UETS-based JPAS

Utah Effective Teaching Standards-based

Jordan Performance Appraisal System

Domains Document

Version 7.0

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Utah Effective Teaching Standards-based Jordan Performance Appraisal System Domains Document

Jordan School District Board of Education

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Utah Effective Teaching Standards (UETS)

Standard 1: Learners and Learning

Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth by:

- **Element 1: Personalizing Learning**
  - Designing learning that builds on background knowledge while providing opportunities for each student to access, practice, and refine new learning.
- **Element 2: Building Relationships**
  - Building positive and authentic relationships with students as learning partners and supporting students in developing similar relationships with each other.
- **Element 3: Respecting Learner Backgrounds and Perspectives**
  - Demonstrating respect for each learner and exhibiting actions consistent with recognizing learners' diverse backgrounds and perspectives as assets to the classroom community.
- **Element 4: Fostering Student Self-Awareness**
  - Providing formative and timely feedback to guide students in self-assessment of learning and demonstration of competency to support students in understanding themselves as learners.

Standard 2: Instructional Design Clarity

Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction and effectively plan for learning and student engagement by:

- **Element 1: Content**
  - Demonstrating a comprehensive understanding of Utah Core Standards, communicating relevance of content, communicating clear pathways to student mastery and designing learning experiences aligned to clear learning intentions and success criteria.
- **Element 2: Learning Progression**
  - Demonstrating a comprehensive understanding of where students have been, where they are now and where they are going using strategically sequenced learning experiences aligned within and across grade levels.
- **Element 3: Instructional Planning**
  - Planning high quality, personalized instructional activities that are informed by student progress data, provide multiple opportunities for students to reflect upon and assess their own growth and allow multiple opportunities and means for demonstration of competency.
- **Element 4: Engagement**
  - Designing lessons and activities that actively engage students in their learning and use a variety of effective tools and strategies.

Standard 3: Instructional Practice

Effective teachers engage in high quality instructional practices that are data-informed, exhibit a collaborative approach to teaching and learning and meet the learning needs of each student by:

- **Element 1: Instructional Strategies**
  - Using appropriate academic language and evidence-based strategies to stimulate higher-level thinking, discourse and problem solving and to scaffold learning experiences to meet the needs of all students.
- **Element 2: Assessment Practices**
  - Critically analyzing evidence from both formative and summative assessments to inform and adjust instruction and provide feedback to students to support learning and growth.

- **Element 3: Relevance**
    - Providing relevant learning opportunities that value students' interests and backgrounds and allow learner agency and choice in accessing learning and demonstrating competency.
- **Element 4: Innovation and Technology**
    - Intentionally selecting the use of technological and non-technological tools to enhance and deepen student learning, encourage creativity and innovation in learning and facilitate students' appropriate use of available tools and resources to achieve desired student outcomes.

Standard 4: Classroom Climate

Effective teachers create academic, physical, social and emotional conditions to support student centered environments by:

- **Element 1: Respectful Learning Environment**
    - Modeling and fostering respectful communication with students while appreciating differences of opinion and facilitating respectful classroom discussion.
- **Element 2: Classroom Safety**
    - Involving students in establishing clear guidelines for behavior that support a developmentally appropriate and safe learning environment while consistently following through with clear expectations, procedures, norms and protocols.
- **Element 3: Classroom Organization**
    - Strategically organizing and structuring the physical classroom environment for optimal student learning.
- **Element 4: Growth-Oriented Classroom Climate**
    - Cultivating a classroom culture that encourages rigorous learning, perseverance and promotes critical thinking.

Standard 5: Professional Responsibility

Effective teachers demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities by:

- **Element 1: Adherence to Laws, Rules and Policies**
    - Maintaining a current educator license and adhering to relevant laws, rules and polices impacting educators.
- **Element 2: Continuous Professional Learning**
    - Engaging in and valuing constructive feedback, reflective practices, professional learning and collaborative activities that support professional, instructional and schoolwide improvement.
- **Element 3: Communication**
    - Using effective and responsible communication with students, families and colleagues about student learning.
- **Element 4: Professional and Ethical Conduct**
    - Treating all with respect and maintaining professional and ethical conduct with students, families and colleagues.

* While conducting an evaluation, refer to these Utah Effective Teaching Standards (UETS) in conjunction with the UETS-based JPAS decision rules for each indicator.

EVALUATOR INSTRUCTIONS FOR COMPLETING A UETS-based JPAS EVALUATION
GENERAL INSTRUCTIONS AND TIMELINES

1. At least fifteen days prior to starting the evaluation process:
   - Notify the educator of the pending evaluation.
   - Remind the educator that there will be two *unscheduled* observations.
   - Recommend that the educator attend an orientation to UETS-based JPAS and has access to evaluation materials.

2. Complete the first *unscheduled* observation:
   - Collect data on Domains I through III.

3. Within fifteen working days of completing the first observation:
   - Conduct the second *unscheduled* observation.
   - Collect data on Domains I through III.

   This cannot be done on the same day the first observation is completed.

4. Within 5 working days of completing the second observation:
   - Ensure that the educator has uploaded both required pieces of evidence (student growth with data (SLO), stakeholder input).
   - Review and rate uploaded evidence.

5. As soon as possible, after reviewing and rating uploaded evidence:
   - Save and submit the summative form.

6. Within 15 working days of generating the UETS-based JPAS Rating:
   - Schedule a Professional Development meeting with the educator.
   - Review and discuss the UETS-based JPAS rating together.
   - Guide the educator in goal setting as part of their professional growth plan.
   - Prepare an addendum when necessary.
   - If the educator wants, allow the educator 15 days to prepare a written response.

7. When complete, give educator a copy of any documents that were completed.

DIRECTIONS FOR COMPLETING CLASSROOM OBSERVATIONS

Complete the identification information on the front page of the *UETS-based JPAS Observation* form.

1. At the top of the form, write the information for:
   - **Observer Name**
   - **Teacher Name**

2. Fill in the information for:
   - **Grade** level of students
     (For classes with more than one grade level, ask the teacher for the grade level represented by the majority of the students. If there are equal numbers, choose the lower grade level. Preschool classes are coded "P" and kindergarten classes are coded "K".)
   - **Day/Month/Year**

3. Fill in the appropriate information for:
   - **Teacher Status (Select only one.): Career, Provisional, New to Grade Level, New to Building, or All New Preps**
   - **Class Subject Matter**
     (If more than one subject is covered during the observation, check the subject matter that was taught for the longest period of time during the observation.)
   - **Type of Class**
     (If you are not certain of the type of class, please ask the teacher at the conclusion of the observation.)
     Specialized is checked for resource classes, cluster classes, and any other Special Education classes. However, if a resource teacher is teaching in a regular education class, select regular.)

DURING THE CLASSROOM OBSERVATION

1. On the front of the form:
   - Fill in the appropriate information for **Observation Time.**
   - Fill in the blank line for **Start Time.**
     (The observation should begin when the bell rings, or if there is no bell, when the teacher gives a signal that a new lesson or subject is beginning. Do not wait for attendance to be recorded before beginning the observation. It is recommended that evaluators begin the observation at the beginning of a period in secondary classes and at the beginning of a lesson in elementary classes.)
   - As soon as you have the opportunity, count the number of students in the classroom. **Record that number on the form.**
     (If this number fluctuates during the observation, choose the highest number of students that were in the class during the observation.)

2. In the **NOTES** area on the inside of the form:
   - In the **Tracking Time** section, record the times that an activity begins and ends.
     (Record the time the activity begins in the parentheses on the left, the content of the activity and how students were organized on the line in the middle, and the time the activity ends in the parentheses to the right. The **ORGANIZATION OF STUDENTS** includes working as a **Total Class**, in **Groups**, or as **Individuals**.)
   - Make note of any time spent on activities when the teacher cannot deliver or guide instruction; include formal tests, quizzes, movies or videos, announcements over the intercom, silent sustained reading, journal writing, dressing in P.E., etc. This time does not count as **Minutes of Observable Time** that will be calculated and structured to include teacher/student interaction. (Please see the Appendix for an example of non-academic and non-observable times recorded on an observation and interview form.)
   - This space may also be used to make notes related to the summary indicators (those in the shaded area of the form). These indicators are to be completed following the classroom observations, and notes of specific behaviors observed in the classroom can be useful in guiding your summary decisions. Notations can be made anywhere on the observation and interview form.

3. For the Domain Indicators in the **unshaded** area on the form:
   - Mark an indicator when you observe it. For indicators that must be tallied, a line or box is provided for tally marks. After the observation, the tally totals should be recorded on the form. If the teacher does something that you are unsure how to record, make a note of it, and check it after the observation.
   - Be as inconspicuous and unobtrusive as possible during the observation. However, if you cannot observe or hear the teacher from where you are, you may move about the room to do so. This may require standing close to the teacher in order to hear what is being said.

4. At the conclusion of the observation, notice the time and record the **Stop Time** (on the front of the form).

FOLLOWING THE CLASSROOM OBSERVATION

1. Form information:
   - ❑ Complete the summary indicators (in the shaded area of the form).
     The scoring of these indicators is based on the behavior of the teacher **throughout** the observation period rather than on a single demonstration of the behavior. Summary indicators for each domain are on the lower part of the form in the shaded area. They include some of the "yes/no" items and all of the three-point scales. Refer to any notes you have made in the **NOTES** area of the form to guide your summary decisions.
   - ❑ Count up tallies.

2. On the front of the form:
   - ❑ Record the total number of minutes spent in the classroom by subtracting **Start Time** from **Stop Time** and filling in the line for **Time in Class.** (This should equal the total number of minutes recorded in the **ORGANIZATION OF STUDENTS** section.)
   - ❑ Record the time the teacher spent performing observable teaching behaviors. Refer to your notes to determine the time spent in activities when the teacher could not deliver or guide instruction; subtract that non-observable time from the total **Time in Class** and mark it in the appropriate space under **Minutes of Observable Time**.
   - ❑ Activities that do not count as observable time are: formal tests, quizzes, movies or videos, announcements over the intercom, silent sustained reading, journal writing, dressing in P.E., etc. Some tests and quizzes may be included as **Minutes of Observable Time** if they are structured to include teacher/student interaction.

