

Walk-through Name	Site	Template Name
Preview Template		Newport Domain 3 - Instruction
Category	Start Date / Time	End Date / Time
<none>	Mar 24, 2018 05:07 PM	
Subject		
Overall Notes		

Page 1	
<b>Grade</b>	<ul style="list-style-type: none"> <li>• K</li> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> <li>• 7</li> <li>• 8</li> <li>• 9-12</li> </ul>
<b>Subject</b>	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Writing</li> <li>• Science</li> <li>• Social Studies/History</li> <li>• Health/PE</li> <li>• PLTW</li> <li>• Reading</li> <li>• Reading/Math Intervention</li> <li>• Music</li> <li>• Art</li> <li>• Special Education</li> <li>• ELL</li> <li>• Gifted</li> <li>• CTE</li> <li>• Drama</li> <li>• Spanish</li> <li>• Media Specialist</li> </ul>
<b>Grouping</b>	<ul style="list-style-type: none"> <li>• Whole</li> <li>• Small</li> <li>• Pairs</li> <li>• Individual</li> </ul>
<b>Time of Class</b>	<ul style="list-style-type: none"> <li>• Beginning of the Class</li> <li>• Middle of the Class</li> <li>• End of the Class</li> </ul>

**Domain 3: Instruction****3A - Communicating with students**

- **Expectations for Learning**
- **Directions and Procedures**
- **Explanation of Content**
- **Use of Oral and Written Language**

**3a**

<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<p>Possible Examples:</p> <ul style="list-style-type: none"><li>• A student asks, "What are we supposed to be doing? But the teacher ignores the question."</li><li>• The teacher states that to add fractions they must have the same numerator.</li><li>• Students have a quizzical look on their faces; some may withdraw from the lesson.</li><li>• Students become disruptive, or talk among themselves in an effort to follow the lesson.</li><li>• The teacher uses technical terms with an elementary class without explaining their meanings.</li><li>• The teacher tends to say "ain't."</li></ul>	<p>Possible Examples:</p> <ul style="list-style-type: none"><li>• The teacher mispronounces some common words.</li><li>• The teacher says, "And oh, by the way, today we're going to factor polynomials."</li><li>• A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.</li><li>• Students ask, "What do I write here?" in order to complete a task.</li><li>• Having asked students only to listen, the teacher says, "Watch me while I show you how to. . ."</li><li>• A number of students do not seem to be following the explanation.</li><li>• Students are inattentive during the teacher's explanation of content.</li></ul>	<p>Possible Examples:</p> <ul style="list-style-type: none"><li>• The teacher says, "By the end of today's lesson, you're all going to be able to factor different types of polynomials."</li><li>• In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"</li><li>• The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.</li></ul>	<p>Possible Examples:</p> <ul style="list-style-type: none"><li>• The teacher says, "Here's a spot where some students have difficulty . . . be sure to read it carefully."</li><li>• The teacher asks a student to explain the task to other students.</li><li>• When help is needed a student offers clarification about the learning task to classmates.</li><li>• The teacher explains passive solar energy by inviting student to think about the temperature in a closed car on a cold but sunny day or by the water in a hose that has been sitting in the sun.</li><li>• The teacher says, "Who would like to explain this idea to us?"</li><li>• The teacher pauses during an explanation of civil rights movement to remind students that the prefix "in" as in "inequality," means "not" and the prefix "un" means the same thing.</li></ul>
<ul style="list-style-type: none"><li><input type="checkbox"/> At no time during the lesson does the teacher convey to the student what they will be learning.</li><li><input type="checkbox"/> Students indicate through their questions that they are confused about the learning task.</li><li><input type="checkbox"/> The teacher makes a serious content error that will affect students' understanding of the lesson.</li><li><input type="checkbox"/> Students indicate through body language or questions that they don't understand the content being presented.</li><li><input type="checkbox"/> Teacher's communications include errors of vocabulary or usage.</li><li><input type="checkbox"/> The teacher's vocabulary is inappropriate to the age or culture of the students.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation.</li><li><input type="checkbox"/> The teacher must clarify the learning task so that student can complete it.</li><li><input type="checkbox"/> The teacher makes no serious content errors but may make a minor error.</li><li><input type="checkbox"/> The teacher's explanation of the content consists of monologue or is purely procedural, with minimal participation by students.</li><li><input type="checkbox"/> Vocabulary and usage are correct but unimaginative.</li><li><input type="checkbox"/> Vocabulary is too advanced or too juvenile for the students.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> The teacher states clearly, at some point during the lesson, what the students will be learning.</li><li><input type="checkbox"/> If the tactic is appropriate, the teacher models the process to be followed in the task.</li><li><input type="checkbox"/> Students engage with the learning task, indicating that they understand what they are to do.</li><li><input type="checkbox"/> The teacher makes no content errors.</li><li><input type="checkbox"/> The teacher's explanation of content is clear and invites student participation and thinking.</li><li><input type="checkbox"/> The teacher's vocabulary and usage are correct and completely suited to the lesson.</li><li><input type="checkbox"/> The teacher's vocabulary is appropriate to the students' ages and levels of development.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> The teacher points out possible areas of misunderstanding.</li><li><input type="checkbox"/> Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li><li><input type="checkbox"/> All students seem to understand the presentation.</li><li><input type="checkbox"/> The teacher invites student to explain the content to the class or to classmates.</li><li><input type="checkbox"/> Teacher uses rich language, offering brief vocabulary lessons where appropriate.</li></ul>

