

MAXIMIZE THE IMPACT OF YOUR TEACHER EVALUATION

Tools to Make Meaning
of Your Framework
and to Achieve Results

CROSSWALKS TO:

*The Skillful Teacher:
Building Your Teaching Skills*

*The Skillful Leader III:
Strengthening Teacher Evaluation*

TEACHER EVALUATION REFERENCE MATERIALS FOR:

Charlotte Danielson's Framework For Teaching

** Kim Marshall's Teacher Evaluation Rubrics

Robert Marzano's Teacher Evaluation Model

Massachusetts Model System For Teacher Evaluation



Dear Colleagues,

From our work with districts across the country, we're aware of the sometimes daunting challenges you face as you implement new teacher evaluation frameworks. Regardless of the variations in standards, procedures, technology platforms, and "rating formulas" of the framework you've adopted, you grapple with the same compelling issues:

- How to get all administrators "on the same page" so that they analyze, communicate about, and rate teaching reliably and with substance
- How to make standards and rubrics transparent and meaningful to teachers so that they can expand and sharpen their practice to help students learn more
- How to build trust and mutual respect so that all parties involved in evaluation experience the process as valuable and manageable
- What to do when something isn't working well for students, when someone is struggling, when "hard cases" demand courageous, skilled and humane interventions

And no matter which framework you are using, the fundamental goal remains. Every child deserves—and can have—an expert teacher and high leverage instruction. That goal has been the driving force behind our work at Research for Better Teaching, Inc. for more than 30 years. To support and enrich the hard work you are doing, we've assembled a bundle of "go-to" resources, a set of tools, that leaders and teachers tell us have been the most valuable in meeting evaluation challenges. These include:

- Teacher Evaluation Reference Materials: A set of resource guides that cross-reference standards, indicators, and rubrics ("crosswalks") of several widely-adopted teacher evaluation frameworks to *The Skillful Teacher* and/or *The Skillful Leader III* books where administrators and teachers can find specific language, examples, models and strategies that amplify and explain what is needed to carry out a standard and why
- *The Skillful Teacher: Building Your Teaching Skills*: An easily accessible compendium of research on teaching and practical strategies organized in a framework that gives your administrators and teachers common language and concepts they can use to unpack, examine, and explain any set of teacher performance standards and rubrics

- *The Skillful Leader III: Strengthening Teacher Evaluation: Taking Action to Improve Ineffective Instruction*: A "how-to" handbook on evaluating for impact on learning that provides strategies, criteria checklists, models, case studies, and legal notes for diagnosing problems and intervening to improve instruction

TEACHER EVALUATION REFERENCE MATERIALS

The resource guides provided include several popular teacher evaluation frameworks that districts across the country are using – additional guides are planned. They provide instructional resources to evaluators who are seeking to improve teacher performance. The mapping to *The Skillful Teacher* focuses on the framework for thinking about teaching skills that relate to each category. The mapping to *The Skillful Leader III* provides guidance on how to diagnose and address problems with instruction.

- Charlotte Danielson's Framework for Teaching (2013)
- ** Kim Marshall's Teacher Evaluation Rubrics (January, 2014)
- Robert Marzano's Teacher Evaluation Model (2015)
- Massachusetts Model System for Teacher Evaluation (2012)

For each, the following items are included:

- Crosswalk mapping of the two books to the rubrics
- Cross reference to the Map of Pedagogical Knowledge
- Cross reference to the Table of Contents of each of the books
- References to videos on the RBTeach website which are detailed in the Appendix

We welcome your feedback on these tools and are hopeful that they will provide useful insights to your school or district.

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** Appendix – Video Resources



*Crosswalk for The Skillful Teacher: Building Your Teaching Skills (6th ed.) and
The Skillful Leader III: Strengthening Teacher Evaluation
Aligned to the Marshall Teacher Evaluation Model*



DOMAIN A: PLANNING AND PREPARATION FOR LEARNING

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	<p>Ch. 10 Principles of Learning</p> <p>Ch. 11 Models of Teaching</p> <p>Ch. 18 Learning Experiences</p> <p>www.RBTeach.com, Videos:</p> <p>Planning: Content Planning Conference – “The Respiratory System”</p> <p>Instructional Strategies: Models of Teaching – “Division by a Fraction”</p> <p>Instructional Strategies: Clarity</p> <ul style="list-style-type: none"> · “Modeling Thinking Aloud: Elementary” · “Modeling Thinking Aloud: High School Social Studies” 	NA
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Ch. 15 Curriculum Design	<p>Figure 4B.1 Examining Lesson and Unit Plans, pp. 37–39</p> <p>Ch. 5E Diagnosing Problems in Planning, pp. 87–90</p> <p>Figure 5E.3 Questions for Diagnosing Issues with Planning, p. 89</p> <p>Case: Whim Winger Example 6D.6, pp. 135–136; Examples 7E.1 & 7E.2, pp. 174–175</p>



