

**DESCRIPTIONS OF HIGH YIELD TEACHER BEHAVIORS ----- February 7, 2013**

<i><b>OBSERVATION "LOOK-FORS"</b></i>	<i><b>DESCRIPTION AND EXAMPLES</b></i>	<i><b>NON-EXAMPLES</b></i>
<p>1. Uses small group options; a) Cooperative Learning (page 93, 212 white book)</p> <p><b><u>Learning Environment (5.8)</u></b> <b>Cooperative Learning - Effect Size .59</b></p>	<p>Students working in small groups with differentiation and/or accommodation to their needs or ability levels</p> <ul style="list-style-type: none"> <li>• Positive interdependence (assigned roles)</li> <li>• Individual accountability</li> <li>• Shared leadership and responsibility</li> <li>• Face to face interaction</li> <li>• Collaborative skill and group processing</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consistently teaches via a lecture style</li> <li>• Students working in small groups w/o any differentiation or accommodation to their needs or ability levels</li> <li>• Students working together in a group without specific role responsibilities</li> </ul>
<p>b) Reciprocal Teaching (page 203 white book)</p> <p><b><u>Learning Environment (5.8)</u></b> <b>Reciprocal Teaching - Effect Size .74</b></p>	<p>Reciprocal Teaching (RT) is utilized to raise the level of engagement.</p> <ul style="list-style-type: none"> <li>• Stages of RT- 1) Teacher demonstrates each role for students 2) Students practice each of the roles 3) Students perform the roles of <b>summarizer, questioner, clarifier</b> and <b>predictor</b> in small groups</li> <li>• Students can perform each of the four roles</li> </ul>	<ul style="list-style-type: none"> <li>• Does not implement this specific cooperative learning strategy</li> </ul>
<p>c) Guided Reading</p> <p><b><u>Learning Environment (5.8)</u></b></p>	<p>Teacher plans literacy activities for before, during, and after reading</p> <ul style="list-style-type: none"> <li>• Evidence of homogeneous grouping</li> <li>• Choral, echo, whisper, partner, silent reading are occurring within the guided reading group</li> <li>• Uses stopping points, graphic organizers, checks for understanding</li> <li>• Engaging independent activities are planned for remaining students</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and students are seated at a table but there is no instructional focus on an essential skill or strategy</li> <li>• Remaining students are seated at desks completing non-differentiated worksheet or packet</li> </ul>
<p>d) Pairs</p> <p><b><u>Learning Environment (5.8)</u></b></p>	<p>Students engage in meaningful discussion or work on a task</p> <ul style="list-style-type: none"> <li>• "Turn to your neighbor and discuss, describe, etc."</li> <li>• Paired reading with an emphasis on listening to the reader with a purpose</li> <li>• Think/pair/share strategy is incorporated into the lesson</li> <li>• Use of tools to monitor student engagement (i.e., task cards, checklists, reader response activities, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Students are seated side by side reading and working without a specific purpose</li> <li>• Students exhibit off-task behaviors</li> </ul>

