

ANDREW J. TOWNSON

School 39



Ensuring a Brighter Tomorrow

SCHOOL WIDE EXPECTATIONS

| TENET | <u>DOMAIN 1:</u> <u>PLANNING & PREPARATION</u> | HIGHLY EFFECTIVE ELEMENTS OF THE COMPONENT | EVIDENCE INSTRUCTIONAL PRACTICES |
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| TENET 3 | 1a: Demonstrating Knowledge of Content and Pedagogy | <ul style="list-style-type: none"> • Command of the subjects they teach. • Know which concepts and skills are central to a discipline, and which are peripheral, incorporating such issues as global awareness and cultural diversity, as appropriate. • Understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. • Aware of typical student misconception in the discipline and work to dispel them. • Familiar with the particularly pedagogical approaches best suited to each discipline. | <ul style="list-style-type: none"> • Utilizes best practices/protocols associated with specific content areas. • Lesson plans show evidence of sequential understanding of skill and concepts. • Maintain physical written lesson plans that outline daily lessons for students, based upon the Common Core curriculum. |
| TENET 4 | 1b: Demonstrating Knowledge of Students | <ul style="list-style-type: none"> • Know their content and its related pedagogy and the students to whom they wish to teach that content. • Teachers know that students learn through active intellectual engagement with content. • Understand while there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. • Be aware that students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. • Students whose first language is not English, as well as students with other special needs must be considered when planning lessons and identifying resources | <ul style="list-style-type: none"> • Physical arrangement of classroom meets the varying needs of students. • Data Profile Sheets are utilized. • Students are grouped according to strengths/needs. • Meets varying learning styles of students. |
| TENET 3 | 1c: Setting Instructional Outcomes | <ul style="list-style-type: none"> • Identify exactly what students will be expected to learn • Outcomes do not describe what students will <i>do</i>, but what they will learn. • Outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1. • Outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. • Some outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope that they will <i>like</i> to | <ul style="list-style-type: none"> • Display learning targets for each lesson and refer to them throughout the lesson. |

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| | | <ul style="list-style-type: none"> read. • Link their learning outcomes with others both within their discipline and in other disciplines. | |
| TENET 4 | 1d: Demonstrating Knowledge of Resources | <ul style="list-style-type: none"> • Skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. • Resources aligned directly with learning outcomes fall into several different categories: <ol style="list-style-type: none"> 1. used in the classroom by students, 2. those available beyond the classroom walls to enhance student learning, 3. resources for teachers to further professional knowledge and skill, • Ensure that materials and resources are appropriately challenging for every student; • To assist students who need help in both their academic and non-academic lives. | <ul style="list-style-type: none"> • Utilize technology • Learning Center tasks comprise of best practices and resources. • Leveled texts and skill readers are utilized daily. • Resources to support students’ academic, behavior and emotional needs are identified and implemented. |
| TENET 4 | 1e: Designing Coherent Instruction | <ul style="list-style-type: none"> • Reflect the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. • Clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. • Understand the characteristics of the students they teach and the active nature of student learning. • Determine how best to sequence instruction in a way that will advance student learning through the required content. • It requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. • Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. • At the distinguished level the teacher solicits ideas from students on how best to structure the learning. | <ul style="list-style-type: none"> • Lesson plans show evidence of daily teaching, utilizing the Common Core curriculum and lesson structure. • Conduct Guided Reading, Independent Reading (GRAIR) and small group instruction and /or learning centers each day for 30 minutes. • Address concepts/skill gaps within Common Core curriculum with students who need it. |
| TENET 4 | 1f: Designing Student Assessments | <ul style="list-style-type: none"> • Assessments of learning ensure that teachers know that students have learned the intended outcomes. • Assessments designed to provide evidence of the full range of learning outcomes; that is, different methods are needed to assess reasoning skills than for factual knowledge. • Assessments may need to be adapted to the particular needs of individual students; • Assessment for learning enables a teacher to incorporate assessments | <ul style="list-style-type: none"> • Grade book that include tasks & assessment scores is maintained. • Student assessment Data Profile Sheets are maintained for each student. • Assessment tasks within the |