DOMAIN A: PLANNING AND PREPARATION FOR LEARNING

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
c. Units	Plans all units with big ideas, essential questions, knowledge, skill, and non-cognitive goals that cover all of Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals that cover most of Bloom's levels.	<p>Ch. 9 Clarity: "Questioning," pp. 204–215</p> <p>Ch. 15 Curriculum Design</p> <p>Ch. 16 Objectives: "Generic Thinking Objectives," pp. 380–382; "Distinguishing Thinking Skill Objectives and Mastery Objectives," pp. 382–394</p> <p>Ch. 20 Overarching Objectives</p> <p>www.RBTeach.com, Videos:</p> <p>Instructional Strategies: Clarity</p> <ul style="list-style-type: none"> • "Making Thinking Visible in Small Groups: Middle School Mathematics" • "Making Thinking Visible and Classroom Climate: The Repeating Decimal" 	<p>Ch. 5E Diagnosing Problems in Planning, pp. 87–90</p> <p>Figure 5E.3 Questions for Diagnosing Issues with Planning, p.89</p> <p>Case: Whim Winger Example 6D.6, pp. 135–136; Examples 7E.1 & 7E.2, pp. 174–175</p> <p>Case: Penny Lane Example 6B.2, pp. 110–111; Example 6C.4, pp. 119–120</p> <p>Case: Arenetta Wishom Example 6C.3, p. 118</p>
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	<p>Ch. 9 Clarity: "Getting Inside Students' Heads: Cognitive Empathy," pp. 190–202; "Consolidating and Anchoring the Learning," pp. 202–204</p> <p>Ch. 19 Assessment</p> <p>www.RBTeach.com, Videos:</p> <p>Planning: Assessment – "Effective Feedback During Instruction: Ceramics"</p> <p>Planning: Learning Experiences – "Differentiation: My Favorite Part"</p> <p>Instructional Strategies: Clarity – "Checking for Understanding II: The One-Question Quiz"</p>	<p>Ch. 5F Diagnosing Problems in Assessment, pp. 91–94</p> <p>Figure 5F.3 Diagnostic Questions for Assessment, p. 93</p> <p>Case: Peter Passable Example 6D.7, pp. 137–138; Example 7D.6, p. 168</p> <p>Case: Lila Belated Example 6D.3, p. 130; Example 7D.3, p. 165</p> <p>Case: Grade 6 Team Example 6B.4, p. 112</p>



DOMAIN A: PLANNING AND PREPARATION FOR LEARNING

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Ch. 9 Clarity: "Anticipating Confusions and Misconceptions," pp. 171–173	
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	<p>Ch. 9 Clarity (esp. "Table 9.1. Clarity Concepts," p. 163)</p> <p>Ch. 16 Objectives: "Mastery Objectives Thinking," pp. 375–378</p> <p>Ch. 17 Planning: "The Finer Points About the Basic and Indispensable Decisions" (Decisions 1–3), pp. 399–402</p> <p>www.RBTeach.com, Videos:</p> <p>Planning: Content Planning Conference – "The Respiratory System"</p> <p>Planning: Learning Experiences – "Differentiation: My Favorite Part"</p> <p>Planning: Objectives – "Word Problems: Grade 3"</p> <p>Instructional Strategies: Clarity</p> <ul style="list-style-type: none"> • "Framing the Learning: Mastery Objectives" • "Framing the Learning: Itinerary and Big Idea" • "Making Thinking Visible in Small Groups: Middle School Mathematics" • "Checking for Understanding II: The One-Question Quiz" • "Making Thinking Visible and Classroom Climate: The Repeating Decimal" • "Checking for Understanding" • "Modeling Thinking Aloud: Elementary" • "Modeling Thinking Aloud: High School Social Studies" • "Connections" 	<p>Figure 4B.1 Examining Lesson and Unit Plans, pp. 37–39</p> <p>Figure 5C.3 Diagnostic Questions for Clarity: "Framing the Learning" and "Creating Mental Engagement," pp. 80–81</p> <p>Figure 5E.4 Planning and Conference Guide, p. 90</p> <p>Ch. 5E Diagnosing Problems in Planning, pp. 87–90</p> <p>Figure 5E.3 Questions for Diagnosing Issues with Planning, p. 89</p> <p>Ch. 5F Diagnosing Problems in Assessment, pp. 91–94</p> <p>Case: Whim Winger Example 6D.6, pp. 135–136; Example 7E.1 & 7E.2, pp. 174–175</p> <p>Case: Penny Lane Example 6B.2, pp. 110–111; Example 6C.4, pp. 119–120</p>