     It is recommended that evaluators stay for the full period in secondary classes and for the full lesson in elementary classes. If **Minutes of Observable Time** is less than 30 minutes, another observation must be completed.

   - ❑ Complete the **ORGANIZATION OF STUDENTS** section. Refer to your notes under **Tracking Time** and fill in the appropriate bubbles to record the minutes the class spent working as:
     - **Total Class** - The entire class was organized as a single group of students engaged in one activity; this typically occurs when there are lectures, student presentations, or guided practice.
       Any minutes of non-academic or non-observable time are also included here.
     - **Groups** - The class was divided into groups. The different groups may or may not be engaged in the same activities. Group time includes any type of class division (e.g., pairs, large group, a group of independent workers and a group receiving instruction directly from the teacher, etc.) Any combination of individual work and group work is recorded as time spent in groups.
     - **Individuals -** All students were working independently. (This will occur during seatwork, when individual students are engaged in some type of practice or project activity.)

- Complete the **Disruptions** section by first filling in the bubble to answer **yes** or **no** to:

  There were students in the class whose behavioral excesses interfered with the learning of other students throughout the observation.

  Fill in the **yes** if the behavior of the same student or students continued throughout the period and interrupted the learning of others several times during the observation period.

  Fill in the bubble for **no** if there were no students whose behavior interfered with the learning of the other students during the observation period, or if interruptions were very few and short-lived.

  If you select **no**, leave the next two items blank. If you select **yes**, complete the next two items.

  The teacher responded to the disruptive behavior with a variety of appropriate tactics.

  Fill in the bubble for **yes** if the teacher recognized the disruptions and used appropriate tactics throughout the observation period to stop or minimize the disruptions. Appropriate techniques may include; varying learning activities, organizing students differently (e.g., groups, individual, total class), reinforcing desired behavior, use of varied low-key tactics, engaging the class in a learning activity while taking the problem student(s) aside, etc.

  Fill in the bubble for **no** if the teacher repeatedly used the same tactic, used inappropriate tactics, or ignored the disruptions. Inappropriate tactics may include; excessive use of the same low-key tactic, rewarding the disruptive behavior by focusing class attention on the student, frequently stopping instruction to discipline the student(s) or regain the attention of the students.

  If you select **no**, leave the next item blank. If you select **yes**, complete the next item.

  The teacher tried a variety of appropriate tactics to stop behavioral excesses, but the nature of the student(s) was such that the techniques did not stop the behavior.

  Fill in the bubble for **yes** if you believe the teacher tried many and varied appropriate tactics to stop the behavioral excesses, but the nature of the student(s) was such that appropriate techniques did not work.

  Fill in the bubble for **no** if the teacher's efforts ended the behavioral excesses of the student(s).

3. Final review of the *UETS-based JPAS Observation* form:
   - Check that each item on the form has been entered into the system correctly. These measures are designed to assess situations that may have an influence on JPAS results. This information must be accurate.
   - Scan the observation portion (inside the form) to be certain that all indicators have been completed. Check that all indicators have been marked.
   - Once both observations and uploaded evidence has been reviewed and scored, click on the save and submit button.

DIRECTIONS FOR REVIEWING AND RATING REQUIRED EVIDENCE

Evidence uploaded must be from the current school year.

BEFORE REVIEWING AND RATING EVIDENCE

1. *Within 5 days* of completing the second classroom observation of an educator, educators must upload required documentation.
2. Required documents to upload:
   - ❑ Student growth (SLO) with data
   - ❑ Stakeholder input

DURING THE REVIEW AND RATING OF UPLOADED EVIDENCE

1. View uploaded evidence.
2. Rate uploaded evidence according the rubric.

3. If the educator cannot present documentation from the current school year the evaluator shall mark **not effective** for those indicators. If there will be a second evaluation in the same academic year, educators will have the opportunity to show additional evidence for either piece of evidence.

AFTER THE REVIEW AND RATING

1. Mark the appropriate rating for each piece of evidence.

3. Click the save and submit button on the form.

4. A final rating from the two classroom observations and the uploaded evidence will be produced as soon as the save and submit button is clicked.

5. *Within 15 working days* of receiving the *UETS-based JPAS Rating,* hold a Professional Development Meeting with the teacher to discuss the results of the evaluation and to guide the teacher in setting professional growth goals. Prepare an addendum when necessary. If the educator wants, allow the educator 15 working days to prepare a written response.

6. Educators will have access to their *UETS-based JPAS Rating* withing the electronic system. A copy of any addendum and/or response written by the teacher as follows:

- a completed copy to the teacher
- access to the original signed copy to the Jordan Evaluation Systems (JES) office

Note About Book Format:
Decision rules and examples for each indicator are located on the page with the same number as the indicator. For example indicator 14 – **Factual Questions** can be found on page 14. Examples given for each indicator are samples of behaviors that may be observed. They are not meant to be all-inclusive.

In the first column for each indicator, notations have been made to show which standard(s) in the **Utah Effective Teaching Standards (UETS)** the indicator supports. For some indicators, notations also include the specific items from the **Utah Measurement of Instructional Effectiveness (UMIE)** that are addressed.

OUTLINE OF THE DOMAINS AND INDIVIDUAL INDICATORS

DOMAIN I: MANAGING THE CLASSROOM

The teacher efficiently manages student behavior, time and materials.

1. Fails to respond immediately to disruptive behavior - UETS 1.4, 4.1, 4.2
2. Uses management routines – UETS 4.1, 4.2, 4.3, 4.4
3. Classroom management - UETS 1.2, 4.1, 4.2, 4.4

DOMAIN II: DELIVERING INSTRUCTION

The teacher effectively structures, presents and conveys knowledge and skills and monitors student acquisition of the knowledge and skills.

4. Factual questions - UETS 1.1, 2.3, 2.4, 3.1, 4.4
5. Explains academic concepts - UETS 1.1, 2.1, 3.1, 4.4
6. Demonstrates skills/procedures - UETS 2.1, 2.4, 3.1, 3.4, 4.4
7. Instructional delivery - UETS 1.1, 2.1, 3.1, 4.4
8. Emphasizes important points – UETS 2.4, 3.1, 3.4, 4.4
9. Reviews – UETS 1.1, 2.1, 3.4, 4.4
10. Use of high-leverage strategies UETS – 1.1, 1.4, 2.4, 3.1, 3.4, 4.4
11. Goals, objectives, and expectations – UETS 1.1, 2.1, 2.3, 4.4
12. Instructional delivery – UETS 2.1, 2.2, 2.4, 3.1, 4.4
13. Higher-order questions – UETS 1.1, 2.3, 2.4, 3.1, 3.2, 3.4, 4.4
14. Wait time - UETS 1.1, 2.4, 4.4
15. Sustains interactions - UETS 1.1, 2.4, 3.1, 3.4
16. Prepares students for activities – UETS 2.4
17. Supervises independent practice – UETS 1.4, 2.4

DOMAIN III:
INTERACTING WITH STUDENTS

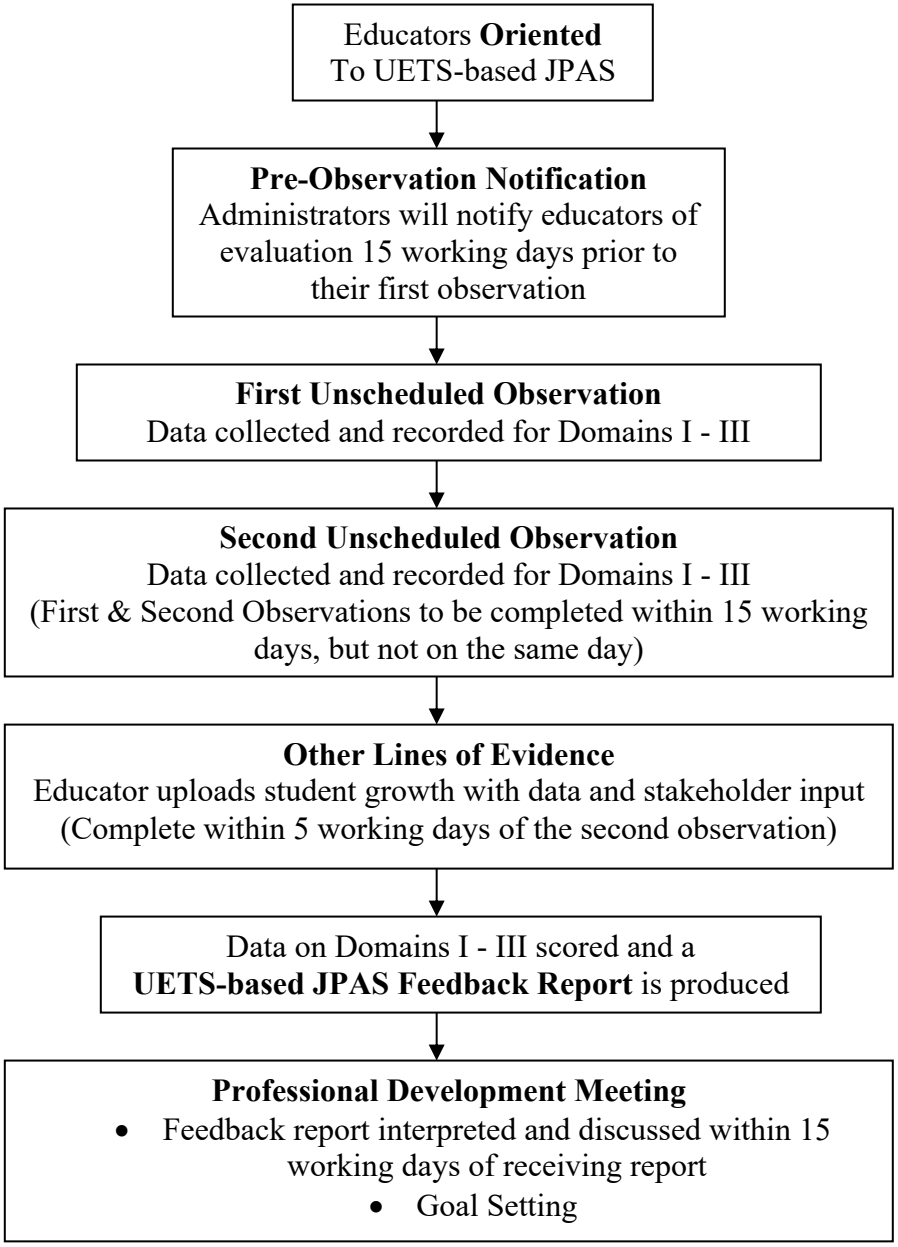
The teacher actively encourages all students to participate and gives students feedback about their performance.