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<p>2. Assigns/uses varied and leveled text;                      a) Non-Fiction b) Textbook c) Leveled or differentiated d) Fiction e) Authentic text f) Other: (page 129 white book)</p> <p><b><u>Instructional Delivery (3.5)</u></b></p>	<p>Students read from a variety of genres</p> <ul style="list-style-type: none"> <li>• Leveled texts are easily accessible; reading tubs in classroom, on student desks</li> <li>• Paired reading with an emphasis on listening to reader with a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Same text for everyone in the class</li> </ul>
<p>3. Integrates student use of technology to enhance learning (page 220, 225 white book)</p> <p><b><u>Instructional Delivery (3.6)</u></b></p>	<p>Optimizes peer learning and provides multiple opportunities for learning</p> <ul style="list-style-type: none"> <li>• Computer <i>supplements</i> rather than replaces teacher instruction</li> <li>• Students are in control of own learning; pacing, sequencing, choice of practice items, reviewing</li> <li>• Activotes and ActivExpressions are used</li> <li>• Pairs of students engage in problem solving on computer</li> <li>• Technology used to enhance learning across curricula (i.e., writing process, video clips, video conferencing, etc.)</li> <li>• Effective use of Promethean Board (i.e., use of flipcharts, interactive programs, learning center rotation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher directed use of technology</li> <li>• No or limited student “contact time” with technology</li> <li>• Students permitted to “surf the web” with no real purpose tied to learning intentions</li> <li>• Teacher presents technology (i.e., websites, videos, programs, etc.) that are not aligned to learning intentions</li> <li>• Promethean Board is consistently used as screen for an overhead projector</li> </ul>
<p>4. Assesses individual learning to provide specific descriptive feedback at the task, product, and process levels; does not mix/confuse praise with feedback (page 173, 175, 177 white book and page 115, 126 blue book)</p> <p><b><u>Student Learning (4.7)</u></b>  <b>Feedback – Effect Size .73</b></p>	<p>Answers these 3 questions: Where am I going? (Feed UP), How am I going? (Feed BACK), Where to next? (Feed FORWARD)</p> <ul style="list-style-type: none"> <li>• Works at 4 levels: 1) task - how well tasks are understood/performed, 2) processing of the task - the process needed to understand/perform tasks, 3) self regulation - self-monitoring, and 4) self as a person - personal evaluations and effect</li> <li>• Directs attention towards the processes needed to accomplish a task (i.e., “You have been asked to compare these ideas. For example, you could try to see how they are similar, how they are different...how do they relate together.”)</li> <li>• Provides information about ideas that have been misunderstood</li> <li>• Can be motivational so that students invest more effort or skill in a task</li> <li>• More effective when it provides information on correct, rather</li> </ul>	<ul style="list-style-type: none"> <li>• Praise, punishment and extrinsic rewards are the least effective forms of feedback</li> <li>• “Good job”, “You Did It!” Well Done!” (includes no information about performance on the task)</li> <li>• Teacher collects work but provides no feedback</li> </ul>

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	<p>than what is not correct</p> <ul style="list-style-type: none"> <li>• Verbal rewards have more effect than tangible rewards</li> <li>• Clear, purposeful, meaningful, and individualized</li> </ul>	
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<p>5. Differentiates instruction through re-teaching, acceleration, and enrichment, etc. (page 100, 101 white book and page 97 blue book)</p> <p><b><u>Instructional Delivery (3.3)</u></b>  <b><u>Student Learning (4.1)</u></b>  <b>Acceleration - Effect Size .88</b>  <b>Enrichment - Effect Size .39</b></p>	<p>Teacher knows students’ strengths and gaps in knowledge and understanding based on student performance data; what learning strategies each student has and what they need in order to achieve the learning target</p> <ul style="list-style-type: none"> <li>• Use of leveled texts throughout school day</li> <li>• Differentiated instruction in various content areas</li> <li>• Modified assignments (content, process, and product)</li> <li>• Identifies students for intervention and enrichment based on assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Large group instruction during intervention period</li> <li>• Prevalent use of large group instruction, small group instruction in which lessons are merely repeated</li> </ul>
<p>6. Uses existing products or samples as models for student products.</p> <p><b><u>Student Learning (4.6)</u></b></p>	<ul style="list-style-type: none"> <li>• Clearly defined rubric with quality samples of student work (i.e., anchor papers) provided to students when project is assigned</li> <li>• Samples may include professional, teacher, skilled samples as well as auditory, kinesthetic, visual, and skill demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• No samples or existing products provided</li> </ul>
<p>7. Provides choices in assessment products</p> <p><b><u>Student Learning (4.3)</u></b></p>	<p>Students are provided a variety of methods/strategies to demonstrate mastery of the content or skill.</p> <ul style="list-style-type: none"> <li>• Encourage students to create their own product assignments, providing it meets pre-established requirements</li> </ul>	<ul style="list-style-type: none"> <li>• All students are assessed using the same measure with no opportunity for choice</li> </ul>
<p>8. Uses a variety of assessment strategies and appropriate instruments (page 169 white book)</p> <p><b><u>Student Learning (4.3, 4.5)</u></b>  <b>Emphasize Success Criteria - Effect Size .90</b></p>	<p>Teachers utilize a variety of formative and summative assessments</p> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Teacher provided comments on homework assigned for practice</li> <li>• Paper and pencil tasks</li> <li>• Individual student conferences</li> <li>• Interactive Achievement or other online assessment vehicles</li> <li>• Common formative assessments</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Students are only assessed through whole group paper and pencil tasks</li> <li>• Teachers taking grades on homework</li> </ul>