DOMAIN A: PLANNING AND PREPARATION FOR LEARNING

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	<p>Ch. 9 Clarity: “Making Cognitive Connections,” pp. 187-190</p> <p>Ch. 10 Principles of Learning: “Application in Setting (from Skill to Setting),” pp. 221–222; “Meaning,” p. 224; “Active Participation,” p. 235; “Feeling Tone,” p. 236; “Vividness,” p. 237</p> <p>Ch. 17 Planning</p> <p>www.RBTeach.com, Videos: Motivation: Expectations – “Persevere and Return: Natural Resources”</p> <p>Jon Saphier on the Framework for Skillful Teaching – “What Accounts for Student Engagement”</p>	<p>Ch. 5E Diagnosing Problems in Planning, p. 87</p> <p>Figure 5E.4 Planning and Conference Guide, p. 90</p> <p>Ch. 5D Diagnosing Problems in Expectations, Personal Relationship Building, and Class Climate, pp. 83–86</p> <p>Figure 5.C.3 Diagnostic Questions for Clarity: “Creating Mental Engagement,” pp. 80-81</p> <p>Case: AI Drained Example 7D.1, pp. 162–163</p>
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of learning materials and technology.	<p>Ch. 17 Planning</p> <p>Ch. 18 Learning Experiences</p>	<p>Case: Sarah Blank Example 6C.1, p. 116</p>



DOMAIN A: PLANNING AND PREPARATION FOR LEARNING

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	<p>Ch. 12 Expectations: “Arena 8: Dealing with Students Who Don’t Get It Yet,” pp. 291–294</p> <p>Ch. 13 Personal Relationship Building</p> <p>Ch. 14 Classroom Climate: “Influence” (section introduction), pp. 342–343</p> <p>Ch. 18 Learning Experiences (esp. “Sensory Channels,” pp. 427–428)</p> <p>www.RBTeach.com, Videos:</p> <p>Motivation: Expectations</p> <ul style="list-style-type: none"> • “Teaching Effective Effort: Motivational Structures – Weekly Quizzes, Student Goal Setting, Required Re-Takes” • “Teaching Effective Effort: Explicit Teaching of Strategies” 	Ch. 5G Diagnosing Problems in Professionalism: “Cultural Proficiency,” p. 99
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Ch. 5 Space	Figure 5B.3 Diagnostic Questions for Management and Discipline; “Space,” p. 76 Case: Sarah Blank Example 6C.1, p. 116



DOMAIN B: CLASSROOM MANAGEMENT

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Ch. 8 Discipline: “Eliminating Disruptions” (through “Consequences”), pp. 81-89; “Establishing Expectations at the Beginning of the Year,” pp. 113–114 Ch. 9 Expectations: “The Anatomy of Caring,” p. 260; Ch. introduction, pp. 261–262; “Standards and Expectations,” pp. 262–268	Ch. 5D Diagnosing Problems in Expectations, Personal Relationship Building, and Class Climate, pp. 83–86 Figure 5B.3 Diagnostic Questions for Management and Discipline: “Discipline,” p. 76 Figure 5D.3 Questions for Diagnosing Low or Inconsistent Expectations, pp. 85–86 Case: Klem Kayos Example 6D.1, pp. 126–127; Example 7D.2, p. 164
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Ch. 13 Personal Relationship Building	Ch. 5D Diagnosing Problems in Expectations, Personal Relationship Building, and Class Climate, pp. 83–86 Case: Clammy Kolds Example 6D.4, pp. 131–132; Example 7D.4, p. 166 Case: Frank Steel Example 6B.3, pp. 111–112; Example 6C.5, pp. 120-121
c. Respect	Wins all students’ respect and creates a climate in which disruption of learning is unthinkable.	Wins almost all students’ respect and refuses to tolerate disruption.	Ch. 8 Discipline: “Building a Climate of High Achievement,” pp. 114–118 Ch. 13 Personal Relationship Building Ch. 14 Classroom Climate: “Community Building Strand,” pp. 331–334	Ch. 5D Diagnosing Problems in Expectations, Personal Relationship Building, and Class Climate, pp. 83-86 Case: Frank Steel Example 6B.3, pp. 111–112; Example 6C.5, pp. 120–121



DOMAIN B: CLASSROOM MANAGEMENT

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	<p>Ch. 11 Models of Teaching: “Group Investigation,” pp. 249–250</p> <p>Ch. 12 Expectations: “Standards and Expectations,” pp. 262–268</p> <p>Ch. 13 Personal Relationship Building</p> <p>Ch. 14 Classroom Climate: pp. 333–352</p> <p>Ch. 18 Learning Experiences: “Type of Interdependence” pp. 414–417</p> <p>www.RBTeach.com, Videos:</p> <p>Motivation: Class Climate: “Teaching Group Skills – Highlighting Things I Heard”</p>	<p>Ch. 5D Diagnosing Problems in Expectations, Personal Relationship Building, and Class Climate, pp. 83–86</p> <p>Case: Clammy Kolds Example 6D.4, pp. 131–132; Example 7D.4, p. 166</p> <p>Case: Frank Steel Example 6B.3, pp. 111–112; Example 6C.5, pp. 120–121</p>
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	<p>Ch. 7 Routines</p> <p>www.RBTeach.com, Videos:</p> <p>Management: Routines – “Entering Class and Opening Exercise: O-Genki Desu Ka?”</p>	<p>Figure 5B.3 Diagnostic Questions for Management: “Routines,” p. 77</p> <p>Case: Ms. Langué Example 6B.1, p. 110</p>
f. Responsibility	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students’ self-discipline and teaches them to take responsibility for their own actions.	<p>Ch. 8 Discipline: “Building a Climate of High Achievement,” pp. 114–118</p> <p>Ch. 10 Principles of Learning: “Goal Setting,” pp. 226–227</p> <p>Ch. 14 Classroom Climate: “Influence,” pp. 342–352</p> <p>Ch. 19 Assessment: “Component 6: Student Self-Assessment,” pp. 473–475; “Component 7: Student Record Keeping About Progress,” pp. 475–476</p>	<p>Figure 5D.5 Questions for Diagnosing Classroom Climate, p. 86</p> <p>Figure 5F.3 Diagnostic Questions for Assessment, p. 93</p>