18. Student participation - UETS 2.3, 2.4, 3.1, 3.3, 4.1
19. Academic feedback - UETS 1.1, 1.4, 3.1, 3.2
20. Gets student attention - UETS 3.1, 4.1
21. Encourages reluctant students - UETS 2.4, 3.3, 4.1
22. Reinforces desired behavior - UETS 1.3, 4.1, 4.2
23. Student demonstrations of knowledge or skills - UETS 1.1, 2.2, 2.3, 3.1, 3.2, 3.3
24. Practices communication – UETS 1.1, 1.2, 2.2, 3.1, 4.1
25. Checks for understanding – UETS 1.1, 1.4, 2.2, 2.3, 3.2

OTHER LINES OF EVIDENCE

26. Student growth with data – UETS 2.1, 3.2
27. Stakeholder input – UETS 5.3, 5.4

A UETS-based JPAS evaluation is completed as follows:



Administrators are encouraged to let educators know during which six-week period their evaluations will begin.

DOMAIN I: MANAGING THE CLASSROOM

The teacher efficiently manages student behavior, time and materials

1. Fails to respond immediately to disruptive behavior - UETS 1.4, 4.1, 4.2
2. Uses management routines - UETS 4.1, 4.2, 4.3, 4.4
3. Classroom management - UETS 1.2, 4.1, 4.2, 4.4

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
1. Fails to respond immediately to disruptive behavior ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 1.4, 4.1, 4.2)	A tally is recorded if the teacher <u>fails</u> to recognize disruptive behavior (social talk, excessive noise, or interruptions) or fails to immediately stop it from continuing. One tally is recorded each time disruptive behavior is allowed to disturb another student. A tally is <u>not</u> recorded if one student is talking to another, without disturbing others.	TALLY: One student is making noises, flipping pieces of paper at others, etc. A tally is recorded each time a new student's attention is diverted from the teacher to the disruptive student. A group of students is continually socializing and causing disruptions. A tally is recorded each time a new student is drawn into the disruption and diverted from the learning activity. DON'T TALLY: Two students are quietly socializing, but they are not disturbing other students. (This behavior may result in marking off task behavior on Indicator 1.) NOTE: This indicator focuses on what students are doing and the teacher's lack of response to that behavior.

REFERENCES: Effective teachers do not allow social talk, excessive noise, or interruptions during teacher-directed instruction (Evertson, Emmer, Sanford, & Clements, 1983). Less effective teachers tolerate more out-of-seat students, while more effective teachers require students to remain in their seats during instruction (Evertson, Emmer, Sanford, & Clements, 1983). In most cases, it is crucial for teachers to spot the misbehavior as quickly as possible and deal with it immediately (Borich, 1996; Arends, 1998). Much misbehavior can be ignored. When it is not disruptive there is no point in interrupting activities to call attention to it. If misbehavior continues or becomes disruptive, direct intervention is needed. "When students know what they are supposed to be doing and when the nature of their misbehavior is obvious, there is no need to question them. Return them to productive activity as quickly and non-disruptively as possible. When it is not possible to use non-disruptive techniques, call the students' names and correct their behavior by telling them what they are supposed to be doing or reminding them of the rules. Such intervention should be brief, direct, and focused on desirable behavior. Questions, threats, and nagging should be avoided," (Brophy, 1997). Slavin (1997) advocates that misbehavior should be corrected with the simplest, least intrusive intervention that will work.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
2. Uses management routines ○ no need for routines ○ **low**: no routines used ○ **moderate**: routines require repeated instructions ○ **high**: students follow routines efficiently (Supports UETS 4.1, 4.2, 4.3, 4.4)	The **no need for routines** response is marked if management of the class did not require the use of any routines. A **low** score is given if management routines (such as collecting or distributing papers) do not exist or exist but lead to increased off-task behavior and wasted time. A **moderate** score is given if management routines exist, but repeated explanations are required for the students to carry out those routines. A **high** score is given if students follow classroom routines efficiently without needing detailed explanations.	Routines include: collecting/distributing papers, reporting scores, taking roll, dividing into groups, handling transitions, taking the lunch count, lining up, moving to centers, raising hands, and getting needed materials, etc. **Low**: Papers are given to one student who randomly distributes the papers, purposely not giving papers to some students, throwing the paper to others, etc. Students call out, "Where is my paper?" This takes five minutes and the teacher must get the handout for some students. **Moderate**: The teacher explains to the students at the head of each row that they need to take a paper and pass the rest back. The teacher reminds students several times to take one paper and pass the rest back. **High**: The teacher doesn't say anything but gives papers to the first student in each row, the papers are quickly distributed and each student is able to start working. NOTE: Time spent in dealing with management routines (more than one minute) should be recorded as **Minutes of nonacademic time**, Indicator 13. This is a summary indicator.

REFERENCES: Classroom rules establish standards for student behavior. They are essential for effective management. (Evertson, Emmer, Clements, & Worsham, 2000). Rules provide guidelines for appropriate behaviors so that teaching and learning can take place. Consequently, they need to be realistic, fair, and reasonable (Burden & Byrd, 1999). Procedures need to be well established so that students follow them without having to be told. This frees the teacher to devote energy to instruction. If procedures are poorly established, teachers must spend time and energy reminding students, for example, how to turn in their work, to wait for help until they are finished with another student, or to avoid disrupting the discussion to go and sharpen a pencil (Jacobsen, Eggen & Kauchak, 2002).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
3. Classroom management ○ **low**: limited, negative, or ineffective strategies ○ **moderate**: implements management strategies ○ **high**: differentiated strategies/maintains engagement The teacher utilizes positive classroom management strategies including the resources of time, space and attention effectively. (UMIE 3.3) (Supports UETS 1.2, 4.1, 4.2, 4.4)	A **low** score is given if the teacher uses limited, negative, or ineffective management strategies. The teacher ignores disruptive behavior that diverts student attention from an academic task. A low is also given if the teacher's interventions fail to stop the disruptive behavior or stop the behavior only momentarily. A **moderate** score is given if the teacher implements management strategies and encourages learners to be engaged with the content. The teacher intervenes to manage the class and to deal with disruptive behavior. The moderate score identifies the teacher who switches abruptly back and forth between instruction and discipline. The interventions are successful in stopping the behavior. A **high** score is given if the teacher uses differentiated management strategies or conducts the class with little or no need to apply any management procedures. If management procedures are used, they are minimal and preventative. The teacher reinforces appropriate behavior by providing a model, explicit explanations of expectations, etc. which are interwoven in the delivery of instruction, maintaining student attention through active engagement.	**Low**: Two students are talking in the back of the classroom and call out to two students in the hallway. The two students in the hallway enter the classroom, which attracts the attention of six more students in the classroom. The teacher ignores the disruption. **Moderate**: While working with a small group, the teacher stops instruction three times during class period to remind different students who are out of their seats talking loudly that it is a time to be working and not talking. In each case, the student who was talking does not disrupt the class again. **High**: During a discussion, which students are very interested in, the teacher responds to a student's comment with, "That is a good point. I appreciate your holding on to it until I called on you. What do you think would happen if…" The teacher uses statements calling attention to positive behavior several more times during the class period. This represents the teacher's proactive approach to managing a situation where student behavior could interrupt learning. NOTE: This is a summary indicator.

REFERENCES: Successful teachers are unlikely to make management errors such as switching abruptly back and forth between instruction and discipline (Davis & Thomas, 1989). Effective classroom managers are able to increase student engagement in learning and make good use of every instructional moment. Effective teachers manage and attend to the needs of all students within the classroom (Stronge, 2002). Brophy (1997) found that teachers who approached classroom management as a process of establishing and maintaining effective learning environments tended to be more successful than teachers who placed more emphasis on their roles as authority figures or disciplinarians.

DOMAIN II: DELIVERING INSTRUCTION

The teacher effectively structures, presents and conveys knowledge and skills, and monitors student acquisition of the knowledge and skills

4. Factual questions - UETS 1.1, 2.3, 2.4, 3.1, 4.4
5. Explains academic concepts - UETS 1.1, 2.1, 3.1, 4.4
6. Demonstrates skills/procedures - UETS 2.1, 2.4, 3.1, 3.4, 4.4
7. Instructional delivery - UETS 1.1, 2.1, 3.1, 4.4
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14. Wait time - UETS 1.1, 2.4, 4.4
15. Sustains interactions - UETS 1.1, 2.4, 3.1, 3.4
16. Prepares students for activities – UETS 2.4
17. Supervises independent practice – UETS 1.4, 2.4

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
4. Factual questions ⓪①②③④⑤ ⓪①②③④⑤⑥⑦⑧⑨ The teacher uses a variety of questioning strategies to promote engagement and learning. (UMIE 7.6) (Supports UETS 1.1, 2.3, 2.4, 3.1, 4.4)	The teacher asks factual questions to assess student learning. A tally is recorded for each factual question asked. Factual questions require that the student recognizes or recalls information such as facts, definitions, names, details, etc. The questions deal with academic content, not procedures or personal experiences. If the teacher asks the same factual question to several different students, one after the other, tally the question once. Do not tally rhetorical questions.	TALLY: Show me an AB pattern. What is a denominator? How many Justices are there on the Supreme Court? Flash cards used may each be tallied as a factual question. If many are used as drill they may also count for **Guided practice**, Indicator 47. DON'T TALLY: How do we record patterns? (procedure) What is something you are afraid of? (personal experience) What do you need to do when you know you are going to miss a test? (procedure) How do species become extinct? (higher order) NOTE: Not every question asked during an observation period will be tallied. Some questions are neither factual nor higher-order. Also, if the content of the lesson is a procedure, e.g. the class rules, then questions about the procedure are treated as factual questions.

