

- Tool:** Recommendations for Improvement Linked to the Domains and Indicators from TN Framework for Evaluation and Professional Growth and to INTASC Principles
- Timing:** During consultations, formal and informal conferences
- Purpose:** To improve instructional practice by providing research-based recommendations

GENERAL EDUCATION PERFORMANCE STANDARDS

I. PLANNING

A. Establishes appropriate instructional goals and objectives.

- **IF**, Instructional goals and objectives are not part of the adopted curriculum.
Recommend: Obtain current curriculum frameworks to identify appropriate instructional goals and objectives. Analyze the frameworks to determine essential knowledge and skills students need to acquire. Focus on goals that support the frameworks and eliminate those that are not aligned.
- **IF**, Instructional goals and objectives are not consistent with student needs and abilities.
- **IF**, Teacher is not clear and/or specific about learning expectations.
Recommend: Obtain and read information on child growth and development, talk with grade level teachers, consult with school guidance counselors, visit classrooms (grade level, above grade and below grade), elicit input from students about topics they want to know more about.
Recommend: Develop plans that include a range of lower level and higher level cognitive objectives. Plans should include a balance of cognitive and affective objectives (stated specifically in terms of what students should know and be able to do).
Recommend: Work with grade level or content colleagues and identify priority learning expectations.
- **IF**, No evidence of long-range planning is evident.
Recommend: Obtain a calendar and develop year-long (semester-long) postholing of curriculum (pacing guides).
- **IF**, Plans do not include goals and objectives related to the development of thinking processes.
Recommend: Plan for direct instruction and/or application of higher level thinking processes (Dimensions of Learning). Assessment activities should also provide important feedback to students about the development of thinking processes.

I. PLANNING

B. Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals

- **IF**, Plans reflect inadequate/limited knowledge of subject matter.
- **IF**, Plans incorporate goals and objectives that are developmentally inappropriate.
- **IF**, Plans include lessons that are poorly linked reflecting more incremental rather than comprehensive planning.
Recommend: Develop plans that are a series of lessons designed to accomplish a specific purpose. Each lesson should have a clear instructional purpose linked directly to the overall purpose.
- **IF**, Lessons are disconnected with subjects segregated rather than integrated.
Recommend: Rearrange lessons to more appropriately link or integrate content across subject areas when possible. Map the content of the curriculum to identify possible areas of integration. Interdisciplinary or thematic planning can provide appropriate cohesion of content and emphasize meaningful integration across subjects. Avoid artificial or forced integration.

- **IF**, Plans include irrelevant goals, objectives, and/or activities.

Recommend: Identify the essential knowledge and skills students should acquire. Articulate the connection of learning goals and objectives to real life experiences and future careers. State a clear rationale for why students need to know or be able to use this content. Communicate how the learning relates to everyday life outside of school.

Recommend: Provide more authentic ways for students to apply knowledge.

Recommend: Identify the BIG ideas or powerful concepts that are the foundation for the area of study.

Recommend: Create a concept map of the content showing the major topics, subtopics, and the relationships among them. Identify key examples and nonexamples of the significant concepts.

Recommend: Include activities that relate directly to accomplishing objectives (i.e., worth the time, energy, and resource; activities predicted to bring about desired learning) in every lesson and unit plan.

- **IF**, Plans reflect poor alignment of goals, objectives, instructional strategies, and assessments.

Recommend: Clearly link goals, objectives, instructional strategies, and assessments. Select instructional strategies that are most appropriate to achieve the lesson or unit objectives. Be sure that assessment strategies match instructional strategies. Avoid asking higher order questions on tests or designing performance assessments when instruction has focused on fact recall--or vice versa.

Recommend: Plan a wide variety of appropriate instructional experiences to address specific objectives. Include activities that build on student experiences, interests, and familiar knowledge. Plan for activities that allow peer interaction and cooperative learning when appropriate. Plan a variety of activities that ensure active student involvement.

- **IF**, Plans indicate an over-reliance on text book and a limited variety of instructional materials and resources.

Recommend: Use primary sources and incorporate instructional materials appropriate for the range of learning styles/multiple intelligences within the classroom.

Recommend: Incorporate the use of technology and other supplementary instructional resources (outside experts from school families and the community at large).

I. PLANNING

C. Plans instructional opportunities that are adapted to diverse students

- **IF**, Instruction is (consistently) teacher directed, whole group.

- **IF**, Plans include limited opportunities to address the instructional needs of diverse learners.