DOMAIN B: CLASSROOM MANAGEMENT

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention at any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Ch. 3 Attention Ch. 8 Discipline: "Limit Setting with Escalating Consequences," pp. 92–112	Figure 5B.3 Diagnostic Questions for Management and Discipline, p. 76 Case: Ms. Langu Example 6B.1, p. 110 Case: Klem Kayos Example 6D.1, pp. 126–127; Example 7D.2, p. 164
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Ch. 4 Momentum Ch. 6 Time Ch. 9 Clarity: "Making Cognitive Connections," pp. 187–190	Figure 5B.3 Diagnostic Questions for Management and Discipline: "Time," pp. 76–77 Figure 5C.3 Diagnostic Questions for Clarity: "Framing the Learning," p. 80 Figure 5E.4 Planning and Conference Guide, p. 90
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Ch. 3 Attention Ch. 8 Discipline: Introduction, pp. 72–73; "A Comprehensive Approach to Discipline," pp. 73–75; "Causes of Disruptive or Inattentive Behavior," pp. 75–81; "Establishing the Foundation," p. 81; "Eliminating Disruptions" (through "Consequences"), pp. 81–89 Ch. 13 Personal Relationship Building: "Six Key Teacher Traits," pp. 319–326	Ch. 5B.3 Diagnosing Problems in Management, pp. 74–77
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Ch. 8 Discipline: "Recognizing and Rewarding Responsible Behavior Effectively," pp. 112–113	Figure 5B.3 Diagnosing Questions for Management and Discipline, p. 76

DOMAIN C: DELIVERY OF INSTRUCTION

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Ch. 2 Teacher Beliefs Ch. 12 Expectations: "Standards and Expectations," pp. 263–268	Figure 5D.3 Questions for Diagnosing Low or Inconsistent Expectations, pp. 85–86 Case: Grade 4 Mainstream Team Example 6C.2, p. 117 Case: Donna D. Limits Example 6D.5, pp. 133–134; Example 7D.5, p. 167
b. Mindset	Actively inculcates a "growth" mindset: Take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Ch. 2 Teacher Beliefs Ch. 12 Expectations www.RBTeach.com , Videos: Motivation: Expectations <ul style="list-style-type: none"> • "High-Expectations Teaching" • "Persevere and Return: Natural Resources" • "Three Expectations Messages: Hallway Conversations" • "Giving Help with Tenacity and Making Thinking Visible: Rodolfo" • "Feedback and Building Confidence that Mistakes Are Normal: Learning is Messy" • "History of Intelligence I: Unraveling the Myth of the Bell Curve" • "History of Intelligence II: Unraveling the Myth of the Bell Curve" • "Teaching Effective Effort: Motivational Structures – Weekly Quizzes, Student Goal Setting, Required Re-Takes" • "Teaching Effective Effort: Explicit Teaching of Strategies – High School Japanese" • "Stimulating Effective Effort" • "Communicating 'You Can Do It' – Asa Saves the World" 	Ch. 5D Diagnosing Problems in Expectations, Personal Relationship Building, and Class Climate, pp. 83-86 Case: Grade 4 Mainstream Team Example 6C.2, p. 117 Case: Donna D. Limits Example 6D.5, pp. 133-134; Example 7D.5, p. 167



DOMAIN C: DELIVERY OF INSTRUCTION

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
c. Goals	Shows students exactly what is expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	<p>Ch. 9 Clarity: "Framing the Learning," pp. 162–173</p> <p>Ch. 16 Objectives: "Exhibit 16.2. Criteria for Success," p. 378</p> <p>Ch. 19 Assessment: "Component 2: Communicating the Standards of Performance," pp. 438–453</p> <p>www.RBTeach.com, Videos: Instructional Strategies: Clarity – "Framing the Learning: Criteria for Success"</p>	<p>Ch. 4B Teaching-Focused Data Sources, pp. 37–38</p> <p>Framing the Learning, Figure 5C.3 Diagnostic Questions for Clarity, p. 80</p> <p>Ch. 5E Diagnosing Problems in Planning, pp. 79–90</p> <p>Figure 5E.4 Planning and Conference Guide, p. 90</p> <p>Case: Peter Passable Example 6D.7, pp. 137–138; Example 7D.6, p. 168</p>
d. Connections	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Ch. 9 Clarity: "Activating Students' Current Knowledge," pp. 168–171, 187–190	Figure 5C.3 Diagnostic Questions for Clarity, p. 80