**3B - Questioning and Discussion Techniques**

- **Quality of Questions/Prompts**
- **Discussion Techniques**
- **Student Participation**

Domain 3: Instruction			
3b			
Ineffective	Developing	Accomplished	Exemplary
<p>Possible Examples:</p> <ul style="list-style-type: none"> <li>• All questions are of the “recitation” type such as “What is 3 x 4?”</li> <li>• The teacher asks a questions for which the answe is on the board; students respond by reading it.</li> <li>• The teacher calls only upon students who have their hands up.</li> </ul>	<p>Possible Examples:</p> <ul style="list-style-type: none"> <li>• Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?”</li> <li>• The teacher asks: “Who has an idea about this?” but only the usual three students oEer comments.</li> <li>• The teacher asks: “Michael can you comment on Mary’s idea?” but Michael does not respond or makes a comment directly to the teacher.</li> </ul>	<p>Possible Examples:</p> <ul style="list-style-type: none"> <li>• The teacher asks, “What might have happened if the colonists had not prevailed in the American war for independence?”</li> <li>• The teacher uses the plural form in asking questions, such as, “What are some things you think might contribute to . . .?”</li> <li>• The teacher asks, “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary.</li> <li>• After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to oEer their ideas to the entire class.</li> </ul>	<p>Possible Examples:</p> <ul style="list-style-type: none"> <li>• A student asks, “How many ways are there to get this answer?”</li> <li>• A student says to a classmate, “I don’t think I agree with you on this, because . . .”</li> <li>• A student asks of other students, “Does anyone have another idea how we might Fgure this out?”</li> <li>• A student asks, “What if . . .?”</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Questions are rapid-fire, and convergent with a single correct answer.</li> <li><input type="checkbox"/> Questions do not invite student thinking.</li> <li><input type="checkbox"/> All discussion is between teacher and students; students are not invited to speak directly to one another.</li> <li><input type="checkbox"/> A few Students dominate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher frames some questions designed to promote student thinking, but only a small number of students are involved.</li> <li><input type="checkbox"/> The teacher invites students to respond directly to one another’s ideas, but few students respond.</li> <li><input type="checkbox"/> Teacher calls on many students, but only a few actually participate in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</li> <li><input type="checkbox"/> The teacher makes effective use of wait time.</li> <li><input type="checkbox"/> The teacher effectively builds on student responses to questions.</li> <li><input type="checkbox"/> Discussions enable students to talk to one another without ongoing mediation by the teacher.</li> <li><input type="checkbox"/> The teacher calls on most students, even those who don’t initially volunteer.</li> <li><input type="checkbox"/> Many students actively engage in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students initiate higher-order questions.</li> <li><input type="checkbox"/> Students extend the discussion, enriching it.</li> <li><input type="checkbox"/> Students invite comments from their classmates during a discussion.</li> </ul>
<b>3C - Engaging Students in Learning</b> <ul style="list-style-type: none"> <li>• <b>Activities and Assignments</b></li> <li>• <b>Grouping of Students</b></li> <li>• <b>Instructional Materials and Resources</b></li> <li>• <b>Structure and Pacing</b></li> </ul>			