REFERENCES: Brophy and Good (1986) found that low-level or factual questions facilitate learning, even of higher-level objectives. Research indicates that effective teachers ask more questions than do those who are less effective (Eggen and Kauchak, 1997; Hamilton and Brady, 1991; Pratton and Hales, 1986). If the goal is fact-level learning, a high percentage of low-level questions are appropriate. For more complex goals, higher-level questions are required. Students with limited backgrounds about a topic should be asked many low-level questions, and the number of higher-level questions should increase as their background improves (Kauchak & Eggen, 1998). Good and Brophy (1997) found that a large number of questions is one indicator of active teaching and a well-organized and interactive lesson. Research reveals that questions should be asked at regular intervals and addressed to a large number of class members (Good & Brophy, 2000).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
5. Explains academic concepts ⓪① ⓪①②③④⑤⑥⑦⑧⑨ The teacher bases instruction on accurate content knowledge using multiple representations of concepts. (UMIE 4.1) The teacher supports students in learning and using academic language accurately and meaningfully. (UMIE 4.2) (Supports UETS 1.1, 2.1, 3.1, 4.4)	An academic concept is a key idea students must understand to meet the objective of the lesson. The teacher models and teaches the language of the discipline and requires learners to correctly use and apply the language. The teacher uses multiple representations and explanations. A tally is recorded each time the teacher explains an academic concept by <u>defining it and</u> by doing one of the following: • providing examples and non-examples (what is and what is not) • describing rules that apply • pointing out distinctive attributes • comparing and contrasting it with related concepts	TALLY: The teacher introduces the concept of symmetry by saying, "Symmetry is a balance of opposite parts in size, shape and position." The teacher then demonstrates how to determine whether a picture is symmetrical or asymmetrical by folding the picture and asking students if there is balance from one side of the fold to the other. Those that demonstrate balance are placed together in one category and those that are not balanced are placed together in another category. DON'T TALLY: The teacher introduces the concept of symmetry by providing the definition. Then moves on without distinguishing it or describing the rules that apply to symmetry. In a review the teacher asks a student to define symmetry and then moves on. NOTE**:** Record only one tally for each academic concept presented.

REFERENCES: Teacher definitions of academic terms, accompanied by examples, non-examples, synonyms, and classifications are related to student achievement (R.C. Anderson, 1972; Johnson & Stratton, 1966). The lack of non-examples during instruction is related to incomplete concept learning (Tennyson, Woodley, & Merrill, 1972). When defining concepts, examples are most effective if they differ widely in variable attributes and non-examples are most effective if they exhibit a number of criterion attributes (Klausmeier, 1976; Klausmeier, Ghatala, & Frayer, 1976; Tennyson, Woodley, & Merrill, 1972). Research supports the value of examples in concept learning (Eggen & Kauchak, 2001). The use of non-examples is also important. By noting what positive examples have in common and contrasting them with negative examples, students are often able to figure out the essential characteristics for themselves (Jacobsen, Eggen & Kauchak, 2002). Research indicates that providing students with concrete examples to illustrate abstract ideas improves students' ability to understand those ideas (Eggen and Kauchak, 1997).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
6. Demonstrates skills/procedures ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 2.1, 2.4, 3.1, 3.4, 4.4)	A tally is recorded each time the teacher does one of the following in presenting a skill or procedure: • models the skill or procedure students are expected to perform OR • uses manipulatives, visual representations, or hands-on material to demonstrate a skill or procedure students are expected to perform The distinguishing feature of this indicator is that the teacher goes through the physical process of demonstrating a skill or procedure that students are expected to perform.	TALLY: The teacher demonstrates a strategy for editing written work for capitals, organization, punctuation and spelling by "thinking aloud" - that is, verbalizing the steps one goes through when making corrections on an example of writing for the class. The teacher works a math problem on the board explicitly showing and explaining each step involved. DON'T TALLY: The teacher explains two ways to approach choosing the answer to a reading comprehension exercise in a multiple choice format but does not guide the students through the process step by step. NOTE: Demonstrating a skill/procedure may occur for the total class, groups or for an individual student.

REFERENCES: By modeling skills, teachers help students view the processes and products that they are expected to perform and produce. In a study of math classes, Good, Grouws and Ebmeier (1983) found that more effective teachers spent at least 50% of class time on demonstrations and guided practice. In modeling skills, the teacher explains the skill and demonstrates how it is performed, also called the development phase (Murphy et al, 1986), the presentation phase (Rosenshine, 1983), and input and modeling (Hunter, 1984). Effective teachers have two goals in explaining a skill; first, to enable students to understand the skill and how it works; second, to enable students to understand its usefulness and importance. In explaining a skill, the teacher describes what the skill is, how it is applied, why it is useful, and when it should be used. In modeling the skill, the teacher uses actual examples to illustrate the skill (Kauchak & Eggen, 1998).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
7. Illustrates relationships ⓪① ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 1.1, 2.1, 3.1, 4.4)	A tally is recorded each time the <u>teacher</u> illustrates relationships by tying new information to concepts the students understand. This may be done by: • providing multiple examples of the new idea • presenting previously learned material in a new situation (e.g., creating a story from a list of vocabulary words) • discussing subject matter as it relates to students' lives (e.g., working with fractions in a cooking context) • explaining the subject matter in a context beyond the school (telling a story, which illustrates how the concept applies to life)	TALLY: The teacher introduces adjectives and then identifies twenty adjectives in a poem the students have to read. In a writing activity where the goal is to clearly report on a topic in memo format, the teacher explains why and how memos are used in business. The teacher introduces subtraction with decimals and then helps students make the connection between subtraction of decimals and receiving correct change in a transaction. The teacher uses the internet as a research tool for historical or current events. DON'T TALLY: The teacher shows students how to derive the area of a square. The students then figure the area of five different squares.

REFERENCES: By illustrating relationships between subject matter the teacher helps students gain a deeper understanding of the concepts. Learning and memory are increased through associations and by relating new ideas to past knowledge and experience (Wittrock, 1986). Improving comprehension in learners involves helping them see the relationships between or among parts (Wittrock, 1986). Linden and Wittrock (1981) taught elementary children how to relate texts to their own experience and knowledge. These students scored much higher on reading comprehension tests than students who did not know how to make such connections. Dooling and Christiansen (1977), Pichert and Anderson (1977), and Au (1977) derived similar results. Paris, Lindauer, and Cox (1977) found that children who were taught how to construct stories out of sentences they learned demonstrated greater comprehension of those sentences. Wang and Walberg (1985) cited good examples and skills taught through meaningful application as highly important variables for learning.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
8. Emphasizes important points ⓪① ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 2.4, 3.1, 4.4)	A tally is recorded each time the teacher alerts students to an important part of the lesson by: • saying "this is important", "listen carefully", "remember this", "get this", "learn this", etc. • underlining important points or highlighting by drawing or posting information • drawing attention to key points by repeating them throughout the lesson • using a PowerPoint presentation that highlights important points Tally once per important point. If the teacher reiterates the same point several times (to emphasize it), only tally the point once. Important points are points of the lesson, not important parts of classroom procedures.	TALLY: "Keep in mind the order of operations when solving this problem." "Make sure you reference the evidence in the articles, as well as provide an argument and counterargument in your essay." DON'T TALLY: "It's important that everyone have a piece of paper," (a procedure). NOTE: **Emphasizes important points** is recorded when the teacher focuses student attention on important points of the lesson rather than simply gaining the attention of the students, which is recorded as **Gets student attention**, Indicator 41.

REFERENCES: Mayer (1983) found that repetition of important points was highly related to student achievement. Student achievement gains also correlate positively with detail and redundancy in teacher explanations (Rosenshine, 1983). During the lesson the teacher needs to emphasize the key points of the lesson. At the end of the lesson, the main points should again be summarized either by the teacher or students. Teachers should build a certain amount of redundancy into the lesson in the form of repeating and reviewing general rules and key concepts in order to facilitate student retention and understanding of the topic. This is important for more demanding topics or rules (Muijs & Reynolds, 2001).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
9. Reviews ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 1.1, 2.1, 3.1, 4.4)	A tally is recorded each time the teacher reviews or summarizes concepts or skills of a previous lesson or the current lesson. A tally is recorded per review or summary rather than per item contained in the review or summary. A review is examining the lesson, discussion, etc. again. A summary is to reduce the lesson, discussion etc. to a few concise words. Reviews and summaries are conducted to help students remember concepts, information, etc., that have already been taught. This may be done by: • involving the class in recalling or discussing the content OR • the teacher providing the review Reviews or summaries may take place at the beginning, in the middle, or at the end of a lesson. A tally is not recorded for merely referring to the current or previous lesson.	TALLY: "In language arts today we learned about the 'at' (chunk) words. Who can tell me a word with an 'at' chunk in it?" "Yesterday we discussed the order in which ingredients are combined to make muffins. Who can tell me which ingredients we mix together first? What is mixed together next?" etc. DON'T TALLY: "Yesterday we learned how to multiply polynomials, today we will divide them." The teacher proceeds with the lesson. NOTE: **Reviews** may also be **Pre-assessments**, Indicator 20.