DOMAIN C: DELIVERY OF INSTRUCTION

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	<p>Ch. 9 Clarity: “Presenting Information,” pp. 173–184; “Creating Mental Engagement,” pp. 184–190</p> <p>www.RBTeach.com, Videos:</p> <p>Instructional Strategies: Clarity</p> <ul style="list-style-type: none"> • “Framing the Learning: Mastery Objectives” • “Framing the Learning: Itineraries and Big Ideas” • “Making Thinking Visible in Small Groups: Middle School Mathematics” • “Checking for Understanding II: The One-Question Quiz” • “Making Thinking Visible and Classroom Climate: The Repeating Decimal” • “Checking for Understanding” • “Modeling Thinking Aloud: Elementary” • “Modeling Thinking Aloud: High School Social Studies” • “Connections” 	<p>Figure 5C.3 Diagnostic Questions for Clarity, pp. 80–81</p> <p>Figure 5E.4 Planning and Conference Guide, p. 90</p> <p>Case: Sarah Blank Example 6C.1, p. 116</p> <p>Case: Penny Lane Example 6B.2, pp. 110–111; Example 6C.4, pp. 119–120</p>
f. Repertoire	Orchestrates highly effective strategies, questions, materials, technology, and groupings to boost the learning of all students.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	<p>Ch. 9 Clarity</p> <p>Ch. 18 Learning Experiences</p>	<p>Figure 5C.3 Diagnostic Questions for Clarity, pp. 80–81</p>



DOMAIN C: DELIVERY OF INSTRUCTION

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
g. Engagement	Gets all students highly involved in focused work and discussions in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	<p>Ch. 9 Clarity: “Getting Inside Students’ Heads: Cognitive Empathy,” pp. 190–202 (esp. “Making Students’ Thinking Visible,” pp. 194–202); “Questioning,” pp. 204–215</p> <p>Ch. 10 Principles of Learning: “Practice,” p. 232; “Say-Do,” pp. 233–235; “Sequence and Backward Chaining,” p. 235</p> <p>Ch. 11 Models of Teaching</p> <p>Ch. 19 Learning Experiences: “Sensory Channels,” pp. 427–428</p> <p>www.RBTeach.com, Videos:</p> <p>Motivation: Expectations – “Persevere and Return: Natural Resources”</p> <p>Instructional Strategies: Clarity</p> <ul style="list-style-type: none"> • “Making Thinking Visible in Small Groups: Middle School Mathematics” • “Checking for Understanding II: The One-Question Quiz” • “Making Thinking Visible and Classroom Climate: The Repeating Decimal” • “Checking for Understanding” • “Modeling Thinking Aloud: Elementary” • “Modeling Thinking Aloud: High School Social Studies” • “Connections” <p>Jon Saphier on the Framework for Skillful Teaching – “What Accounts for Student Engagement”</p>	<p>Ch. 5E Diagnosing Problems in Planning, p. 87</p> <p>Figure 5E.4 Planning and Conference Guide, p. 90</p> <p>Ch. 5D Diagnosing Problems in Expectations, Personal Relationship Building, and Class Climate, pp. 83–86</p> <p>Figure 5C.3 Diagnostic Questions for Clarity: “Creating Mental Engagement,” pp. 80–81</p> <p>Case: AI Drained Example 7D.1, pp. 162–163</p>



DOMAIN C: DELIVERY OF INSTRUCTION

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding and by using peer and adult helpers.	Differentiates and scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Ch. 17 Planning: Decisions 4–21, pp. 402–408 Ch. 18 Learning Experiences: “Type of Interdependence (Cooperative Learning,) pp. 414–417 www.RBTeach.com , Videos: Planning: Learning Experiences – “Differentiation: My Favorite Part”	NA
i. Nimbleness	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Ch. 1 Introduction Ch. 4 Momentum: “Lesson Flexibility,” pp. 36–37 Ch. 9 Clarity Ch. 10 Principles of Learning	NA
j. Application	Consistently has all students summarize and internalize what they have learned and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Ch. 9 Clarity: “Consolidating and Anchoring the Learning,” pp. 202–204	Figure 5C.3 Diagnostic Questions for Clarity: “Consolidating and Anchoring Learning,” p. 81