**Domain 3: Instruction****3c**

<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<p>Possible Examples:</p> <ul style="list-style-type: none"> <li>• Students are able to fill out the worksheet without fully understanding what it's asking them to do.</li> <li>• The lesson drags or feels rushed.</li> <li>• Students complete "busy work" activities.</li> </ul>	<p>Possible Examples:</p> <ul style="list-style-type: none"> <li>• Students are asked to fill in a worksheet, following an established procedure.</li> <li>• There is a recognizable beginning, middle and end to the lesson.</li> <li>• Parts of the lesson have a suitable pace: other parts drag or feel rushed.</li> </ul>	<p>Possible Examples:</p> <ul style="list-style-type: none"> <li>• Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</li> <li>• Students are given a task to do independently, then to discuss with a table group, and then to report out from each table.</li> <li>• There is a clear beginning, middle and end to the lesson.</li> <li>• The lesson neither rushes or drags.</li> </ul>	<p>Possible Examples:</p> <ul style="list-style-type: none"> <li>• Students are asked to write an essay "in the spirit of Hemingway."</li> <li>• A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</li> <li>• Students identify or create their own learning materials.</li> <li>• Students summarize their learning from the lesson.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Few students are intellectually engaged in the lesson.</li> <li><input type="checkbox"/> Learning tasks require only recall or have a single correct response or method.</li> <li><input type="checkbox"/> The materials used ask students to perform only rote tasks.</li> <li><input type="checkbox"/> Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</li> <li><input type="checkbox"/> Instructional materials used are unsuitable to the lesson and/or students.</li> <li><input type="checkbox"/> The lesson drags or is rushed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some students are intellectually engaged in the lesson.</li> <li><input type="checkbox"/> Learning tasks are a mix of those requiring thinking and recall.</li> <li><input type="checkbox"/> Students are, in large part, passively engaged with the content, learning primarily facts or procedures.</li> <li><input type="checkbox"/> Students have no choice in how they complete tasks.</li> <li><input type="checkbox"/> The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</li> <li><input type="checkbox"/> The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking.</li> <li><input type="checkbox"/> The pacing of the lesson is uneven- suitable in parts, but rushed or dragging in others.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most students are intellectually engaged in the lesson.</li> <li><input type="checkbox"/> Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</li> <li><input type="checkbox"/> Students have some choice in how they complete learning tasks.</li> <li><input type="checkbox"/> There is a mix of different types of groupings, suitable to the lesson objectives.</li> <li><input type="checkbox"/> Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li> <li><input type="checkbox"/> The pacing of the lesson provides students the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Virtually all students are highly engaged in the lesson.</li> <li><input type="checkbox"/> Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</li> <li><input type="checkbox"/> Students suggest modifications to the grouping patterns used.</li> <li><input type="checkbox"/> Students have extensive choice in how they complete tasks.</li> <li><input type="checkbox"/> Students suggest modifications or additions to materials being used.</li> <li><input type="checkbox"/> Students have the opportunity for both reflection and closure after the lesson to consolidate their understanding.</li> </ul>

**3D - Using Assessment in Instruction**

- **Assessment Criteria**
- **Monitoring of Student Learning**
- **Feedback to Students**
- **Student Self-Assessment and Monitoring of Progress**

### Domain 3: Instruction

#### 3d

Ineffective	Developing	Accomplished	Exemplary
<p>Possible Examples:</p> <ul style="list-style-type: none"> <li>• A student asks: “How is this assignment going to be graded?”</li> <li>• A student asks, “Does this quiz count towards my grade?”</li> <li>• The teacher forges ahead with a presentation without checking for understanding.</li> <li>• The teacher says: “Good job, everyone.”</li> </ul>	<p>Possible Examples:</p> <ul style="list-style-type: none"> <li>• Teacher asks: “Does anyone have a question?”</li> <li>• When a student completes a problem on the board, the teacher corrects the student’s work without explaining why.</li> <li>• The teacher, after receiving a correct response from one student, continues without ascertaining whether all students understand the concept.</li> </ul>	<p>Possible Examples:</p> <ul style="list-style-type: none"> <li>• The teacher circulates during small group or independent work, offering suggestions to groups of students.</li> <li>• The teacher uses a specifically formulated question to elicit evidence of student understanding.</li> <li>• The teacher asks student to look over their papers to correct their errors.</li> </ul>	<p>Possible Examples:</p> <ul style="list-style-type: none"> <li>• The teacher reminds students of the characteristics of high- quality work (the assessment criteria), suggesting that the students themselves helped develop them.</li> <li>• While students are working, the teacher circulates, providing substantive feedback to individual students.</li> <li>• The teacher uses exit tickets to elicit evidence of individual student understanding.</li> <li>• Students offer feedback to their classmates on their work.</li> <li>• Students evaluate a piece of their writing rubric and confer with the teacher about how it could be improved.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher gives no indication of what high-quality work looks like.</li> <li><input type="checkbox"/> The teacher makes no effort to determine whether students understand the lesson.</li> <li><input type="checkbox"/> Feedback is only global.</li> <li><input type="checkbox"/> The teacher does not ask students to evaluate their own classmates’ work.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is little evidence that the students understand how their work will be evaluated.</li> <li><input type="checkbox"/> Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</li> <li><input type="checkbox"/> Teacher requests global indications of student understanding.</li> <li><input type="checkbox"/> Feedback to students is not uniformly specific and not oriented towards future improvement of the work.</li> <li><input type="checkbox"/> The teacher makes only minor attempts to engage students in self-assessment or peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students indicate that they clearly understand the characteristics of high-quality work.</li> <li><input type="checkbox"/> The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</li> <li><input type="checkbox"/> Feedback includes specific and timely guidance, at least for groups of students.</li> <li><input type="checkbox"/> The teacher attempts to engage students in self-assessment or peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is evidence that students have helped establish the evaluation criteria.</li> <li><input type="checkbox"/> Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class.</li> <li><input type="checkbox"/> Teacher makes frequent use of strategies to elicit information about individual student understanding.</li> <li><input type="checkbox"/> Feedback to students is specific and timely, and is provided from many sources including other students.</li> <li><input type="checkbox"/> Students monitor their own understanding, either on their own initiative or as a result of tasks set by their teacher.</li> </ul>