REFERENCES: A review involves reteaching and is intended to reinforce previously learned material and to give new meaning to the material. Reviews can be in the form of summaries at the end of a lesson, unit or term; quiz games; outlines; discussions; questioning sessions. Daily reviews at the start of a class help teachers determine if students have the necessary pre-requisite knowledge or skills for the lesson (Burden & Byrd, 1999). Weekly and monthly reviews help check student understanding, insure that the necessary prior skills are adequately learned, and also check on the teacher's pace (Rosenshine, 1986).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
10. Use of high-leverage strategies ○ no strategies used ○ minimal use of high-leverage strategies ○ appropriate use of high-leverage strategies (Supports UETS 1.1, 1.4, 2.4, 3.1, 3.4, 4.4)	No use of strategies is marked if the teacher does not use any high level strategies. Minimal use of high-leverage strategies is marked if the teacher used at least one strategy. Appropriate use of high-leverage strategies is marked if the teacher uses multiple high-leverage strategies to improve student learning.	**No use:** The teacher spends the majority of class time lecturing about active and passive transport while students sit quietly at their seats (no note taking is occurring). **Minimal use:** Students take notes as the teacher completes math problems on the board. The students then work on their own to complete assigned problems. **Appropriate use:** The teacher reviews prior content by having a student summarize what they learned the day before. The teacher then has students work with a partner to create a concept map from the previous day's lesson. The partners then share their final product with the class. This is a summary indicator. Note: An example list of high-leverage strategies can be found on the JES website at jes.jordandistrict.org.

REFERENCES: High-leverage strategies are strategies that research has indicated yield increased student learning such as pre-assessment, advanced organizer, and skill or procedural demonstrations, etc..

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
11. Goals, objectives, or expectations ○ **low:** no statement of goals, objectives, or expectations ○ **moderate:** states goals, objectives, or expectations ○ **high:** relates activities to goals, objectives, or expectations (Supports UETS 1.1, 1.3, 2.1, 2.3, 4.4)	A **goal** is a broad, long-term aim. An **objective** is a short-term step necessary for reaching the goal. An **expectation** is the standard that must be met for the objective or goal to be accomplished. A **low** score is given if the teacher fails to state or write the goals, objectives, or learning expectations of a lesson. A **moderate** score is given if the teacher states or writes the goals, objectives, or learning expectations of the lesson. A **high** score is given if the teacher explicitly states the goals, objectives, or expectations and relates the goals or objectives or expectations to the learning activity.	**Goal**: When we finish this unit we will be able to solve story problems with distracters. **Goal**: We are beginning our discussion on World War II today. When we finish, you will be able to identify the causes and effects of this war on the history of the world. **Objective**: Our first step will be identifying the operation we should use (add, subtract, multiply, divide) to solve a story problem. **Objective**: Today we'll begin by focusing on the events that caused the war. **Expectation**: Before we move on to the next step, each of you will be able to correctly identify the operation in four story problems within three minutes. **Expectation**: By the end of the week you all will need to submit and have "passed off" an essay describing three events that led to the war and in what way they contributed to the war starting. I'll give you more details on how to do this at the end of the period. **Low:** No goal, objective, or expectation stated **Moderate:** The teacher has an "I Can" statement written on the board such as, "I can solve multi-step word problems." During the lesson, the teacher only provides examples that are single step in nature. **High:** The teacher shares the goal, objective, or expectation with the students, all of the activities in the lesson support the objective, and the teacher refers to the objective throughout the lesson. NOTE: This is a summary indicator.

REFERENCES: Students should be accountable for being involved in lessons and learning all the material. It is helpful to ask a question or require the students to periodically make some kind of response (Good & Brophy, 1997). Informing learners of the objective early in the lesson helps them organize their thinking in advance of the lesson by providing "mental hooks" on which to hang the key points. The best way to communicate the objective is to provide examples of tasks that the teacher expects students to be able to perform after the lesson (Burden & Byrd, 1999). Explaining the objectives to the students provides a "road map" for them and gives them a better idea of what to expect during the lesson. This enables the students to see how ideas are interrelated (Borich, 1996; Jacobsen, Eggen, & Kauchak, 1993). Students are more likely to stay on task when they are held academically accountable for their work. (adapted from Emmer et al. (1997), Evertson et al. (1997), and Jones and Jones (1998).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
12. Instructional delivery ○ **low:** difficulty conveying content information ○ **moderate:** basic instruction or integration ○ **high:** integrates elements of instruction The teacher bases instruction on accurate content knowledge using multiple representations of concepts. (UMIE 4.1) (Supports UETS 2.1, 2.2, 2.4, 3.1, 4.4)	A **low** score is given if the teacher has difficulty conveying concepts or conveys inaccurate content or information. The teacher does not integrate elements of instructional delivery or the amount of instruction observed is inadequate as indicated by the inability of students to begin or complete tasks. A **moderate** score is given if the teacher demonstrates knowledge in the content and teaches the basics of the discipline. The teacher integrates only some elements of instructional delivery. A **high** score is given if the teacher helps to deepen learners' understanding by designing learning experiences where learners evaluate, create, and think critically about the content. The teacher integrates the elements of instructional delivery. The lesson is related to objectives. Throughout the lesson the teacher explains key concepts and reviews main ideas and sub-parts as appropriate. Examples and demonstrations are used when necessary to enhance student understanding. Activities used help the students understand the objective of the lesson.	**Low**: Most of the elements of instructional delivery are missing or presented haphazardly. **Moderate**: Instruction provided by the teacher is minimal. Only one or two examples are given before students are expected to work independently. The pace of the lesson may be too fast or too slow based on the needs of the students. **High**: Presentation of academic concepts is clear. Key points are emphasized and examples offered. The teacher may use outlines or overviews to structure the lesson. The activities help the students accomplish the objective of the lesson. The observer and students know what is being taught and why. NOTE: Elements of instructional delivery include: goals, expectations, questions, demonstrations, applications, reviews, etc. Reviewing Indicators 14–25 may be used to inform this decision. This is a summary indicator.

REFERENCES: Effective teachers provide very clear and explicit directions, instructions, questions, and expectations so that the students know what is expected of them (Burden & Byrd, 1999). To be clear, Borich (1996) suggests that teachers: (a) inform learners of the objective (b) provide advance organizers (c) check for learning and reteach if necessary (d) give directions slowly and distinctly (e) know the ability levels of students and teach to those levels (f) use examples, illustrations, and demonstrations to explain and clarify (g) provide a review or summary of important points. According to Stronge (2002), "effective communication in teaching requires teachers to clearly understand subject matter and how to share that subject matter with students in a way that they come to own it and understand it deeply.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
13. Higher-order questions ⓪① ⓪①②③④⑤⑥⑦⑧⑨ The teacher uses a variety of questioning strategies to promote engagement and learning. (UMIE 7.6) (Supports UETS 2.3, 2.4, 3.1, 3.2, 3.4, 4.4)	The teacher incorporates higher level thinking questions to promote learner engagement. A tally is recorded for each question asked that requires students to use a higher order thinking skill. These include questions that require students to: • compare and contrast • determine cause and effect • give evidence to support a hypothesis • systematize or analyze information • provide criteria to judge the merit of problems, solutions, products, or ideas • support an opinion or judgment • integrate information into different contexts or generalize across contexts	TALLY: Using a set of sentences students identify the causes or the effects. “Brian, this sentence is a cause. What could be the effects?” (cause and effect) “Class, using the attributes of rocks we have discussed, who can look at this new rock and explain what type of rock it is?” (systematize or analyze information) “Sandra, why are you against a light rail system?” (support an opinion) DON’T TALLY: "How do you feel about capital punishment?" (opinion) "What do you need to do if you are going to miss a test?" (procedure) “What type of rock is this?” (factual question) NOTE: Not every question asked during an observation period will be tallied. Some questions are neither factual nor higher-order. Questions requiring a “yes” or “no” response are not higher-order. If students are required to provide information as to why they answered “yes” or “no”, then it may become higher-order. If a higher-order question is asked as a review (students have discussed the question before), and therefore students are simply recalling the information, it is tallied as a factual question.

REFERENCES: Asking higher-level questions that required students to interpret and evaluate information resulted in greater student involvement in classroom activities (Ciardiello, 1986). Recent summaries of research reveal inconsistent results regarding the effects of higher-level questions on learner achievement (Good & Brophy, 2000). Research has now established that asking higher-level questions, by itself, does not ensure academic success. Learners must have the knowledge base necessary to engage in complex thinking skills. Whether higher level or lower level questions are “best” seems to be determined by variables associated with the particular goals established for a specific lesson and with variables related to the individual instructional context (Good & Brophy, 2000).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
14. Wait time ⓪① ⓪①②③④⑤⑥⑦⑧⑨ The teacher uses a variety of questioning strategies to promote engagement and learning. (UMIE 7.6) (Supports UETS 1.1, 2.4, 4.4)	A tally is recorded each time the teacher asks a question or designates a task and pauses for at least three seconds before calling on a particular student to respond. The observer should note a silence following a question. A tally is not recorded if students blurt out comments or the teacher rapidly calls on an individual student.	TALLY: Before posing a question, the teacher tells the students to raise their hands when they know the answer. After stating the question, the teacher waits until the majority of the students have their hands raised and then calls on a student to respond. The teacher states the question and pauses before pulling a stick with a student's name to respond. The teacher poses a question and asks students to write about their thoughts and ideas, waits to let them write, and then calls on students to share their ideas. DON'T TALLY: The teacher calls on one student, poses the question and gives the student time to think before responding. The teacher poses a question and some students immediately call out the answer. NOTE: **Wait time** is counted for factual or higher-order questions but not for questions about procedure or personal experiences. **Wait time** may be counted when the teacher is asking students to demonstrate a task.