DOMAIN D: ASSESSMENT

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	<p>Ch. 9 Clarity: “Communicating Criteria for Success,” p. 168</p> <p>Ch. 12 Expectations: “Standards and Expectations,” pp. 263–268</p> <p>Ch. 16 Objectives: “Exhibit 16.2. Criteria for Success,” p. 378</p> <p>Ch. 19 Assessment: “Component 2: Communicating the Standards of Performance,” pp. 438–453</p> <p>www.RBTeach.com, Videos: Instructional Strategies: Clarity – “Framing the Learning: Criteria for Success”</p>	<p>Figure 5E.4 Planning and Conference Guide, p. 90</p> <p>Figure 5F.3 Diagnostic Questions for Assessment, p. 93</p> <p>Case: Peter Passable Example 6D.7, pp. 137–138; Example 7D.6, p. 168</p>
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students’ knowledge and skills up front and makes small adjustments based on the data.	<p>Ch. 9 Clarity: “Getting Ready for Instruction,” pp. 168, 171</p> <p>Ch. 19 Assessment: “Component 3: Assessing Current Knowledge Before Instruction,” p. 453</p>	<p>Ch. 5F Diagnosing Problems in Assessment, pp. 91–94</p>



DOMAIN D: ASSESSMENT

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	<p>Ch. 9 Clarity: “Getting Inside Students’ Heads: Cognitive Empathy,” pp. 190–202 www.RBTeach.com, Videos: Instructional Strategies: Clarity</p> <ul style="list-style-type: none"> • “Checking for Understanding II: The One-Question Quiz” • “Making Thinking Visible and Classroom Climate: The Repeating Decimal” • “Checking for Understanding” • “Modeling Thinking Aloud: Elementary” • “Modeling Thinking Aloud: High School Social Studies” • “Connections” 	<p>Figure 5E.4 Planning and Conference Guide, p. 90 Figure 5F.3 Diagnostic Questions for Assessment, pp. 93–94 Case: Sally Friendly Example 6D.2, pp. 128–129 Ch. 8C Looking at a Sample Improvement Plan, pp. 196–209</p>
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	<p>Ch. 11 Principles of Learning: “Goal Setting,” pp. 226–227 Ch. 12 Expectations: “Attribution Retraining and Teaching Effective Effort,” pp. 299–304 Ch. 19 Assessment: “Component 6: Student Self-Assessment,” pp. 473–475; “Component 7: Student Record Keeping About Progress,” pp. 475–476; “Component 9: Error Analysis by Students,” pp. 478–479; “Reflecting on Assessment,” pp. 500–501 www.RBTeach.com, Videos: Instructional Strategies: Clarity – “Framing the Learning: Criteria for Success”</p>	<p>Figure 5F.3 Diagnostic Questions for Assessment, pp. 93–94</p>



DOMAIN D: ASSESSMENT

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Ch. 12 Expectations: "Communicating Standards," pp. 265-268; "Arena 5: Responding to Student Performance," pp. 286-289 Ch. 19 Assessment: "Component 5: Frequent High-Quality Feedback to Students," pp. 460-473	Ch. 4C Learning-Focused Data, pp. 44-54
f. Interims	Works with colleagues to use interim assessment data, fine-tune teaching, reteach, and help struggling students.	Uses data from interim assessments to adjust teaching, reteach, and follow up with failing students.	Ch. 9 Clarity: "Getting Inside Students' Heads: Cognitive Empathy," pp. 190-202; "Consolidating and Anchoring the Learning," pp. 202-204 Ch. 12 Expectations: "Arena 8: Dealing with Students Who Don't Get It Yet," pp. 291-294 Ch. 19 Assessment www.RBTeach.com , Videos: Planning: Assessment – "Effective Feedback During Instruction: Ceramics" Planning: Error Analysis and Re-Teaching – "Landmark Numbers" Planning: Learning Experiences – "Differentiation – My Favorite Part" Instructional Strategies: Clarity – "Checking for Understanding II – The One-Question Quiz"	Ch. 5F Diagnosing Problems in Assessment, pp. 91-94 Figure 4B.1 Examining Lesson and Unit Plans, p. 38 Figure 5F.3 Diagnostic Questions for Assessment, p. 93 Figure 5E.3 Questions for Diagnosing Issues with Planning Case: Grade 6 Team Example 6B.4, p. 112 Case: Peter Passable Example 6D.7, pp. 137-138; Example 7D.6, p. 168 Case: Lila Belated Example 6D.3, p. 130; Example 7D.3, p. 165