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| | | <p>directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding.</p> <ul style="list-style-type: none"> • Formative assessment strategies are ongoing and may be used to monitor progress towards learning outcome | <p>Common Core curriculum are utilized.</p> <ul style="list-style-type: none"> • Rubrics are utilized to score/judge academic writing and other instructional tasks assigned. |
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| TENET | DOMAIN 2 : THE CLASSROOM ENVIRONMENT | HIGHLY EFFECTIVE ELEMENTS OF THE COMPONENT | EVIDENCE INSTRUCTIONAL INDICATORS |
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| TENET 4 | 2a: Creating an environment of respect and rapport | <ul style="list-style-type: none"> • Positive interactions with students • Encourage and cultivate students • Patterns of interactions set overall tone of the class. • Students feel valued and safe. | <ul style="list-style-type: none"> • PATHS implemented and Class Meetings held during Social Studies 1/x per week. • Evidence of new PBS systems. |
| TENET | 2b: Establishing a culture for learning | <ul style="list-style-type: none"> • Atmosphere reflects the educational importance of the work • Value of hard work and perseverance, and the general tone of the class. • High cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. • High expectations for all students. | <ul style="list-style-type: none"> • Student work is posted accompanied by a rubric and codes that indicate proficiency level. • Quality academic writing is required. |
| TENET 4 | 2c: Managing classroom procedures | <ul style="list-style-type: none"> • Smoothly functioning classroom • Establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. • Well-managed classroom • Instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. • Establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.” | <ul style="list-style-type: none"> • Evidence of PBS • Schedule for Guided Reading /Centers groups posted. • Expectations for whole and small group behaviors posted. • Academic Zones are evident. |
| TENET 5 | 2d Managing Student Behavior | <ul style="list-style-type: none"> • Classroom environment is orderly; • Atmosphere feels business-like and productive, without being authoritarian. • Standards of conduct are clear to students; they know what they are | <ul style="list-style-type: none"> • Townson Tigers posted and tracked using TT tickets. • Class rules posted. |

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| | | <p>permitted to do, and what they can expect of their classmates.</p> <ul style="list-style-type: none"> • Even when their behavior is being corrected, students feel respected; their dignity is not undermined. • Regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content. | <ul style="list-style-type: none"> • PBS- Townson Tiger Matrix is posted |
| TENET 4 | 2e: Organizing physical space | <ul style="list-style-type: none"> • Physical environment to promote student learning. • Centers and reading corners may structure class activities • Position of chairs and desks facilitate rich discussion. • Classrooms must be safe. • All students see and hear what's going on so they can participate actively. • Both the teacher and students make effective use of computer (and other) technology | <ul style="list-style-type: none"> • Academic Zones are evident: Zone 1 Artifacts posted Zone 2 Whole group area Zone 3 Small group areas Zone 4 Skill Centers Zone 5 Area for desks • Classroom has clear traffic patterns. • Instructional materials are easily accessible for students. • Classroom is free of clutter. |

| TENET | <u>DOMAIN 3:</u> <u>INSTRUCTION</u> | HIGHLY EFFECTIVE ELEMENTS OF THE COMPONENT | EVIDENCE OF INSTRUCTIONAL INDICATORS |
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| TENET 4 | 3a: Communicating with students | <ul style="list-style-type: none"> • Communicate with students for several independent, but related, purposes. • Provide clear directions for classroom activities, so students know what it is that they are to do. • Presentations are made with accuracy, clarity and imagination. • Embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge • Occasionally withhold information from students (for example in an inquiry science lesson) to | <ul style="list-style-type: none"> • Learning Targets posted. • Expectations for work ,in learning centers/ small group, is focused. • Tricky Word Wall (k-2) posted. • Vocabulary Word Wall (3-5)posted • Smartboard (3-6) and Smart lessons (k-2) are utilized. |

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| | | <p>encourage them to think on their own,</p> <ul style="list-style-type: none"> • Convey information that is accurate and reflects deep understanding. • Use of language is vivid, rich, and error free - students hear language that is well used • Extend vocabularies • Presents complex concepts providing scaffolding and access to students. | |
| TENET 4 | 3b: Using questioning / prompts and discussion | <ul style="list-style-type: none"> • Used as techniques to deepen student understanding, rather than serving as recitation, or a verbal “quiz”. • Use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. • Students’ responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. • Encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. • Pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, • Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding- based around questions formulated by the students themselves. | <ul style="list-style-type: none"> • Questions from Common Core Curriculum are evident. • Blooms Taxonomy (Rigor/Relevance Framework) is used to develop questions & tasks to increase rigor. • Class discussions engage all students. |
| TENET 4 | 3c: Engaging students in learning | <ul style="list-style-type: none"> • Active in learning, important and challenging content. • Developing their understanding through what they do. • Engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. • Selecting work from a range of choices. • Lessons have a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher. • Tasks are organized to provide cognitive challenge. • Students reflect on what they have done and what they have learned. • There is closure to the lesson, in which students derive the important learning from their own actions | <ul style="list-style-type: none"> • Interactive strategies are utilized to engage all students: Exit Tickets, Thumbs Up, Turn & Talk, Think Pair Share, etc. • Utilize technology • Closure activities within the CC curriculum are consistently utilized k-6. |

TENET 4

3d: Using Assessment in Instruction

- **“What are the students being asked to do?”** – cognitively engaged.

