

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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Kim Marshall's Teacher Evaluation Rubrics

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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 Massachusetts Model System for Teacher Evaluation



Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
I-A-1. Subject Matter Knowledge	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Ch. 10 Principles of Learning Ch. 11 Models of Teaching Ch. 18 Learning Experiences www.RBTeach.com , Videos: Planning: Content Planning Conference: “The Respiratory System” Instructional Strategies: Models of Teaching: “Division by a Fraction” Instructional Strategies: Clarity: “Modeling Thinking Aloud – Elementary and High School”	Example 6C.3 Planning: Curriculum Standards Not Being Used, p. 118
I-A-2. Child and Adolescent Development	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.	Ch. 11 Models of Teaching Ch. 18 Learning Experiences www.RBTeach.com , Videos: Planning: Learning Experiences: “Differentiation – My Favorite Part” Instructional Strategies: Clarity: “Connections”	NA



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Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
I-A-3. Rigorous Standards-Based Unit Design	Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.	Ch. 9 Clarity, pp. 204–215 Ch. 15 Curriculum Design Ch. 16 Objectives, pp. 380–394 www.RBTeach.com , Videos: Instructional Strategies: Clarity · “Making Thinking Visible in Small Groups” · “Making Thinking Visible and Classroom Climate”	Ch. 4B Teaching-Focused Data Sources Ch. 5E Diagnosing Problems in Planning Example 6D.6 Curriculum: Ineffective Planning, p. 135 Example 7D.6 Recommendation re Assessment and Planning, p. 168



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Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
I-A-4. Well-Structured Lessons	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	<p>Ch. 9 Clarity (esp. p. 163)</p> <p>Ch. 10 Principles of Learning</p> <p>Ch. 16 Objectives</p> <p>Ch. 17 Planning</p> <p>www.RBTeach.com, Videos:</p> <p>Planning: Content Planning Conference: “The Respiratory System”</p> <p>Planning: Objectives: “Word Problems – Gr. 3”</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” · “Checking for Understanding II – The One-Question Quiz” · “Making Thinking Visible and Classroom Climate” · “Checking for Understanding” · “Checking for Understanding, Modeling Thinking Aloud – Elementary and High School” · “Connections” <p>Planning: Learning Experiences: “Differentiation – My Favorite Part”</p>	<p>Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–38</p> <p>Ch. 5C Diagnosing Problems in Instruction</p> <p>Ch. 5E Diagnosing Problems in Planning</p> <p>Example 6B.2 Purpose for Learning: Lesson Objectives Not Communicated, p. 110</p> <p>Example 6D.6 Ineffective Planning, p. 135</p> <p>Example 7D.6 Recommendation re Assessment and Planning, p. 165</p> <p>Example 7E.2 When to Use a Mini-Plan™, p. 175</p>

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Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
I-B-1. Variety of Assessment Methods	Designs and administers a variety of informal and formal methods of assessments, including common interim assessments, to measure each student’s learning, growth, and progress toward achieving state/local standards.	Ch. 9 Clarity, pp. 190-204 Ch. 19 Assessment www.RBTeach.com , Videos: Planning: Assessment: “Effective Feedback During Instruction – Ceramics” Planning: Learning Experiences: “Differentiation – My Favorite Part” Instructional Strategies: Clarity: “Checking for Understanding II – The One-Question Quiz”	Ch. 4B Teaching-Focused Data Sources: “Grading Criteria,” pp. 40-41 Ch. 4C: Learning-Focused Data: “Performance on Formative Assessment,” pp. 46–47 Ch. 5F Diagnosing Problems in Assessment Example 6B.4 Student Performance: Poor Results on Interim Assessments, p. 112 Example 6D.3 Assessment: Failure to Provide Timely and Effective Feedback, p. 130 Example 7D.3 Recommendation re Assessment and Feedback to Students, p. 165
I-B-2. Adjustment to Practice	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Ch. 9 Clarity (especially p. 163) Ch. 19 Assessment www.RBTeach.com , Videos: Planning: Error Analysis and Reteaching · “Landmark Numbers” · “Coordinate Pictures” Planning: Learning Experiences: “Differentiation – My Favorite Part”	Example 6D.7 Data Not Collected or Used to Modify Instruction, p. 137



Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

Elements	Proficient Performance	The Skillful Teacher	The Skillful Leader III
I-C-1. Analysis and Conclusions	Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.	Ch. 19 Assessment www.RBTeach.com , Videos: Planning: Error Analysis and Reteaching · “PLC/Content Teams” · “Students Giving Reasons”	Ch. 5C Diagnosing Problems in Instruction
I-C-2. Sharing Conclusions With Colleagues	Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.	Ch. 19 Assessment www.RBTeach.com , Videos: Planning: Error Analysis and Reteaching · “PLC/Content Teams” · “Students Giving Reasons”	Ch. 5G Diagnosing Problems in Professionalism Example 6B.5 Professionalism: Department Agreements Not Implemented, p. 113 Example 6D.8 Professional Responsibilities: Poor Collaboration, p. 138 Example 7D.7 Recommendation re Meeting Professionalism Standards..., p. 169



Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
I-C-3. Sharing Conclusions With Students	Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.	Ch. 10 Principles of Learning Ch. 19 Assessment, pp. 460–473 www.RBTeach.com , Videos: Planning: Assessment: “Effective Feedback During Instruction – Ceramics” Motivations: Expectations: “Feedback and Building Confidence that Mistakes are Normal – Learning is Messy” Motivation: Class Climate: “Highlighting Things I Heard” Motivation: Expectations: “Teaching Effective Effort: Motivational Structures – Weekly Quizzes, Student Goal-Setting and Required Re-Takes”	NA

Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
II-A-1. Quality of Effort and Work	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	Ch. 12 Expectations, pp. 263–268 Ch. 16 Objectives, p. 378 Ch. 19 Assessment, pp. 438–453 www.RBTeach.com , Videos: Instructional Strategies: Clarity: “Framing the Learning – Criteria for Success”	Ch. 5D Diagnosing Problems in Expectations Example 6D.5 Expectations: Low Standards and Expectations for Students, p. 133 Example 7D.5 Recommendation re Expectations for Student Performance, p. 167
II-A-2. Student Engagement	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	Ch. 9 Clarity Ch. 10 Principles of Learning www.RBTeach.com , Videos: Motivation: Expectations: “Persevere and Return” Jon Saphier on the Framework for Skillful Teaching: “What Accounts for Student Engagement”	Ch. 5C Diagnosing Problems in Instruction Example 6C.1 Instruction: No Visuals or Explanatory Devices, p. 116
II-A-3. Meeting Diverse Needs	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness , including those of students with disabilities and English learners.	Ch. 18 Learning Experiences www.RBTeach.com , Videos: Planning: Learning Experiences: “Differentiation – My Favorite Part”	NA



Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-B. Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
II-B-1. Safe Learning Environment	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Ch. 3 Attention Ch. 4 Momentum Ch. 5 Space Ch. 6 Time Ch. 7 Routines Ch. 8 Discipline Ch. 13 Personal Relationship Building Ch. 14 Classroom Climate www.RBTeach.com , Videos: Motivation: Expectations: “Stimulating Effective Effort” Management: Routines: “Entering Class and Opening Exercise”	Ch. 5B Diagnosing Problems in Management Example 6B.1 Management: Students Off Task, p. 110 Example 6D.1 Classroom Management: Ineffective Procedures and Routines, p. 126 Example 7D.2 Recommendation re Establishing Effective Procedures and Routines, p. 164
II-B-2. Collaborative Learning Environment	Develops students’ interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Ch. 12 Expectations, pp. 262–268 Ch. 13 Personal Relationship Building Ch. 14 Classroom Climate Ch. 18 Learning Experiences, pp. 414–417 www.RBTeach.com , Videos: Motivation: Class Climate: “Teaching Group Skills – Highlighting Things I Heard”	Ch. 5G Diagnosing Problems in Professionalism



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Indicator II-B. Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
II-B-3. Student Motivation	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.	Ch. 12 Expectations, pp. 291–294 Ch. 13 Personal Relationship Building Ch. 14 Classroom Climate Ch. 18 Learning Experiences www.RBTeach.com , Videos: Motivation: Expectations: · “Teaching Effective Effort: Motivational Structures – Weekly Quizzes, Student Goal Setting and Required Re-Takes” · “Teaching Effective Effort: Explicit Teaching of Strategies – High School Japanese”	Ch. 5D Diagnosing Problems in Personal Relationship Building Example 6D.4 Learning Environment: Negative Relationship with Students, p. 131 Example 7D.1 Recommendation re Increasing Student Engagement, p. 162



Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
II-C-1. Respects Differences	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Ch. 14 Classroom Climate	Ch. 5G Diagnosing Problems in Professionalism Figure 5G.3 Diagnostic Questions for Professionalism: "Cultural Proficiency," p. 99 Example 6C.5 Climate: Disrespectful Treatment of Students, p. 120
II-C-2. Maintains Respectful Environment	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	Ch. 14 Classroom Climate www.RBTeach.com , Videos: Motivation: Expectations: "Three Expectations Messages – Hallway Conversations"	Ch. 5D Diagnosing Problems in Class Climate Example 7D.4 Recommendation re Building Positive Relationships and a Positive Climate for Learning, p. 166

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
II-D-1. Clear Expectations	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Ch. 12 Expectations www.RBTeach.com , Videos: Instructional Strategies: Clarity: "Framing the Learning – Criteria for Success"	Ch. 5D Diagnosing Problems in Expectations Example 7D.5 Recommendation re Expectations for Student Performance, p. 167

Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

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Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
II-D-2. High Expectations	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	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” • “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” 	Ch. 5D Diagnosing Problems in Expectations Example 7D.5 Recommendation re Expectations for Student Performance, p. 167
II-D-3. Access to Knowledge	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Ch. 2 Teacher Beliefs Ch. 9 Clarity Ch. 10 Principles of Learning	NA



Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
III-A-1. Parent/Family Engagement	Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.	NA	NA

Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for support of student learning and development both at home and at school.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
III-B-1. Learning Expectations	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	NA	NA
III-B-2. Curriculum Support	Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	NA	NA



Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
III-C-1. Two-Way Communication	Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.	NA	Ch. 5G Diagnosing Problems in Professionalism Example 6B.3 Climate: Parent Complaints about Student Discomfort, p. 111
III-C-2. Culturally Proficient Communication	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	NA	Ch. 5G Diagnosing Problems in Professionalism



Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
IV-A-1. Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	NA	NA
IV-A-2. Goal Setting	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.	NA	Ch. 7C Influencing Goal Setting Example 7C.1 Ineffective Goals, p. 157 Example 7C.2 Revising Ineffective Goals to Make Them SMART, p. 158

Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and practice to assume different instructional and leadership roles.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
IV-B-1. Professional Learning and Growth	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	NA	Ch. 5G Diagnosing Problems in Professionalism



Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicator IV-C. Collaboration: Collaborates effectively with a wide range of tasks.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
IV-C-1. Professional Collaboration	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention	NA	Ch. 5G Diagnosing Problems in Professionalism.

Indicator IV-D. Decision-Making: Becomes involved in school-wide decision-making, and takes an active role in planning.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
IV-D-1. Decision-Making	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	NA	Ch. 5G Diagnosing Problems in Professionalism

Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
IV-E-1. Shared Responsibility	Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	NA	Ch. 5G Diagnosing Problems in Professionalism



Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
IV-F-1. Judgment	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	NA	NA