REFERENCES: Wait time and group alerting tactics increase student involvement in thinking processes. When teachers pause after stating questions (a form of wait time), students are encouraged to work through problem solving processes. The group alerting tactic is used when the teacher states a question or proposes an academic task before specifying who should respond; this increases student anticipation of their personal involvement, which boosts engagement rates. Feldman (2003) found that when wait time is expanded to three seconds, students answers became substantially longer and contained more examples of speculative thinking. Effective teachers wait at least five seconds after asking the question before calling on a student. The average teacher waits for less than one second before calling on a student or answering the question themselves (Burden & Byrd, 1999). Allowing call-outs can increase management problems and higher-achieving students can dominate the class interaction forcing reticent students out of participating (Kauchak & Eggen, 1998).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
15. Sustains interactions ⓪① ⓪①②③④⑤⑥⑦⑧⑨ The teacher uses a variety of questioning strategies to promote engagement and learning. (UMIE 7.6) (Supports UETS 1.1, 2.4, 3.1, 3.4)	A tally is recorded each time the teacher sustains dialogue with a student by asking follow-up questions about the student's contribution. A tally is recorded only if the teacher elicits continued participation by a student, not merely for every restatement of student responses. The sustained interaction may occur when the teacher is working with the total class, a group, or with a student individually. No matter how many exchanges there are between the teacher and student, only one tally is marked for the interaction.	TALLY: During a discussion of a book the class is reading the teacher asks, "If a house is not lived in for six months what happens to the floors and furniture?" A student replies, "It gets dusty." The teacher asks the same student, "Then what would the mice in this story need to do if they didn't want anyone to know they were living in the house?" The student replies, "Cover their footprints with dust." The teacher says, "Yes, what else would they do?" etc. (Mark one tally). DON'T TALLY: The example is the same as above, except when the student says, "It gets dusty," the teacher replies, "Right" and then moves on to a different item. A student asks the teacher, "Which is the denominator and which is the numerator?" After explaining the difference, the teacher asks the same student, "In this problem, which is the denominator and which is the numerator?" (The teacher must elicit the sustained dialogue.) NOTE**:** When a teacher **Sustains interactions** by asking questions, the questions should also be tallied as **Factual questions**, Indicator 14 or **Higher-order questions**, Indicator 27, as appropriate.

REFERENCES: Teachers who sustain interactions with students by rephrasing questions or responses produce higher student achievement rates than those who do not (L.M. Anderson, Evertson, & Brophy, 1979; Clark & Elmore 1979). Sometimes a student's response is correct but is insufficient because it lacks depth. It is important for the teacher to have the student supply additional information to have better, more complete answers. This strategy is called probing. Probing provides an opportunity for the student to process information, to deal with the why, the how, and the basis for their answers (Jacobsen, Eggen & Kauchak, 2002).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
16. Prepares students for activities ○ **low**: no directions/no work ○ **moderate**: states directions ○ **high**: directions and understanding (Supports UETS 2.4)	A **low** score is given if the teacher does not state directions about how to complete an activity or assignment or if there are no activities or assignments observed. A **moderate** score is given if the teacher states directions or demonstrates how to complete assignments or activities but does not check for understanding of the directions. A **high** score is given if the teacher states directions or demonstrates how to complete assignments or activities, specifies the completion time or date, and checks to make sure students understand what to do. The teacher may check for understanding by asking a student or students what they are to do or by asking the students to do the first item or items and then, as a class, correcting the item(s) before moving on with the lesson.	**Low**: The teacher tells the students to read the directions and complete the assignment. **Moderate**: The teacher demonstrates how to complete the assignment by circling the adverbs in several sample sentences. The teacher asks, "Are there any questions?" The students are then directed to complete the assignment. **High**: The teacher demonstrates how to complete the assignment by circling the adverbs in several sample sentences. A student is then asked to demonstrate and explain to the class how to do the first sentence. When the teacher feels the students know and understand the material, a due date is assigned. NOTE: This is a summary indicator.

REFERENCES: Teacher efforts to identify and help individual students who do not understand directions for activities correlate positively with student engagement (Doyle, 1985). Effective teachers show students how to do the task (Hines, Cruickshank, & Kennedy, 1985). More effective teachers prepared students for independent seatwork during guided practice and demonstration (Evertson, Emmer, & Brophy, 1980; Fisher et al., 1978). Successful teachers also had students work as a group on the first few seatwork problems before releasing them for individual seatwork (L.M. Anderson, Evertson, & Brophy, 1979). Successful independent practice requires both adequate preparation of the students, and effective teacher management of the activity. Neither preparation nor management alone is sufficient (Rosenshine & Stevens, 1986).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
17. Supervises independent practice ○ no independent practice ○ **low:** doesn't circulate ○ **moderate:** circulates, but limited assistance ○ **high:** circulates and assists students (Supports UETS 1.4, 2.3)	The **no independent practice** response is marked if no independent practice was observed. A **low** score is given when the teacher does not circulate among students during independent practice. A **moderate** score is given when the teacher circulates, but does not assist any or only a few students. A moderate score is also given if the teacher circulates, but does not check student work during individual or group work or if the teacher spends too much time with one student. A **high** score is given when the teacher circulates to make sure the assigned work is being done and inspects individual papers frequently, but does not limit assistance to a few students.	If no independent practice is assigned during the observation, mark **no independent practice** response for this indicator. **Low**: The teacher assigns independent practice and then sits at the desk reading email. **Moderate**: The teacher allows students to come to the table for help rather than circulating and assisting them in their seats. This results in a circle of students waiting for help. **High**: Several times during independent practice, the teacher circulates, checking student work. **High**: A teacher calls the majority of the students to the table individually to conference with them on their writing. NOTE: During independent practice, students may be working either as individuals or in groups independent of the teacher. This is a summary indicator.

REFERENCES: Circulating during seatwork and group work diminishes the opportunity for students to engage in off-task behavior and eliminates incentives for students to finish their assignments as rapidly as possible without regard to the quality of their performance (Berliner, 1986; Davis & Thomas, 1989). Teachers minimize disruptions and inappropriate behavior during seatwork and maintain engagement by actively monitoring seatwork but keeping individual contact to a minimum (Doyle, 1984, 1986; Berliner, 1984). Research indicates that interaction with individuals should normally be less than 30 seconds during seatwork (Rosenshine, 1983). Guidelines for successfully implementing seatwork come from a variety of sources (Anderson, 1985; Jones & Jones, 1998; Rosenshine & Stevens, 1986; Weinstein, 1996; Weinstein & Mignano, 1997). The following recommendations represent a synthesis from these sources: seatwork is intended to practice or review previously presented material; devote no more time to seatwork than is allocated to content development activities; give clear instructions, explanations, questions, feedback, and sufficient practice before the students begin seatwork; work through the first few problems together with the students before having them continue independently; circulate from student to student during seatwork, actively explaining, observing, asking questions, and giving feedback (Methods for Effective Teaching, 1999).

DOMAIN III: INTERACTING WITH STUDENTS

The teacher actively encourages all students to participate and gives students feedback about their performance

18. Student participation - UETS 2.3, 2.4, 3.1, 3.3, 4.1
19. Academic feedback - UETS 1.1, 1.4, 3.1, 3.2
20. Gets student attention - UETS 3.1, 4.1
21. Encourages reluctant students - UETS 2.4, 3.3, 4.1
22. Reinforces desired behavior - UETS 1.3, 4.1, 4.2
23. Student demonstrations of knowledge or skills - UETS 1.1, 2.2, 2.3, 3.1, 3.2, 3.3
24. Practices communication – UETS 1.1, 1.2, 2.2, 3.1, 4.1
25. Checks for understanding – UETS 1.1, 1.4, 2.2, 2.3, 3.2

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
18. Student participation ⓪①②③④⑤⑥⑦⑧⑨ ⓪①②③④⑤⑥⑦⑧⑨ The teacher uses a variety of questioning strategies to promote engagement and learning. (UMIE 7.6) (Supports UETS 2.3, 2.4, 3.1, 3.3, 4.1)	Actively engages all learners through questioning. A tally should be made in the box each time the teacher initiates an interaction with a different student about the academic content of the class. Each student is only counted once, following a first response to a teacher request verbally or with a demonstration. Participation is counted only if it occurs as an individual; one student at a time. The teacher must initiate the interaction. Record each new student who participates.	Participating in class may include individual responses to teacher questions, volunteered responses or comments, or demonstrating skills, etc. Choral and group responses are not recorded on this indicator. TALLY: While circulating during independent practice, the teacher stops at Ana's desk to ask her what character she is writing about. The teacher has had no prior interactions with Ana during this class period. The teacher asks, "Think of a word that starts with the letter 'b'." The teacher then calls on ten students, one after the other, to give a response to this same question. Tally this as ten student participations. (This counts as one tally under **Factual questions**, Indicator 14.) DON'T TALLY: All students in a band class play a piece at the teacher's request. (This is not a one-on-one interaction.) The teacher asks all students to turn to their neighbor and report three things they know about a bear's habitat. (Pair-shares are not a one-on-one interaction with a teacher.) NOTE: The focus of this indicator is on the teacher interacting with students on a one-on-one basis.

REFERENCES: Teachers increase anticipation, interest, and interaction by engaging all students in class activity. This requires proposing thought provoking questions before designating who should respond and randomly selecting a variety of students to participate so that all students anticipate their personal involvement in the on-going activity (Kounin, 1970; Davis & Thomas, 1989). The time the students spend engaged in the teaching and learning activity is an important contributor to classroom success. To encourage student involvement in activities and lesson, effective teachers use varying strategies including calling on students in random order, providing any necessary additional clarification and illustration, and finding something positive to say when students do respond or interact. Teachers who use positive reinforcement are more likely to actively engage students in learning. Effective teachers vary instructional strategies, types of assignments, and activities to increase student involvement (Stronge, 2002).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
19. Academic feedback ⓪①②③④⑤ ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 1.1, 1.4, 3.1, 3.2)	A tally is recorded each time the teacher provides academic feedback. This includes: • acknowledgement of correct responses and strategies ("That's right," "Correct," etc.) • providing short statements to students who are correct but unsure of themselves (e.g., "That's correct," "Good," etc.) • briefly re-explaining the steps used to arrive at the correct answer or about specific strengths of the response • correcting partially correct or incorrect responses A tally is <u>not</u> recorded if the teacher responds to an incorrect response by saying, “That's wrong,” “No”, etc. and moves on. A tally is not recorded for “Okay,” in response to a student’s answer.	The teacher asks the students to complete the factoring of an algebraic equation. Larry is asked to write the equation and factor it on the board. Larry completes the problem writing the values for x and y in parenthesis. The teacher says: TALLY: “Okay. I can see where you are going with that. Good thinking!” OR "Larry you have completed the factoring correctly; however, there is something about the way you've written the values for x and y that is incorrect. Can you see it?" DON’T TALLY: "That's wrong. Can anyone else show us how to do it?" “Okay.” When the teacher repeats back exactly what the student said (parroting).