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	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Questioning strategies</li> <li>• Exit tickets</li> </ul>	
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<p>9. Arranges classroom configurations to maximize learning</p> <p><b><u>Learning Environment (5.1)</u></b></p>	<p>Learning is maximized when the arrangement of the classroom allows for unrestricted movement and physical environment is free from distraction</p> <ul style="list-style-type: none"> <li>• Clutter-free shelves, storage, and desks (students and teacher)</li> <li>• Instructional bulletin boards and displays are current, relevant, and student-centered</li> <li>• Desks can be easily moved for independent and group work</li> </ul> <p>Instructional materials are accessible to teachers and students</p>	<ul style="list-style-type: none"> <li>• Shelves and bookcases filled with stacks of paper, books, materials</li> <li>• Difficult for students to work in pairs or small groups due to room configuration</li> </ul>
<p>10. Uses management strategies to reduce disruptions in learning; clear expectations, rules, procedures, safety, etc. (page 102 white book)</p> <p><b><u>Learning Environment (5.3)</u></b> <b><u>Classroom Management - Effect Size .52</u></b></p>	<p>Teacher and students collaboratively determine classroom behavior expectations and consequences.</p> <ul style="list-style-type: none"> <li>• Routines and procedures are neatly posted               <ol style="list-style-type: none"> <li>i) General expectations</li> <li>ii) Beginning and ending the class day or period</li> <li>iii) Transitions and interruptions</li> <li>iv) Materials and equipment</li> <li>v) Group work</li> <li>vi) Seat work &amp; teacher-led activities</li> </ol> </li> <li>• Teacher identifies and quickly acts on potential problems while retaining emotional objectivity</li> </ul> <p>Group contingency strategies which required a set of students to reach a certain criterion level of behavior</p>	<ul style="list-style-type: none"> <li>• Routines and procedures are not displayed</li> <li>• Emphasis on “rule following” instead of teaching appropriate behavior</li> <li>• Classroom disruptions are present on a consistent basis</li> </ul>
<p>11. Maintains and reinforces instructional clarity and alignment across learning goals, lesson organization, explanation, examples, guided practice and assessments (page 125, 162 white book)</p> <p><b><u>Instructional Delivery (3.7)</u></b> <b><u>Teacher Clarity - Effect Size .75</u></b> <b><u>Emphasize Learning Intentions - Effect Size .90</u></b></p>	<ul style="list-style-type: none"> <li>• Teacher is clear about what he/she intends to teach</li> <li>• Teacher articulates, identifies, and aligns objectives that are communicated in student-friendly terms</li> <li>• Teacher needs to know and communicate what the student should be able to do, understand, and care about as a result of the teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher does not state objective or it is too broad</li> <li>• Teacher doesn't make the learning relevant</li> </ul>

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<p>12. Builds relationships with students</p> <p><b><u>Learning Environment (5.4, 5.5, 5.6, and 5.7) – Teacher – Student Relationships - Effect Size .72</u></b></p>	<ul style="list-style-type: none"> <li>• Teacher demonstrates skills of listening, empathy (<b>Effect Size .69</b>), caring/warmth (<b>Effect Size .68</b>), and having positive regard for others</li> <li>• Teacher permits student choices in learning and assessment activities (<b>Effect Size .74</b>)</li> <li>• Teacher believes that all students can learn</li> <li>• Teacher demonstrates that they care for the learning of each student as a person and provide feedback to help students self-assess</li> <li>• A climate of trust is developed and mistakes or errors are welcomed</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher does not present choices to students</li> <li>• Teacher has negative preconceived expectations for the success of some students based on home/culture/previous history</li> <li>• Teacher provides negative, meaningless feedback</li> <li>• Teacher humiliates or criticizes students for making mistakes</li> <li>• Teacher's actions demonstrate a lack of willingness to build a positive rapport with students</li> </ul>

<b>Lower-Yield Practices for Students</b>		<b>Consider Suggesting</b>
1. Question in series-interrogative	Teacher asks low level, short answer questions repeatedly	Use Bloom's Taxonomy to develop questions as part of the planning process and provide time for reflection; (wait time)
2. Assigns practice without effective, meaningful direct instruction	Teacher makes an assignment w/o prior instruction	Managing time and better planning so time for instruction actually exists
3. Tells/lectures	Lack of student engagement, students may appear they are listening but no checking for understanding occurs	Using varied instructional strategies, including cooperative learning, interactive notebooks, graphic organizers
4. Uses whole class instruction	No differentiation occurs, individual needs are not met	Small group instruction, whole class response techniques to check for understanding