DOMAIN D: ASSESSMENT

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
g. Tenacity	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	<p>Ch. 2 Teacher Beliefs</p> <p>Ch. 12 Expectations: “Classroom Interventions,” pp. 276–304; “Coda,” pp. 304–306</p> <p>www.RBTeach.com, Videos:</p> <p>Expectations</p> <ul style="list-style-type: none"> • “High Expectations Teaching” • “Persevere and Return” • “Hallway Conversations” • “Giving Help with Tenacity and Making Thinking Visible” • “Feedback and Building Confidence that Mistakes are Normal – Learning is Messy” • “History of Intelligence I – Unraveling the Myth of the Bell Curve” • “History of Intelligence II – Unraveling the Myth of the Bell Curve” • “Teaching Effective Effort: Motivational Structures – Weekly Quizzes, Student Goal Setting and Required Re-Takes” • “Teaching Effective Effort: Explicit Teaching of Strategies – High School Japanese” • “Stimulating Effective Effort” • “Communicating ‘You Can Do It’ – Asa Saves the World” 	<p>Ch. 5D Diagnosing Problems in Expectations, Personal Relationship Building, and Class Climate, pp. 83–86</p> <p>Case: Donna D. Limits Example 7D.5, p. 167</p> <p>Case: Grade 4 Mainstream Team Example 6C.2, p. 117</p> <p>Case: Donna D. Limits Example 6D.5, pp. 133–134</p> <p>Case: Lila Belated Example 6D.3, p. 130; Example 7D.3, p. 165</p>



DOMAIN D: ASSESSMENT

Criteria	Highly Effective	Effective	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	NA	Case: Grade 4 Mainstream Team Example 6C.2, p. 117
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Ch. 19 Assessment www.RBTeach.com , Videos: Planning: Error Analysis and Re-Teaching · “PLC/Content Teams” · “Students Giving Reasons”	Figure 5F.3 Diagnostic Questions for Assessment, p. 93 Ch. 5G Diagnosing Problems in Professionalism, pp. 95–100 Case: Ben Beenaround Example 6B.5, p. 113 Case: John Whiner Collabnot Example 6D.8, pp. 138–139; Example 7D.7, p. 169
j. Reflection	Works with colleagues to reflect on what worked and what didn’t and to continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	Ch. 1 Introduction Ch. 2 Teacher Beliefs www.RBTeach.com , Videos: Jon Saphier on the Framework for Skillful Teaching – “Area of Performance, Repertoire and Matching”	Ch. 5G Diagnosing Problems in Professionalism, pp. 95–100 Case: Ben Beenaround Example 6B.5, p. 113 Case: John W. Collabnot Example 6D.8, pp. 138–139; Example 7D.7, p. 169