Recommend: Identify a range of instructional strategies that appropriately matches students' needs, abilities, and interests (Multiple Intelligences is one way.).

Recommend: Create or adapt learning centers or stations, independent or group projects, workshop or conference opportunities, peer tutoring or cooperative learning activities.

- **IF**, Plans address the needs of one specific group of learners rather than the wide range of abilities, interests, and /or cultures.

Recommend: Systematically gather accurate and adequate background information about student needs (student records, previous teachers) and use this information in planning instruction.

Recommend: Design preassessment strategies to accurately determine students' prior knowledge and current understanding of the subject matter. Determine learning experiences that could give students the needed background experiences or knowledge to successfully participate with the class. Identify any books, readings, videos, vocabulary, activities that could provide important content so students have some familiar knowledge on which to build.

Recommend: Include modifications and accommodations for special needs students (remediation or alternative approaches for the slower students as well as acceleration or challenge activities for the more able students). Identify alternatives and supplemental activities.

Recommend: Develop plans that incorporate multicultural issues and content. Identify unit related relevant issues or problems kids will care about. Identify community resources, cultural events, places, concerns, or people that could be incorporated. Identify any positive role models, examples, illustrations from more than one culture.

Recommend: For students with reading difficulties, identify specific reading strategies that could be incorporated to strengthen students' ability as well as their comprehension and vocabulary development.

INTASC Core Principles 1, 2. & 7

Reflections:

- What goals does the teacher develop for an instructional sequence so that students attain understanding of important subject content?
- What method does the teacher use to identify important subject content?
- What does the teacher do to ensure that all students attain understanding of the subject matter?

II. TEACHING STRATEGIES

A. Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to this information through experiences which make the subject matter meaningful.

- **IF,** Instruction shows limited understanding of the subject matter, central concepts, structure of the knowledge, and/or tools of inquiry. Instructor lacks depth of knowledge in subject matter.
- **IF,** Inaccurate information is presented to students.
- **IF,** Structure of content is not clearly conveyed to students.
- **IF,** There is no clear identification of important concepts and subordinate topics.

Recommend: Obtain additional resource materials and supplementary information to strengthen knowledge of the subject. Analyze concepts to be taught to determine the structure of the knowledge, appropriate examples and nonexamples, visuals and anecdotes to illustrate, etc. Once an in-depth knowledge is acquired, develop instructional strategies that will engage the students in meaningful learning experiences.

- **IF,** Teacher does not vary the instructional role acting primarily as the lecturer (dispenser of information).

Recommend: Vary the task structure, mode of instruction, or grouping of students within the learning period to more appropriately meet student needs. Use cooperative learning, independent learning, and/or learning centers at appropriate points in the lesson.

- **IF,** Teacher uses one primary mode of instruction to explain concepts.

Recommend: Develop strategies to activate students' prior knowledge. Then use approaches to appropriately build on that knowledge (linking new knowledge to familiar concepts) or to confront inaccurate knowledge (teaching for conceptual change).

Recommend: Develop appropriate strategies that link to the range of students' multiple intelligences (verbal-linguistic, mathematical-logical, kinesthetic-body, visual-spatial, musical-rhythmic, intrapersonal, interpersonal, naturalistic). Explaining concepts in ways consistent with their MI will allow students to grasp difficult concepts. Incorporate multisensory experiences, use graphic organizers, manipulatives, and "hands on" learning.

Recommend: Incorporate learning centers or stations, independent or group projects, workshop or conference opportunities, peer tutoring or cooperative learning activities.

- **IF,** Pace of lesson was too rapid based on student misunderstanding and lack of completion of assignment.

- **IF**, Pace of lesson was uneven (allowing 20 minutes for the first two topics and only 3 for the last one).
- **IF**, Pace of lesson was not geared to student needs.

Recommend: Pace lessons on student understanding (identify target groups/students and pace instruction appropriately). Remain focused on major topics and appropriate explanatory information (irrelevant topics take valuable teaching time). Make appropriate interactive decisions about the pace of the lesson depending on student understanding. Allow the majority of the students who understand the instruction to go on with their work while the teacher works with those who need additional assistance.

Recommend: Monitor pace of lesson to ensure student success and involvement. Incorporate frequent opportunities for students to summarize what they are learning. Teacher can then better assess student confusion or learning.

- **IF**, Student misunderstanding was evident after initial explanation.