REFERENCES: Feedback is more likely to be effective when specific rather than global, and when used with dependent or anxious rather than confident students and when delivered in ways that focus attention on the content or accomplishment. During the initial stages of learning new material, student errors often stem from unclear ideas about facts or processes. Process feedback that shows the student how to achieve the correct answer is effective (Good & Grouws, 1977). Fisher and colleagues (1980) found that academic feedback was more strongly and consistently related to student achievement and learning than any other teaching behavior. Feedback on student performance should be constructive and prompt. A long delay between behavior (or performance) and results diminishes the relationship between them (Ornstein & Lasley, 2000). Research reveals that student ideas and contributions, especially when in the context of the naturally occurring dialogue of the classroom, are more strongly and consistently related to student engagement than simply approving a student’s answer with “Good,” (Good & Brophy, 1997).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
20. Gets student attention ⓪① ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 3.1, 4.1)	A tally is recorded each time the teacher uses a technique or procedure to get students' attention before proceeding with the lesson. The technique may be verbal or non-verbal. A tally is only recorded if the procedure or technique increases student attentiveness.	TALLY: The teacher says, "All eyes on me, please," or "I need your attention," or "Make sure you have your book open to...." The teacher uses nonverbal signals, such as raising a hand or waiting quietly until students are quiet, as a means to get student attention. DON'T TALLY: The teacher says, "Larry, look at me." NOTE: In contrast to **Emphasizes important points**, Indicator 18, this indicator deals with student behavior. When the teacher stops instruction to gain student attention before going on, **Gets student attention** is tallied. When a teacher emphasizes a point of instruction to focus students, tally **Emphasizes important points**, Indicator 18. If a teacher uses a student's name to get that individual's attention, this is **Applies low-key tactics**, Indicator 9, NOT **Gets student attention**. If the teacher uses an attention-getting device repeatedly to manage student behavior, it is captured in **Applies low-key tactics**, not **Gets student attention**.

REFERENCES: Slavin (1997) defines attention as focusing on certain stimuli while screening out others. Securing and maintaining attention is an important responsibility. If students are not engaged in the learning process, it is unlikely that they will learn the material (Burden & Byrd, 1999). Students should understand that they are expected to give full attention to lessons at all times. According to Jones & Jones (1998), the following are approaches designed to secure the students attention and reduce distractions that might occur at the beginning of a lesson: select a cue for getting attention (verbal and non-verbal), do not begin until everyone is paying attention, remove distractions. Eggen & Kauchak (1997) group attention-getting strategies into four categories: physical, provocative, emotional, emphatic.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
21. Encourages reluctant students ⓪① ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 2.4, 3.3, 4.1)	A tally is recorded each time the teacher recognizes a student who is not participating or volunteering comments and solicits that student's involvement in the lesson. A tally is not recorded if the teacher is not patient and/or embarrasses the student while soliciting their involvement.	During a class discussion, the teacher recognizes that three students have not said anything. TALLY: The teacher asks each of them what they think and provides prompts if necessary. DON'T TALLY: The teacher says to the three, "Don't you have anything at all to contribute to this discussion?" During seatwork, a student says, "I can't do this." TALLY: The teacher helps the student break the task into smaller parts, makes sure the student understands the directions, or works through part of the assignment with the student. DON'T TALLY: The teacher says, "If that assignment isn't done by the end of class, you'll have to do it after school." NOTE: The same teaching behavior may be tallied as both **Acknowledges learning efforts**, Indicator 44 and **Encourages reluctant students**.

REFERENCES: Encouraging reluctant students communicates high expectations and provides more direct instruction. Low teacher expectations (expressed by requiring less work, extending fewer opportunities to practice new material, and interacting less with students) negatively impact student achievement (Good & Brophy, 1991). Effective teachers call on students whose hands are not raised to check their understanding and encourage their participation (Rosenshine, 1983). Brophy and Evertson (1976) assert that it is best to get reluctant students to respond and participate in any way possible. By calling on students who are not volunteering their comments, the teacher encourages shyer students to have more interaction and more practice (L.M. Anderson, Evertson, & Brophy, 1979). Research indicates that calling on non-volunteers can be effective as long as students who are called on can answer the question most of the time. It is unacceptable to embarrass them with their inability to answer the questions. Calling on non-volunteers increases the likelihood that low-achieving students will be included in the discussion and that the teacher will really see if students understand the material (Ornstein & Lasley, 2000).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
22. Reinforces desired behavior ⓪① ⓪①②③④⑤⑥⑦⑧⑨ (Supports UETS 1.3, 4.1, 4.2)	A tally is recorded if the teacher offers **specific** praise to individuals, sub-groups, or the entire class to reinforce acceptable behavior. A tally is based only on specific statements about following rules or procedures. A tally is not recorded for general statements such as "Good job," or for academic praise.	TALLY: The teacher says to the class, "When we were walking back from recess, everyone stayed in a straight line and was very quiet. You were very well behaved," OR, "I appreciate that you have your notebooks open and ready to write." The teacher says, “Good job, Tina. You brought your book today.” DON’T TALLY: The teacher says, "John, the time you spent on this assignment really shows. Your work shows you really thought about the assignment and took care in completing it." (Acknowledges learning efforts) NOTE: Praise related to academic performance is recorded as **Academic feedback**, Indicator 40. Statements that acknowledge students’ learning efforts (rather than efforts to follow rules and procedures) are recorded as **Acknowledges learning efforts**, Indicator 44.

REFERENCES: Less effective teachers seldom provide clear feedback as to whether teacher expectations have been met (L.M. Anderson, Evertson, & Emmer, 1979). Praise regarding correct behavior is given by effective classroom managers (Evertson, Emmer, Sanford, & Clements, 1983). When used appropriately, teacher attention and praise can reinforce desired behavior by helping students to know that their efforts are seen and appreciated. This is especially likely if the praise is delivered in natural, genuine language that includes a description of the specific behavior being commended (Good & Brophy, 1991). Small, frequent rewards are more effective than large, infrequent ones. Praise is a particularly powerful reward, especially if delivered in a natural voice to students for specific achievements (Good & Brophy, 1997). Verbal praise is one of the most common forms of reinforcement. Teachers should use many different praise statements, including those that mention more specifically what the student did that was praiseworthy (Burden & Byrd, 1999).

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
23. Student demonstrations of knowledge or skills ○ yes ○ no (Supports UETS 1.1, 2.2, 2.3, 3.1, 3.2, 3.3) (Supports UMIE 7.1)	**Yes** is marked if the teacher's role varies from instructor to coach, facilitator, or collaborator to allow students to share their knowledge or skills with others through some type of demonstration. The students must perform a skill or give an oral presentation of knowledge. Oral presentations may be prepared in advance or extemporaneous and should demonstrate the student's skills in integrating information and explaining it to other students. **No** is marked if there are no student demonstrations of knowledge or skills during the observation.	**Yes**: Student demonstrations may include working problems on the board, document camera, oral presentations, role plays, oral explanations of solutions found, positions taken in a class discussion, etc. **No**: Standardized tests, quizzes, written papers, and show and tell do not qualify as skill demonstrations. Brief oral responses to factual or higher-order questions do not qualify as oral presentations. NOTE: Show and tell is recorded as **Practices communication skills**, Indicator 46.

REFERENCES: Student demonstration of knowledge or skills involves the student performing the skill or giving an oral presentation of knowledge. By performing skills or relaying information, students become aware of their abilities. Demonstrating skills and knowledge more thoroughly ingrains new concepts into the consciousness of learners, helping them to capture learning. "Hands on involvement is essential in internalizing ideas and establishing them as one's own mental modes" (Forrester, 1990, p.6). Rosenshine and Stevens (1986) found that student demonstrations improve learning because it allows students to practice the new skill in a controlled environment, allowing them to become more confident in the skill. It also allows the teacher to check for understanding and reteach if necessary. Two studies (L.M. Anderson, Evertson, & Brophy, 1979; Good & Grouws, 1979) found that in classrooms with more student demonstrations of knowledge, the achievement level was higher than in those with fewer demonstrations.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
24. Practices communication skills ○ yes ○ no The teacher supports and expands learners' communication skills through reading, writing, listening, and speaking. (UMIE 7.3) (Supports UETS 1.1, 1.2, 2.2, 3.1, 4.1)	**Yes** is marked if the teacher teaches reading, writing, listening, and speaking skills for effective communication and promotes communication to further the understanding of content. The teacher provides opportunities for learners to initiate and sustain effective communication skills in one or more of the following ways: • identifying and stating others' needs • restating the main points of an idea from a passage, text, or article, or expressed by another • role playing • descriptive activities (listing various ways to describe something, similes, comparisons, etc.) • expressive activities (show and tell, very important person, relating personal experiences, showing feelings or thoughts without words, describing a point of view, etc.) • engaging in negotiating processes **No** is marked if communication is teacher centered and communication skills are not taught, developed, or practiced during the observation.	**Yes:** After a student gives an explanation of the water cycle, the teacher asks another student, "Will you please restate, in your own words, what Jo just said." Three students role play the use of refusal skills after a lesson on tobacco awareness. The teacher puts the students into pairs or groups for the specific purpose of discussing, convincing others, to articulate ideas, to plan how to present information to the class or another group, to negotiate, etc. **No:** The teacher directs students to talk to one another for the last five minutes of class. **No**: The teacher gives pairs of students a completely scripted role play to perform to each other without discussing any skill demonstrated in the role play. NOTE: Not every peer interaction is an example of practicing communication skills. A primary purpose of any interaction recorded in this indicator should be to enhance communication skills.

