DESCRIPTIONS OF EFFECTIVE TEACHER PEDAGOGY TERMS ----- July 2013

OBSERVATION "LOOK-FORS"	DESCRIPTION AND EXAMPLES	NON-EXAMPLES
1. **Clarifies and articulates specific, appropriately challenging learning objectives/*learning intentions*.** Uniform Performance Guidelines for Teachers (UPGT) • Instructional Delivery (3.4) Visible Learning, Hattie, 2009: 162-170 • Goals – Effect size .56	Teacher knows and communicates what the student should be able to do, understand, and care about as a result of the teaching • Teacher articulates, identifies, and aligns tasks to objectives, and makes periodic connections to the objective/learning intentions • Goal is specific enough for students to evaluate their effort • Teacher actions build student commitment, energize learning, and provide strategies to attain goals • Students clearly articulate orally or in writing learning intentions • Teacher ensures objectives are aligned with pacing, curriculum guides, and/or essential skills, and assessment	• Teacher does not share (state or post) objective or when shared it is too broad • Teacher does not make the learning relevant • Objective posted on the board is not student-friendly
2. **Identifies and communicates challenging *success criteria* in checklists and rubrics.** UPGT Student Learning (4.1, 4.6) Visible Learning, Hattie, 2009: 36-8, 162-170, 199, 205-7, 239 Direct Instruction - Effect Size .59	Teacher spells out "What are we looking for" in clear, specific, measureable ways so students know how they will be assessed • Teacher aligns the instruction with the assessment • Teacher communicates success criteria (via rubric) and when and what students will be held accountable for from the lesson/activity. Teacher could also provide samples of completed work (i.e., anchor papers).	• Teacher does not identify or communicate criteria for success • Instruction is not aligned with the assessment • Criteria is not pre-determined
3. **Assesses and builds upon students' existing knowledge and skills.** Instructional Delivery (3.2) Visible Learning, Hattie, 2009: • Prior Achievement – Effect Size .57 • Hattie, 2012: page 102, How People Learn	Teacher guides students in identifying gaps between what they know and what is needed to attain the new learning intention • Administers a pre-assessment, or outcome measure, to identify strengths and gaps, to determine students' surface and deep knowledge • Teacher uses assessment results to design instruction (i.e., differentiation, assigning students to tier groups, scaffolding, etc.)	• Teacher fails to access students' prior knowledge and does not help students fill the gap needed for desired learning
4. **Engages and hooks, builds commitment** UPGT Instructional Delivery (3.1) Visible Learning, Hattie, 2009: • 32, 35, 41, 49, 102, 119, 128, 205, 250 • Direct Instruction - Effect Size .59 (page 205)	Teacher sets the stage for learning by: "building commitment and engagement in the learning task" (205), grabbing students' attention and putting them into a receptive frame of mind, focusing student attention on the lesson, making connections to previous learning, making learning intentions relevant • Teacher expects all students to learn • Teacher demonstrates passion for content and positive relationships with students	• Teacher does not set the stage for learning or make the learning relevant • Teacher does not build commitment or focus student attention on the learning • Teacher fails to connect new content to previous learning • Students are assigned busy work