- Recognized to be **an integral part of instruction**
- Know whether students have **learned what was intended**
- Teachers have their finger on **“the pulse” of a lesson.**
- **Monitoring student understanding.**
- Offering **feedback to students.**
- **Circulating** in the room.
- **Questions** are designed **to explore relationships, or deepen understanding.**
- Create **questions** specifically to elicit the extent of student understanding, and **use techniques (such as exit tickets)** to ascertain the degree of understanding.
- **Students monitor their own learning against clear standards.**

- Rubrics utilized for students to self-assess their work and understanding.
- Tracking of AIMSweb is evident
- Use of Lexiles and/or DRAs to group students for guided reading.
- Conferences held with students utilizing Data Profile Sheets
- Analyze and discuss Common Core Assessments and other student work to determine instruction.

3e. Demonstrating flexibility and responsiveness

- Teacher’s skill in **making adjustments** in a lesson to respond to changing conditions.
- Accurately **predicting how a lesson will go,** and being prepared for different possible scenarios.
- **Persist** in attempts **to engage students in learning,** even when confronted with initial setbacks.

- Lesson plans show evidence of grouping and regrouping students based upon need.
- Accommodations made for individual students.

| TENET | <u>DOMAIN 4:</u> <u>PROFESSIONAL</u> <u>DEVELOPMENT</u> | HIGHLY EFFECTIVE ELEMENTS OF THE COMPONENT | EVIDENCE OF INSTRUCTIONAL INDICATORS |
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| TENET 4 | 4a: Reflecting on Teaching | <ul style="list-style-type: none"> • <u>Teacher's thinking</u> - an analysis of the many decisions made both in planning and implementation of a lesson. • Teachers determine <u>where to focus their efforts</u> in <u>making revisions</u>, and what aspects of the instruction they will continue in future lessons. • <u>Reflect on practice</u> through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. • <u>Mentors, coaches and supervisors have helped teacher</u> acquire and develop the skill of reflecting on teaching through supportive and deep questioning. • <u>Leads to improvement</u> in teaching and learning. | <ul style="list-style-type: none"> • Grade level minutes show evidence of teacher reflection and discussion. • Good To Great Meetings involve reflection. • Lesson Plans show evidence of modifications made after reflection. |
| TENET 3 | 4b: Maintaining Accurate Records | <ul style="list-style-type: none"> • <u>Keeping accurate records</u> of both instructional and non-instructional events. • <u>Records include completion of assignments</u>, student progress in learning. • Records of non-instructional activities. • <u>Records inform interactions</u> with students and parents • Allows teachers to <u>monitor learning and adjust instruction</u> accordingly. • Methods of keeping records vary- records of formal assessments may be recorded electronically, using spreadsheets and databases, anecdotal notes. • Allows for <u>item analysis and individualized instruction</u>. | <ul style="list-style-type: none"> • Student Assessment Profile Sheets per student. • Grade Book • Lesson Plans • Parent Conferences/Contacts Log • Report Cards are completed on time. • Progress Monitoring data is current. |
| TENET 6 | 4c: Communicating with Families | <ul style="list-style-type: none"> • <u>Provide opportunities for parents</u> to both <u>understand the instructional program</u> and their <u>child's progress</u>. • Establish relationships with families by <u>communicating to them about the instructional program</u>, about individual students. • <u>Invite them to be part of the educational process</u> itself. | <ul style="list-style-type: none"> • Parent Conferences/Contacts Log • Monthly newsletter/ notes/updates used to communicate with families. |

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| | | <ul style="list-style-type: none"> • <u>Conveys an essential caring</u> on the part of the teacher, valued by families of students of all ages. | <ul style="list-style-type: none"> • Participation at parent events- Open House, Math & Literacy Night, PTO Meetings. • Home visits are conducted to communicate / connect with parents and build relationships. • Agenda Planners are consistently utilized for reciprocal communication with families. |
| TENET 5 | 4d. Participating in a professional community | <ul style="list-style-type: none"> • Teachers must work with their colleagues to <u>share strategies, plan joint efforts,</u> and plan for the success of individual students. • Mutual support and respect, and recognition of the responsibility of all teachers to be <u>constantly seeking ways to improve their practice</u> and to <u>contribute to the life of the school.</u> • Teachers' duties <u>extend beyond the doors of their classrooms</u> and include activities related to the entire school and/or larger district. • Teachers <u>assume leadership roles.</u> | <ul style="list-style-type: none"> • Participation in PBIS, DTSE- SCEP sub-committees • Attends grade level meetings • Report to work on time – 9:00am. • Attend Staff Meetings |
| TENET 4 & 5 | 4e: Growing and Developing Professionally | <ul style="list-style-type: none"> • <u>Staying informed and increasing skills.</u> • To <u>exercise leadership among their colleagues.</u> • Growth in <u>content, pedagogy,</u> and <u>information technology</u> are essential to good teaching. • <u>Networking with colleagues</u> through such activities as joint planning, study groups, and lesson study. • Job embedded professional development. • Belonging to <u>professional organizations, reading professional journals, attending educational conferences, and taking university classes.</u> • Find ways to <u>contribute to their colleagues and to the profession.</u> | <ul style="list-style-type: none"> • Participate in PD Incentive Hours • Actively participate in DTSE review • Report to morning/ after school posts and classroom on time. |