reference.

Appendix D: Observation Series



PROTOCOL FOR THE PRE-OBSERVATION CONFERENCE

It is at the teacher's discretion to complete this form and submit it in the CPS online performance evaluation tool prior to the pre-observation conference. However, the teacher must be prepared to discuss these questions at the conference.

Name of Teacher:		Room Number:	
Grade Level/Subject(s):			
Name of Observer:			
Date of Pre-Observation Conference:			
Instructional Outcomes (1c):			

The following questions should be used to guide discussion during the pre-observation conference. Responses to the questions below will help the observer understand your classroom in addition to providing evidence that will be used to determine component ratings for Domain 1. Use the component(s) listed for each question to align your responses to the CPS Framework for Teaching.

NOTE: Consider bringing a sample lesson, in addition to your unit plan, to the pre-observation conference.

1. Which content standards will you address in the unit you're teaching? In other words, what will students know and be able to do by the end of the unit? (1a, 1b, 1c) *NOTE: Uploading a unit plan to the CPS online performance evaluation tool may be used to provide evidence for this question.*
2. In what ways will you incorporate other disciplines into the unit (if at all)? How will disciplinary literacy skills be addressed, if appropriate? (1a, 1b, 1c)
3. Describe how you planned instruction to address the content standards. How did you design the unit to engage the students in learning the standards? (1d, 1a)
4. Briefly describe the varied learning needs of students in this class, including those with disabilities and English Language Learners, and how you plan and prepare to meet their needs. How did you plan instruction so it will address the learning needs of all students in the class? Provide two specific examples of what specific students with disabilities or English Language Learners will do and how they will do it. (1b, 1d, 1c)
5. How will you assess whether students have learned the content standards addressed in this unit of instruction? (1e)
6. Choose a particular lesson from within the unit. What objectives will be addressed in the lesson? How do these objectives align with the outcomes of the unit as a whole? How will all students be engaged in the learning, including students with disabilities and English Language Learners? How will you assess whether or not students met the objectives for the lesson? (1a, 1b, 1c, 1d, 1e)
7. Is there any additional information you would like to provide that will help the observer understand your classroom or instruction? Is there anything else you would like to discuss before the observation?

During the classroom observation, the observer will gather evidence for all components in domains 2 and 3. However, there might be specific components where additional feedback is requested (e.g. components related to your professional learning goals). Which specific components within Domains 2 and 3 would you like the observer to pay special attention to during the observation?

Component Focus:	Domain 2: The Classroom Environment	Domain 3: Instruction
	Component: _____	Component: _____

Appendix D: Observation Series



PROTOCOL FOR THE POST-OBSERVATION CONFERENCE

The teacher is **required** to complete this form and submit it in the CPS online performance evaluation tool prior to the post-observation conference. Refer to the CPS Framework for Teaching to prepare for the post-observation conference.

Name of Teacher:		Room Number:	
Grade Level/Subject(s):			
Name of Observer:			
Date of Post-Observation Conference:			
Date of Classroom Observation:		Class Period/ Time:	

The following questions should be used to guide discussion during the post-observation conference. Responses to the questions below should be used to help the observer understand what occurred during the classroom observation. The evidence discussed will be used to further inform component ratings for Domains 2 and 3 and component 4a. Use the component(s) listed for each question to align your responses to the CPS Framework for Teaching.

NOTE: Consider bringing student work samples to the post-observation conference if this is helpful in reflecting on the lesson.

- In general, what was successful about the lesson? (4a)
- Did students engage in the lesson? Did they learn what you intended for them to learn? How do you know? (4a, 3b, 3c, 3d)
- For students who struggled with the content, what will you do next to ensure they grasp the concepts? How will you adjust the remainder of the unit, if at all? (4a, 3b, 3d, 3e)
- Comment on your classroom environment (e.g. interactions, culture, procedures, and student conduct). To what extent did these aspects of the environment contribute to student learning? (4a, 2a, 2b, 2c, 2d)
- Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective? (4a, 3a, 3b, 3c, 3d, 3e)
- Did you depart from your original plan? If so, how, and why? (3e)
- If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution? (4a)
- What components would you like to continue to work on? What professional development opportunities do you think would be most helpful? (4d)

Component(s)	Professional Learning Focus:

- Is there anything else you would like to discuss? Are there any additional supports from our school community that would help you do your job more effectively?



Office of Professional Learning
125 South Clark Street, 11th Floor
Chicago, Illinois 60603
cps.edu