Recommend: Clarify directions and explanations before students become frustrated. Extend your explanations so that students have a clear understanding. Check with target students to assess their level of understanding. Provide additional explanations for students having difficulty comprehending.

II. TEACHING STRATEGIES

B. Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills.

- **IF**, Teacher primarily uses one model of instruction (direct instruction).

Recommend: Reinforce the use of direct instruction in appropriate situations. Identify additional models of instruction and experiment with them for the appropriate purposes (e.g. concept attainment, inquiry, debate, project based, problem based).

- **IF**, A large number of the students are not actively engaged in the lesson.

Recommend: Explore teacher resource books for methods to actively engage students in “hands on,” “minds on” activities. Use graphic organizers to make learning more visual. Incorporate appropriate technology-based instructional resources. Redesign the learning centers to reduce the amount of down time for students.

Recommend: Identify and implement specific strategies designed to increase students' motivation to learn. Use some form of formal or informal interest inventory or questionnaire to elicit student suggestions.

- **IF**, Limited opportunities for students to develop critical and creative thinking, and problem solving.

Recommend: Use the language of thinking with the students. Provide explicit instruction in the steps of higher level thinking processes (i.e., comparison, classifying, induction, deduction, abstracting). Structure instructional tasks so that students extend and refine their knowledge and enhance their level of understanding of the content. Provide opportunities for students to apply higher level thinking processes so that they may become internalized (and be applied automatically and independently by students--transfer). Develop instructional tasks that require students to apply knowledge in meaningful ways (problem solving and decision making are examples of performance assessments).

Recommend: Stimulate critical thinking by asking “why?” and “What is your evidence?” Engage students in structured debate. Identify ways to incorporate dramatic activities, simulations, or creative representations.

- **IF**, Inadequate practice was provided to ensure students attainment of essential concepts and skills.

Recommend: After identifying the essential declarative and procedural knowledge students need to store and internalize, provide adequate and appropriately spaced opportunities for review and practice. Use mnemonic devices, imagery strategies, or graphic organizers to help input information in ways that make retrieval easier. Set up practice strategies and schedules.

II. TEACHING STRATEGIES

C. Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning.

- **IF**, A few students willingly participated in the discussion, while the majority of them were reluctant.

Recommend: Establish classroom conditions that are supportive of student thinking, risk taking, and positive attitudes towards learning. Include questions for which there are no wrong answers and situations with several possible solutions. Students need to see that teachers don't have all the right answers. Attempt to link new learning to student interests and experiences. Allow students some choice (equally acceptable options) in how they will show their understanding.

- **IF**, Learning opportunities were primarily independent activities.

Recommend: Incorporate peer interaction and cooperative learning activities to promote higher level learning. If carefully structured, the interactions can lead to new levels of understanding and improved comprehension of issues. New knowledge can be generated in these structures.

- **IF**, Learning opportunities are not interactive.

Recommend: Use inquiry and discovery techniques to guide students in constructing new knowledge. Be responsive to student thinking and reasoning, helping them integrate new information with prior knowledge. Provide opportunities for creating data; making observations; interpreting data to make predictions and conclusions; forming hypotheses; manipulating objects; presenting data on grids; tables, etc.

- **IF**, Little or no teacher direction was given to prepare students for learning tasks.

Recommend: Provide students with clear expectations, guidelines, and steps (when appropriate) for completing classwork and homework, especially when the assignment(s) call for higher order thinking. Teach them strategies for approaching complex tasks. Giving students these strategies provides them with the "tools" they need to learn the content or procedure. To heighten their interest in learning the strategies as well as the content, show them how the strategies can be used in other contexts or aspects of their lives.

Recommend: Communicate clear learning goals for students and develop strategies requiring students to commit to goals. Allow students some flexibility and individuality in determining the ways they will meet their goals. Be sure the goals are challenging, attainable, rigorous, and linked directly to appropriate learning expectations.

- **IF**, Students require repeated reminders about taking responsibility for their learning.

Recommend: Provide explicit instruction about self-regulated learning (specific actions that reflect responsibility for learning--being aware of own thinking, planning their work, working their plan, evaluating actions, etc. Provide opportunities for students to monitor their own learning and thinking and to set goals for improvement. Agenda books help promote these behaviors.

Recommend: Give students opportunities to reflect on what they have learned and their progress as learners. Use journal writing to encourage student reflection on their thinking. Provide opportunities for students to develop rubrics or criteria for quality work.