Cross Reference to Map of Pedagogical Knowledge

KEY

Domain-Criteria

Domain A: Planning & Preparation of Learning

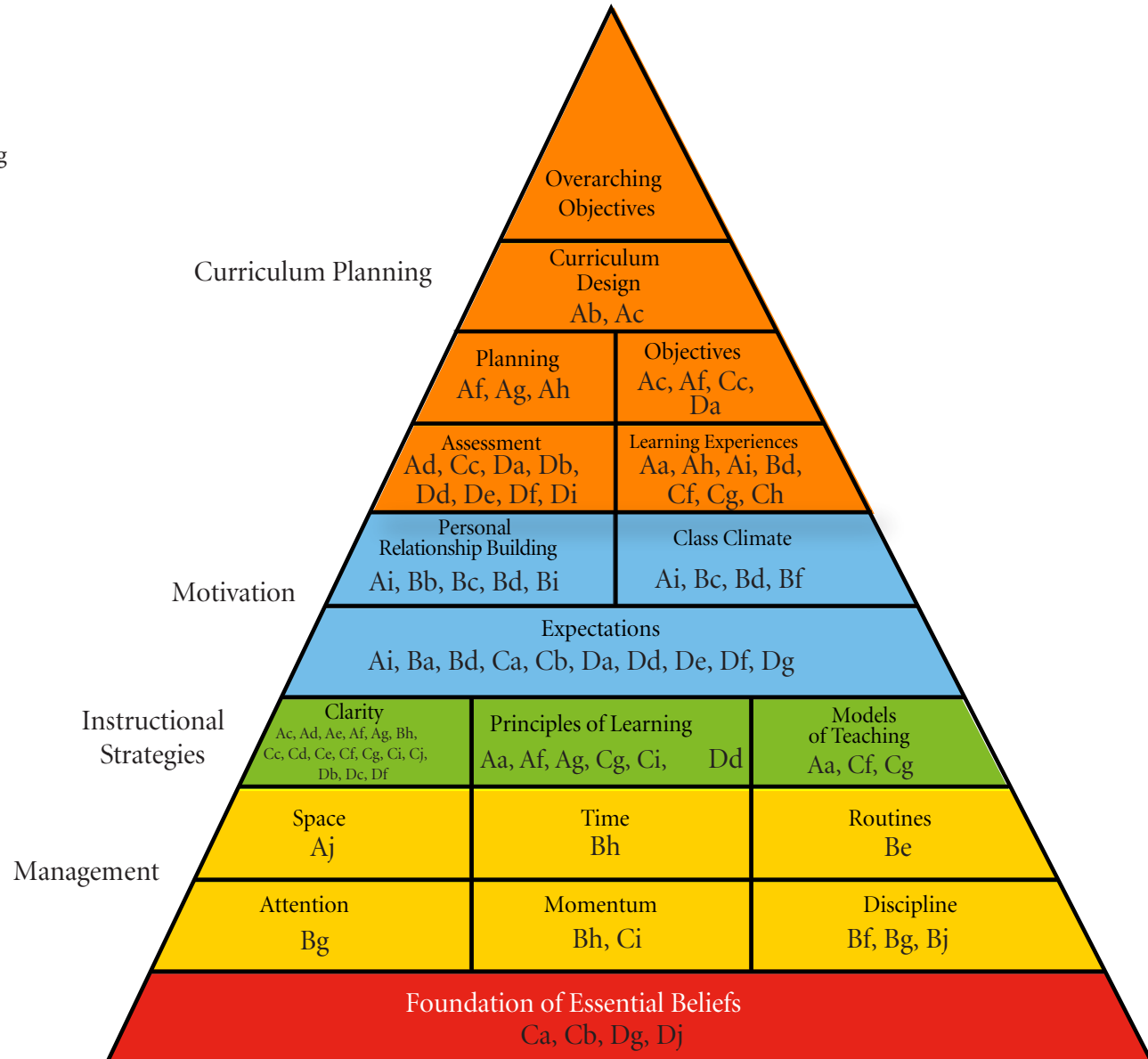
Domain B: Classroom Management

Domain C: Delivery of Instruction

Domain D: Assessment

Example: Ab

Domain A-b (Standards)



Source: Jon Saphier, Mary Ann Haley-Speca, and Robert Gower. 2008. *The Skillful Teacher: Building Your Teaching Skills*, 6th ed. Acton, MA: Research for Better Teaching.



Cross Reference to *The Skillful Teacher: Building Your Teaching Skills* (6th ed.)

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13 Personal Relationship Building [Ai, Bb, Bc, Bd, Bi]
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15 Curriculum Design [Ab, Ac]
16 Objectives [Ac, Af, Cc, Da]
17 Planning [Af, Ag, Ah]
18 Learning Experiences [Aa, Ah, Ai, Bd, Cf, Cg, Ch]
19 Assessment [Ad, Cc, Da, Db, Dd, De, Df, Di]
20 Overarching Objectives

KEY

Domain-Criteria

Domain A: Planning & Preparation of Learning

Domain B: Classroom Management

Domain C: Delivery of Instruction

Domain D: Assessment

Example: Ab

Domain A-b (Standards)

Source: Jon Saphier, Mary Ann Haley-Speca, and Robert Gower. 2008. *The Skillful Teacher: Building Your Teaching Skills*, 6th ed. Acton, MA: Research for Better Teaching.



Cross Reference to *The Skillful Leader III: Strengthening Teacher Evaluation*

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5E	Diagnosing Problems in Planning [Ab, Ac, Af, Ag, Bh, Cc, Ce, Cg, Da, Dc, Df]		
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KEY

Domain-Criteria

Domain A: Planning & Preparation of Learning

Domain B: Classroom Management

Domain C: Delivery of Instruction

Domain D: Assessment

Example: Ab

Domain A-b (Standards)

Source: Alexander D. Platt, Caroline E. Tripp. 2014. *Strengthening Teacher Evaluation: Taking Action to Improve Ineffective Instruction – The Skillful Leader III*. Acton, MA: Ready About Press.



APPENDIX

VIDEO RESOURCES

To access the Video Library of our website, if you do not already have an account on www.RBTeach.com, you will need to set one up. Press “Log in” in the upper right corner. Follow the prompts and you will then receive an email with instructions to set your password. These videos are a great complement to *The Skillful Teacher* textbook.

KEY CONCEPTS

[Jon Saphier on the Framework for Skillful Teaching I – Areas of Performance, Repertoire, and Matching](#)

[Jon Saphier on the Framework for Skillful Teaching II – What Accounts for Student Engagement](#)

CURRICULUM PLANNING: PLANNING

[Content Planning Conference – “The Respiratory System”](#)

CURRICULUM PLANNING: PLANNING/ERROR ANALYSIS AND RETEACHING

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“Students Giving Reasons”

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CURRICULUM PLANNING: OBJECTIVES

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[Differentiation – “My Favorite Part”](#)

MOTIVATION: CLASS CLIMATE

[Teaching Group Skills – “Highlighting Things I Heard”](#)



MOTIVATION: EXPECTATIONS

[High-Expectations Teaching](#)

[Persevere and Return – “Natural Resources”](#)

[Three Expectations Messages – “Hallway Conversations”](#)

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[Framing the Learning: Criteria for Success](#)

[Making Thinking Visible in Small Groups](#)

[Checking For Understanding II – “The One-Question Quiz”](#)

[Making Thinking Visible and Classroom Climate – “The Repeating Decimal”](#)

[Checking for Understanding](#)

[Modeling Thinking Aloud: Elementary](#)

[Modeling Thinking Aloud: High School Social Studies](#)

[Connections](#)

INSTRUCTIONAL STRATEGIES: MODELS OF TEACHING

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MANAGEMENT: ROUTINES

[Entering Class and Opening Exercise – “O-Genki Desu Ka?”](#)