Cross Reference to Map of Pedagogical Knowledge

KEY

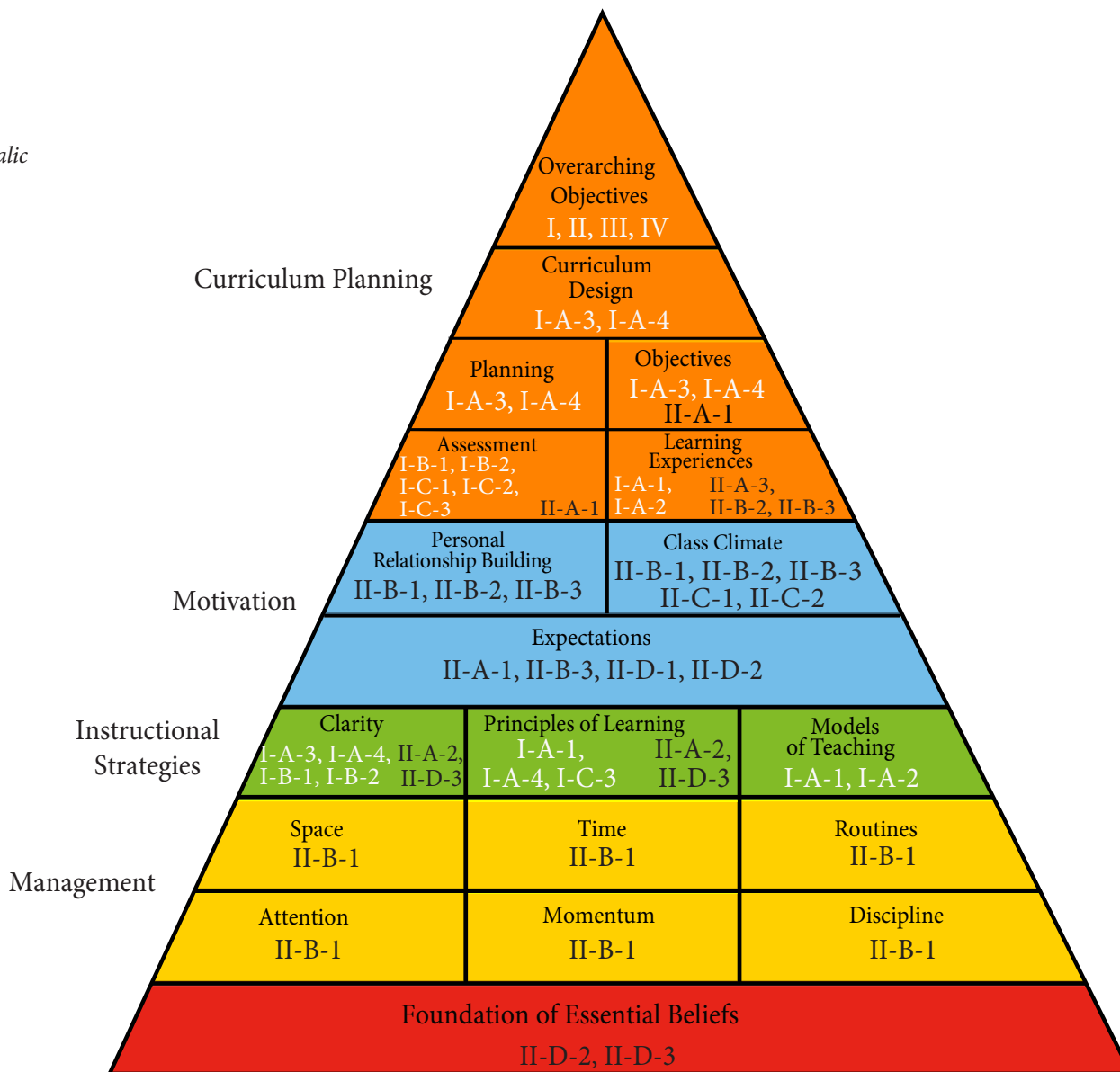
Standard—Indicator—Element

Standard I: *Curriculum, Planning, and Assessment*: white/italic

Standard II: Teaching All Students: black

Example: I-A-3

Standard I-Indicator A-Element 3



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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KEY

Standard—Indicator—Element

Standard I: *Curriculum, Planning, and Assessment: white/italic*

Standard II: Teaching All Students: black

Example: I–A–3

Standard I–Indicator A–Element 3

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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KEY

Standard—Indicator—Element

Standard I: *Curriculum, Planning, and Assessment: white/italic*

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Example: I–A–3

Standard I–Indicator A–Element 3

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

“PLC/Content Teams”

“Students Giving Reasons”

“Landmark Numbers”

CURRICULUM PLANNING: OBJECTIVES

[Word Problems: Grade 3](#)

CURRICULUM PLANNING: ASSESSMENT

[Effective Feedback During Instruction – “Ceramics”](#)

CURRICULUM PLANNING: LEARNING EXPERIENCES

[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”](#)

[Giving Help with Tenacity and Making Thinking Visible – “Rodolfo”](#)

[Feedback and Building Confidence That Mistakes Are Normal – “Learning is Messy”](#)

[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](#)

[History of Intelligence 1: The Myth of the Bell Curve](#)

[History of Intelligence 2: The Myth of the Bell Curve](#)

[Communicating “You Can Do It” – Asa Saves the World: Grade 3](#)

INSTRUCTIONAL STRATEGIES: CLARITY

[Framing the Learning: Mastery Objectives](#)

[Framing the Learning: Itineraries and Big Ideas](#)

[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

[Inquiry-Oriented Lessons – “Division by a Fraction”](#)

MANAGEMENT: ROUTINES

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