Recommend: Provide opportunities at appropriate points in the instruction for students to update what they are learning and to correct any misunderstandings (e.g., by summarizing key points, by refining initial understandings).

INTASC Core Principles 3, 4, 5, & 6

Reflections:

- In what kinds of activities does the teacher engage the students?
- In what ways are the activities appropriate for the instructional goals?
- In what ways are the activities appropriate for the students?

III. ASSESSMENT AND EVALUATION

A. Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions.

- **IF,** Student progress based on limited assessment information.

Recommend: Develop a range of assessment strategies that will provide accurate and adequate information about student progress. Academic content as well as processes (social skills, thinking processes) should be evaluated.

Recommend: Use appropriate alternative, authentic assessments to supplement traditional paper/pencil tests (products, performances, solutions, decisions, etc.). Require students to apply their knowledge in ways they would in the real world.

Recommend: Incorporate standardized test-like practice to give students opportunities to experience the format and testing conditions. Use the practice as opportunities to develop test taking skills.

- **IF,** Teacher cannot accurately or specifically identify students' (individual or collective) strengths and weaknesses.

Recommend: Analyze test scores of current students.

Recommend: Identify, adapt, or develop appropriate teacher assessments to give accurate and adequate information about progress on learning expectations.

- **IF,** Expectations for student work are not clearly communicated.

Recommend: Develop clear expectations for quality work (guiding the students in identifying criteria). Provide adequate models for each level of quality.

Recommend: Share expectations for student performance with parents as well as students. This can be accomplished by sending a letter home at the beginning of a semester or a unit to alert parents to students' performance expectations and due dates.

- **IF,** Assessment strategies are not aligned with instructional objectives.

Recommend: Testing should match instruction--test the way students were taught.

- **IF,** A high percentage of students earn failing grades (do not care, do not work to potential, to not complete or attempt assignments, etc.).

Recommend: Re-examine grading practices attempting to identify negative influences on student performance. Identify, create, or adapt specific strategies to encourage students to exhibit reasonable effort. Explore the possibilities of improvement grading and/or effort as sources for student grades.

Recommend: Target one or two students with potential for increased effort. Develop motivational strategies, implement them, and study the impact of the strategies on the students.

III. ASSESSMENT AND EVALUATION

B. Communicates student status and progress to students, their parents, and appropriate others.

- **IF,** Teacher does not consistently maintain accurate records of student progress nor systematically report progress to students and parents.

Recommend: Provide timely notification of difficulties to parents and students.

Recommend: Develop a system for students to maintain their own record of progress (folders, portfolios, checklists). Periodically guide students in assessing progress and setting improvement goals.

Recommend: Carefully monitor student understanding using a range of formal and informal assessment strategies. Use the data to improve instruction.

Recommend: Develop effective monitoring routines so that confusion and misunderstandings are detected and corrected in a timely manner.

- **IF,** Limited feedback about progress provided to students.

Recommend: Use a variety of forms and sources of objective feedback to communicate progress on objectives. Relate feedback to specific expectations or standards of performance including correctives and assistance to improve performance.

III. ASSESSMENT AND EVALUATION

C. Reflects on teaching practice by evaluating continually the effects of instruction

- **IF,** Teacher shows limited flexibility in changing instruction when the situation warrants.

Recommend: Remain alert to student attention, understanding, and behavior. Make appropriate interactive decisions in changing instruction to improve student learning.

- **IF,** Limited evidence of adjusting instruction based on assessment information.

Recommend: Review assessment data to make appropriate instructional decisions about pacing, reteaching, extending, grouping, etc.

- **IF,** Educator reflection on effectiveness of the instruction is limited, inaccurate, and/or faulty.

Recommend: Reflect on the actual events of the instructional process to determine possible improvements in terms of activities and interactions. Use an audiotape, videotape, and/or a peer coach to provide detailed, objective information about classroom events and interactions.

III. ASSESSMENT AND EVALUATION

D. Evaluates student performance and determines the amount of progress.

- **IF,** Teacher has limited information about student performance and progress.

Recommend: Develop preinstruction assessment strategies that will clearly identify students' entry level knowledge and baseline skills. Establish realistic and reasonable expectations for student learning based on assessment data.

Recommend: Develop cognitive and affective assessments that accurately assess students' academic progress and their attitudes toward learning.

- **IF,** Teacher shows limited understanding of variables that negatively affect student progress.

Recommend: Plan specific strategies designed to minimize or overcome negative influences on learning. Communicate high expectations for student performance and provide adequate assistance and support to help all students succeed.