OBSERVATION "LOOK-FORS"	DESCRIPTION AND EXAMPLES	NON-EXAMPLES
5. **Provides input, explains, and models** UPGT Instructional Delivery (3.5, 3.7) Visible Learning, Hattie, 2009: • Teaching Strategies - Effect Size .60 (200-203) • Direct Instruction – Effect Size .59 (205) • Worked Examples – Effect Size .57 (172-3)	Teacher provides effective, meaningful direct instruction to deliver information needed for students to gain the knowledge or skill by: • breaking down content into small parts and teaching them individually in a logical order • modeling skills and behaviors; showing students examples of what is expected, through labeling, categorizing, and comparing to exemplars of what is desired • modeling thinking by *thinking out loud* when working through problems and demonstrating processes for students • using graphic organizers, manipulatives to move from concrete to representational and finally abstract • using worked examples: a problem statement and an explanation of steps to solving the problem.	• Teacher presents information using a tell/lecture style and does not use strategies that engage students in the learning • Teacher's input is not direct or sequential • Teacher spends little time defining the learning target and does not provide examples or models • Teacher relies solely on a curriculum framework document
6. **Guides practice: monitors, provides feedback, coaches and remediates as needed** UPGT Instructional Delivery (3.7, 5.8) Visible Learning, Hattie, 2009: 205, 173-178 • Direct Instruction – Effect Size .59 (205) • Feedback – Effect Size .73 (173-178)	Teacher provides opportunities (guided practice) for students in small or large groups to demonstrate their grasp of new learning by working through an activity or exercise under his/her direct supervision until independence is attained • Teacher roams around the classroom to monitor individual students' learning and to provide timely, specific feedback and individual remediation as needed	• Teacher provides no guided practice, proceeds to independent practice • Teacher does not check for understanding and is not able to provide feedback or individual help • Teacher provides guided practice that is not linked to learning intentions
7. **Provides closure and assesses lesson impact on students, engages students in reflection** Instructional Delivery (3.7, 4.2) Visible Learning, Hattie, 2009: 205 • Direct Instruction – Effect .59 (205)	Teacher precisely measures the stated objective using an assessment that is accompanied by a rubric, checklist, or clearly stated expectations • Teacher provides a closure that is a foundation for future learning, concludes and unifies the lesson • Teacher provides closure by reviewing and clarifying key points of a lesson to reinforce the learning intentions • Teacher uses strategies such as summaries, exit tickets, oral responses, etc.	• Teacher does not provide a review or clarification of key points of the lesson • Teacher ends the lesson by asking if there are any questions, if there are none, the teacher moves on • Students cannot determine if they have mastered the learning intentions

OBSERVATION "LOOK-FORS"	*DESCRIPTION AND EXAMPLES*	*NON-EXAMPLES*
8. **Provides time for independent practice** Instructional Delivery (3.7, 4.2) Visible Learning, Hattie, 2009: 205-206 Direct Instruction - Effect Size .59	Teacher provides independent practice on a repeating schedule (i.e., homework, group or individual work in class, opportunities to practice concepts previously taught) • Teacher asks students to choose a book and read to practice writing a summary of the text read	• Teacher does not review skills periodically to ensure mastery • Teacher does not allocate ample time for independent practice
9. **Develops vocabulary and connects concepts and ideas** Instructional Delivery (3.5) Visible Learning, Hattie, 2009: Vocabulary Programs Effect Size .67 – (131-132)	Teacher provides instruction that is student centered and provides exposure to new vocabulary multiple times in multiple contexts • Teacher presents explanation, a nonlinguistic representation, asks students to generate their own explanation/descriptions, asks students to create their own nonlinguistic representation, and periodically asks students to review the accuracy of their explanations/representations (e.g., Frayer Model) • Teacher has students maintain a vocabulary notebook	• Teacher teaches vocabulary terms in isolation, uses a teacher-directed style and/or instructs students to merely record and memorize definitions
10. **Questions for high level thinking and deep learning, responds appropriately to students' queries, promotes student learning** Instructional Delivery (3.1, 3.5) Visible Learning, Hattie, 2009: Questioning - Effect Size .46 page 182-183	Teacher asks high order questions for deep learning –all levels of SOLO Taxonomy to maintain/extend student thinking • Teacher models the thinking process (metacognition – thinks out loud), provides graphic organizers, and encourages students to explain their conclusions and generalizations • Teacher responds with varied and positive open responses – silence, accepting, clarifying, or facilitating, for example • Teacher utilizes appropriate "wait time" to allow all students an opportunity to process questions	• Teacher asks questions at the low levels of Bloom's Taxonomy; questions in series – interrogative style • Teacher responds with closed responses (criticism or praise for example), closes down thinking • Teacher repeatedly calls on the first student to raise his/her hand and does not allot ample wait time