REFERENCES: In a society which hinges on relationships, communication skills are necessary for efficiency and individual fulfillment. Listening to and understanding what others say and do is very important (SCANS, 1993). Through communications activities, students learn that their peers possess valuable information and that knowledge can be acquired through personal relationships (SCANS, 1993; Marshall & Tucker, 1992). Marshall and Tucker (1992) state that the capacity to communicate effectively in work-groups, resolve conflicts, and assume responsibility, enhance the social and economic value of an individual. These skills help to diffuse conflicts, animosities, and ignorance in the work place and community (SCANS, 1993). An understanding of interpersonal dynamics allows students to become more flexible and interactive as they learn to understand the perspectives and ideas of others and to express their own ideas and feelings clearly.

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
25. Checks for understanding ○ yes ○ no (Supports UETS 1.1, 1.4, 2.2, 2.3, 3.2)	**Yes** is marked if the teacher checks for understanding of information being presented. The teacher does this periodically during the delivery of material to determine whether adjustments need to be made in pace, clarity, etc., to enhance student understanding. Checking for understanding may be done by: • questioning • brief written exercises which are immediately corrected • choral responses • brief demonstrations by the students • breaking into groups to review the information, etc. **No** is marked if the teacher only asks general questions, calls on volunteers, or does not check for understanding during the observation.	This may include guided practice, choral responses, cooperative student groups, etc. **Yes**: After a discussion of important events in Beethoven's life and on symphonies he wrote, the teacher asks the students to listen to selected symphonies. The teacher asks students, "If the symphony was written before Beethoven lost his hearing, put your thumbs up. If it was written after, put your thumbs down." **Yes**: After a math lesson on odd and even numbers, the students do a pair share by organizing a list of numbers into odds and evens. The teacher circulates, checking the students' lists. **No**: Credit is not given if the teacher asks general questions such as "Does everyone understand?" or "Are there any questions?" or if the teacher only calls on volunteers. NOTE**:** This is a summary indicator.

REFERENCES: It is important to check for student understanding throughout the lesson. The evaluation may include checking for comprehension by questions or activities in which the students are quizzed about the content of the lesson. Student responses will give feedback about student mastery and will help the teacher decide whether to continue with the lesson or reteach some part. Review questions at the start of a lesson also provide a gauge concerning student understanding (Burden & Byrd, 1999). A number of studies indicate that teachers who ask a large number of questions are more effective in obtaining student achievement gain (Wilen, 1991). Rosenshine (1983) also notes that checking for understanding requires a variety of questioning techniques and active student participation. The wrong way to check for student understanding is to ask few questions, call on volunteers, or ask “Are there any questions?” (Rosenshine, 1983).

Other Lines of Evidence

Other lines of evidence will be uploaded into the digital system.

26. Student growth with data – UETS 2.1, 3.2
27. Stakeholder input – UETS 5.3, 5.4

INDICATOR	DECISION RULES FOR INTERVIEWERS	EXAMPLES & INSTRUCTIONS
26. Student growth with data *The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met. (UETS 2.1, 3.2)* ❑ Not Effective ❑ Minimally Effective ❑ Effective ❑ Highly Effective	**Not Effective:** The teacher is unable to show evidence of student growth and data. **Minimally Effective:** The teacher is able to show a learning goal based on a Utah Core Standard. **Effective:** The teacher is able to show both (1) evidence of student growth over a period of time. Student growth data included a learning goal based on a Utah Core Standard(s) and (2) a pre- and post-assessment. **Highly Effective:** Teacher showed Utah Core Standard, pre- and post-assessment, and targets for incremental monitoring of student growth. The teacher is able to reflect upon the growth of students.	**Not Effective:** Does not document student growth and performance **Minimally Effective:** The teacher presents a learning goal but no pre- and pos-assessment. **Effective:** The teacher shows BOTH evidence of student growth performance and assessment records which includes the pre- and post-assessment. **Highly Effective:** The teacher shows a Utah Core Standard, pre- and post-assessment data, and a target with reflection on the data collected.

REFERENCES: Frequent and systematic monitoring of students' progress helps students, parents, teachers, administrators, and policy makers identify strengths and weaknesses in instruction and student learning (Bennett, 1987). Student performance is monitored more by effective teachers (Berliner, 1979). Effective monitoring requires a teacher to perform diagnosis activities in order to assign appropriate work to students. Frequent diagnosis allows teachers to help students achieve consistently high success rates in their school work. Effective teachers make instructional decisions that adjust instruction based on the needs and the performance of their students; whereas, ineffective teachers present instructional material on a random or a rigid, scheduled basis and fail to adjust for student performance (Brophy and Good, 1986). Such decision making requires a teacher to constantly monitor student performance.

INDICATOR	DECISION RULES FOR INTERVIEWERS	EXAMPLES & INSTRUCTIONS
27. Stakeholder input The teacher collaborates with families, colleagues, and other professionals to promote student growth and development. (UMIE 1.2) (Supports UETS 5.3, 5.4) ❑ Not Effective ❑ Minimally Effective ❑ Effective ❑ Highly Effective	**Not Effective:** The teacher does not show evidence of a communication with a parent, colleague, or other stakeholders. **Minimally Effective:** The teacher shows evidence of one email, or entry in a phone log. *NOTE: Communication may be for one or more students regarding academics or behavior and must be for the current academic year.* **Effective:** The teacher shows evidence of an emails, climate survey, and/or descriptive phone logs. **Highly Effective:** The teacher shows evidence of an emails, climate survey, and/or descriptive phone logs AND discussed how concerns were and would be addresses and resolved.	**Not Effective:** Does not show communication with stakeholders. **Minimally Effective:** Teacher showed an email sent to a parent. No response from the parent is evidence. **Effective:** The teacher showed evidence of an email chain with a parent regarding student behavior. The teacher showed a phone log with the date, a summary of the conversation, and who was spoken to. **Highly Effective:** The teacher showed evidence of one of the following: • Email chain • Descriptive phone log • Climate Survey AND the teacher was able to articulate how each issue and/or concern was resolved.

REFERENCES: Effective classroom managers involve parents in improving the behavior of certain students. Parental involvement should supplement rather than replace the teacher's management of student behavior. Teachers who effectively monitor attendance and other behavioral indicators have higher average class attendance leading to increased academic learning time; effective monitoring includes communicating behavioral problems to school administration and parents. Parental involvement also helps children learn more effectively. Parents can become involved by being made aware of their child's progress and the content of their learning (Mackenzie, 1983). Effective teachers also support each other and gain cooperation from parents and students regarding the school's norms for student behavior (USOE, 1984). Effective schooling also recognizes and rewards outstanding academic effort and achievement. Effective teachers inform parents about their child's educational progress including information about what learning objectives should be met and where the child is in relation to those objectives. (USOE, 1984).

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Additional research alignment information may be found in the Utah Effective Teaching Standards (UETS) document.
http://www.schools.utah.gov/cert/Educator-Effectiveness-Project/Teaching-and-Leadership-Standards.aspx

APPENDIX

APPENDIX

Non-observable Time

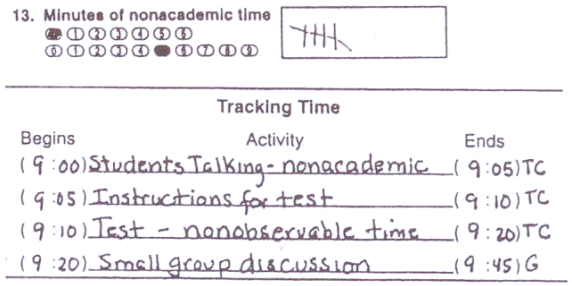
Non-observable Time

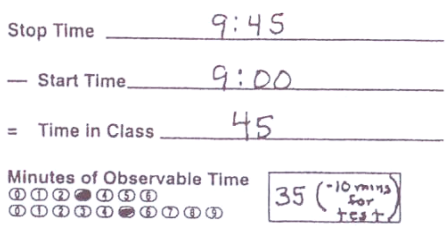
Non-observable time must be kept track of in the Notes area of the UETS-based JPAS Observation and Interview form. Non-observable time is when the teacher uses an activity, which is related to the goals of the class, but during the activity no instruction from the teacher can occur. Examples include: a test, a video the teacher does not stop, sustained silent reading, journal writing, or dressing for Physical Education classes. Non-observable time may also occur when something outside of the control of the teacher stops instruction. Examples include: school emergency drills or lengthy announcements over the intercom.

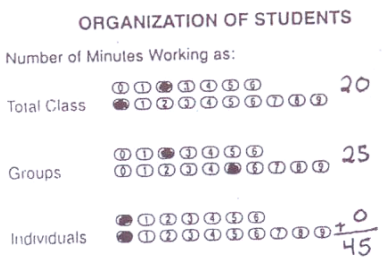
Minutes of non-observable time are subtracted from **Time in Class** on the front of the UETS-based JPAS Observation and Interview form to determine **Minutes of Observable Time.**

Non-observable time is counted as **Total Class** minutes in the **Organization of Students Section.**

EXAMPLE







Guidelines to Follow if Part of an Evaluation is Lost

If, during an evaluation cycle, a portion of an evaluation is lost, it is the intent of the Administration that the person being evaluated be held harmless. Immediate supervisors are directed to adhere to the guidelines outlined below.

- If a portion of an evaluation for a provisional employee who is in the first or second year of employment is lost, then a nonrenewal decision, based on UETS-based JPAS, cannot take place. The immediate supervisor will be required to administer two complete evaluation cycles the following year.

- If part of an evaluation for a provisional employee who is in the third year of employment is lost, a nonrenewal decision, based on UETS-based JPAS, cannot take place. The employee will become a career educator and will then be entitled to rely upon continued employment under policies of the district, providing the employee met standard on the previous evaluation.

- If part of an evaluation for a career educator is lost, the educator will be entitled to continued employment under the policies of the district.

Both the immediate supervisor and the employee will sign a letter that is to be placed in the employee's personnel file at the District Office, explaining the part of the evaluation information that is missing.