INTASC Core Principle 8

Reflections:

- In what ways does the teacher assess students' learning?
- In what ways does the teacher communicate about formal and informal assessments?
- Have the students achieved the goals of learning provided by this instructional sequence?

IV. LEARNING ENVIRONMENT

A. Creates a learning climate that supports the development of student abilities.

- **IF,** Teacher has limited knowledge of students' strengths, needs, interests, motivations.

Recommend: Identify and capitalize on individual and collective assets of students. Conduct interest inventories, learning style/MI assessments, etc.

- **IF,** A large proportion of instructional time was spent in dealing with disruptive student behavior reflecting a lack of effective preventive classroom management practices.

- **IF,** The classroom climate is not supportive of learning. Several students exhibited a lack of respect for adults and for their peers.

Recommend: Redesign the classroom management system to encourage appropriate learning behaviors and to correct inappropriate behavior. Establish rules, procedures, and consequences (positive and negative). (The ideal way is to engage students in productive collaboration in developing rules.) Clearly communicate behavioral expectations and monitor for compliance. Follow through consistently on consequences.

Recommend: Identify several specific actions that can be taken to strengthen the personal relationship between teacher and students (all or targeted students).

Recommend: Provide opportunities for students to develop leadership and responsibility. Teach specific social skills to students and monitor for their appropriate use during cooperative learning activities. Incorporate strategies to help students develop self-control and self-monitoring.

Recommend: Align management practices with students' academic, personal, and social needs. Adapt practices to students' level of self-discipline and need for structure.

Recommend: Model courteous, supportive interpersonal behavior with students. Engage in mutually respectful interactions with students. Use positive reinforcement to support desired behaviors. Communicate a concern for students as individuals. Never use sarcasm or ridicule.

Recommend: Use corrective actions in constructive ways. Intervene promptly, objectively, with as little disruption to the academic focus as possible. Interventions should be reasonable, fair, and linked appropriately to the misbehavior.

Recommend: Identify and teach conflict resolution skills and process. Use the processes consistently. Hold formal class meetings (problem solving sessions) to assess progress and set goals for improvement.

IV. LEARNING ENVIRONMENT

B. Manages classroom resources effectively.

- **IF,** Students were confused during opening activities. Students asked several procedural questions.

Recommend: Establish routines to reduce managerial demands and to maintain a predictable flow of classroom events. Use "warm up" activities to get students focused.

- **IF**, Teacher has difficulty finding instructional materials (e.g., video was not set up and ready to go).
Recommend: Be organized and ready for instruction. Have materials and equipment easily accessible. Stay on task and maintain the academic focus avoiding distractions and interruptions. Avoid late starts and early endings.
- **IF**, Arrangement of classroom is not conducive to effective monitoring and student movement.
Recommend: Move screens and bookcases to allow more visual monitoring and less congested movement. Visiting other teachers' classrooms may provide some helpful ideas.
- **IF**, Transitions take between 5-8 minutes. Students have difficulty reengaging in lesson.
Recommend: Carefully structure the transition times to promote a faster re-engagement. Provide clear signals for physical and mental transitions. Gain student attention and clearly communicate expectations for behavior.
- **IF**, Activities are not specifically structured to promote student engagement and learning.
Recommend: Vary instructional activities by selecting those most appropriate to facilitate student learning and engagement. The research on how learning occurs emphasizes that students need to be actively engaged in the learning process. Find creative ways to ensure this engagement.
- **IF**, When students complete their assignments, they began talking and moving around the classroom.
Recommend: Gain all students' attention before giving directions. Communicate what students are expected to do as well as what students are expected to learn during the activity. Also elicit from students what they should do as they complete their assignment.
- **IF**, Student participation in group activity was not monitored.
Recommend: Actively monitor student engagement. Circulate purposefully, intervene and provide feedback when appropriate. Hold students individually accountable for learning and behavior.
- **IF**, Student absenteeism results in disengagement, limited commitment and involvement.
Recommend: Develop procedures to connect student to the learning opportunities (learning partners or teams, agendas, checklists of expectations, video- or audio-taped instruction, notes, handouts, alternative assignments, small group catch-up sessions, etc.).

INTASC Core Principles 3, 4, 5, 6, & 7

Reflections:

- In what ways does the teacher manage the physical aspects of the classroom?
- In what ways does the teacher manage the social and psychological aspects of the classroom?

V. PROFESSIONAL GROWTH

A. Collaborates with colleagues and appropriate others.

- **IF**, Limited evidence is available to indicate participation in grade level planning and sharing of resources.
Recommend: Engage in productive collaboration with colleagues to enhance learning for students. Contribute to plans and offer assistance in developing your share of instructional materials. If opportunities are not readily available, offer your assistance to grade level leaders or department chairs.
- **IF**, Teacher has difficulty maintaining supportive relationships with colleagues.

Recommend: Remember that every teacher’s work load is demanding and that everyone needs assistance now and then. Find the time to help a colleague who needs your help. This shows that you are a “team player” -- and the help will more than likely be reciprocated when you need it.

Recommend: Seek ways to include colleagues in formal and informal activities or discussions that are of interest to them or their students.

Recommend: Maintain a professional relationship with colleagues which is evident in interactions at school and outside of school. Avoid gossip or nonsupportive dialogue at all times.

- **IF,** Lack of active participation in improvement efforts.

Recommend: Expand the scope of professional concerns beyond your own classroom. Offer assistance in moving ahead on improvement efforts of personal interest and within your areas of expertise.

V. PROFESSIONAL GROWTH

B. Engages in professional development.

- **IF,** No evidence of efforts to update instructional practice.
- **IF,** Limited action resulting from self-analysis and reflection on instruction.
- **IF,** Limited transfer of professional development activities to classroom practice.
- **IF,** Limited evidence of an increased capacity to facilitate student learning.

Recommend: Demonstrate a willingness to change by identifying significant and professionally relevant instructional improvement goals. Actively pursue goals and personal renewal, incorporating new learning into instruction.

V. PROFESSIONAL GROWTH

C. Performs professional responsibilities efficiently.

- **IF,** Teacher does not consistently maintain accurate and up-to-date records, complete assigned tasks on schedule, and/or maintain a satisfactory record of punctuality.

Recommend: Review school policies and procedures as described in the school faculty handbook. All teachers are expected to comply consistently with the accepted policies and procedures.

INTASC Core Principles 9 & 10

Reflections:

- In what ways does the teacher learn from his or her teaching?
- In what ways does the teacher plan to improve his or her teaching?
- In what ways is the teacher a member of a learning community?

VI. COMMUNICATION

A. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others.

- **IF,** Teacher does not communicate success expectations to students.

Recommend: Develop ways to communicate the belief that all students can learn. “You can do it” is one of the most powerful statements teachers make. Teachers then must provide the right instructional conditions to make success (or improvement) happen for each student.

Recommend: Provide credible, specific, and age appropriate praise and reinforcement to acknowledge effort, progress, and/or achievement.

- **IF,** Teacher/student and student/student interactions are limited.

Recommend: Facilitate productive classroom dialogue by developing questioning techniques consistent with instructional objectives and student characteristics. Develop cohesive questioning strategies and incorporate appropriate wait time with higher level questions. Manage response opportunities to include all students and use appropriate reactions (probing, redirecting, feedback, wait time II) to improve the quality of student thinking. Encourage student comments and questions to develop the content and student understanding.

- **IF,** Students express confusion after teacher explanations.

Recommend: Carefully organize content and double check for accuracy. Provide emphasis for important points. Summarize and review at appropriate points. Incorporate relevant stories, examples, and/or analogies to enhance clarity. Modify vocabulary to align with students' level of understanding and define unfamiliar words. Avoid deviations from focus.

- **IF,** Teacher does not consistently use appropriate grammar.

Recommend: Carefully monitor speech patterns to reflect proper grammatical usage.

- **IF,** Evidence of enthusiasm is lacking.

Recommend: Incorporate elements of enthusiasm in delivery (vary voice level, use nonverbal gestures, move about the room, make positive statements about the subject and learning experience)

VI. COMMUNICATION

B. Writes clearly and correctly

- **IF,** Teacher's written communications are not consistently grammatically correct.

Recommend: Always proof your written communications (to adults, to students) for accurate spelling, sentence construction, and organization of content. Enlist the assistance of a colleague if necessary. Communicate in language understandable to the audience; avoid educational jargon.

INTASC Core Principles 1, 2, 3, 4, 5, & 6

Reflections:

- What kinds of thinking predominate the oral and written discourse of the classroom?
- What is the teacher's role in fostering the oral and written discourse in the classroom?
- What are the students' roles in fostering the oral and written discourse in the classroom?

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M.A. Blank & C.Kershaw, 2001 Revised 1/02