

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 Marzano Teacher Evaluation Model

Domains and Elements of Effective Teaching Practice: Teacher Rubric



DOMAIN I: CLASSROOM STRATEGIES AND BEHAVIORS (41 ELEMENTS)

Segments Involving Routine Events

Design Question #1: *What will I do to establish and communicate learning goals, track student progress, and celebrate success?*

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
1. Providing Clear Learning Goals and Scales (Rubrics)	The teacher provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning goal and the levels of performance.	<p>Ch. 9 Clarity (esp. pp. 162–168)</p> <p>Ch. 16 Objectives</p> <p>Ch. 19 Assessment, pp. 445–451</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 – Criteria for Success” 	<p>Figure 4B.1 Examining Lesson and Unit Plans, pp. 37–39</p> <p>Figure 5C.3 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>
2. Tracking Student Progress	The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.	<p>Ch. 9 Clarity, pp. 190–194</p> <p>Ch. 19 Assessment, pp. 432–486</p> <p>www.RBTeach.com, Videos:</p> <p>Motivation: Expectations: “Teaching Effective Effort – Motivational Structures”</p> <p>Planning: Assessment – “Effective Feedback During Instruction – Ceramics”</p> <p>Planning: Learning Experiences – “Differentiation – My Favorite Part”</p> <p>Planning: Error Analysis and Reteaching</p> <ul style="list-style-type: none"> • “Landmark Numbers” • “Coordinate Pictures” <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 4B.1 Examining Lesson and Unit Plans, p. 38</p> <p>Figure 5F.3 Diagnostic Questions for Assessment, p. 93</p> <p>Figure 5E.3 Questions for Diagnosing Issues with Planning, p. 89</p> <p>Case: Peter Passable Example 6D.7, pp. 137–138; Example 7D.6, p. 168</p> <p>Case: Grade 6 Team Example 6B.4, p. 112</p>



DOMAIN I: CLASSROOM STRATEGIES AND BEHAVIORS (41 ELEMENTS)

Segments Involving Routine Events

Design Question #1: *What will I do to establish and communicate learning goals, track student progress, and celebrate success?*

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
3. Celebrating Success	The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	Ch. 10 Principles of Learning, pp. 227–228 Ch. 12 Expectations, pp. 267–268, p. 302 Ch. 14 Classroom Climate, pp. 341–342 Ch. 19 Assessment, pp. 434–435, pp. 460–473 www.RBTeach.com , Videos: Planning: Assessment: “Effective Feedback During Instruction – “Ceramics” Motivation: 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”	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.3, p. 165
4. Establishing Classroom Rules and Procedures	The teacher reviews expectations regarding rules and procedures to ensure their effective execution.	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	Ch. 7 Routines Ch. 12 Expectations, pp. 261–268 www.RBTeach.com , Videos: Management: routines: “Entering Class and Opening Exercise”	Ch. 5B Diagnosing Problems in Management, pp. 74–77 Case: Ms. Langué Example 6B.1, p. 110 Case: Klem Kayos Example 6D.1, pp. 126–127; Example 7D.2, p. 164
5. Organizing the Physical Layout of the Classroom	The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors the impact of the environment on student learning.	Ch. 5 Space	Figure 5B.3 Diagnostic Questions for Management and Discipline: “Space,” p. 76



DOMAIN I: CLASSROOM STRATEGIES AND BEHAVIORS (41 ELEMENTS)

Segments Addressing Content

Design Question #2: *What will I do to help students effectively interact with new knowledge?*

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
6. Identifying Critical Information	The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.	Ch. 9 Clarity, pp. 161–173	Ch. 4B Teaching-Focused Data: Source Lesson and Unit Plans, pp. 37–39 Figure 5E.4 Planning and Conference Guide, p. 90
7. Organizing Students to Interact with New Knowledge	The teacher organizes students into small groups to facilitate the processing of new information.	Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing.	Ch. 12 Expectations, pp. 294–297 Ch. 14 Classroom Climate, pp. 333–336 Ch. 18 Learning Experiences, pp. 414–417, pp. 425–426 www.RBTeach.com , Videos: Motivation: Class Climate: “Teaching Group Skills – Highlighting Things I Heard”	Ch. 5D Diagnosing Problems in Expectations, Personal Relationships Building and Class Culture, pp. 83–86
8. Previewing New Content	The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages.	Ch. 9 Clarity, p. 166, pp. 168–171, pp. 187–88 www.RBTeach.com , Videos: Clarity: “Connections”	Figure 5C.3 Diagnostic Questions for Clarity: “Consolidating and Anchoring,” pp. 80–81
9. Chunking Content into “Digestible Bites”	Based on student needs, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students.	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.	Ch. 10 Principles of Learning, p. 229	Ch. 4B Teaching-Focused Data: “Sources Lesson and Unit Plans,” pp. 37–39 Ch. 5E Diagnosing Problems in Planning, pp. 87–90 Case: Arenetta Wishom Example 6C.3, p. 118



DOMAIN I: CLASSROOM STRATEGIES AND BEHAVIORS (41 ELEMENTS)

Segments Addressing Content

Design Question #2: *What will I do to help students effectively interact with new knowledge?*

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
10. Helping Students Process New Information	During breaks in the presentation of content, the teacher engages students in actively processing new information.	Engages students in summarizing, predicting, and questioning activities and monitors the extent to which the activities enhance students' understanding.	Ch. 9 Clarity, pp. 168–172, pp. 190–194, pp. 202–204, pp. 204–215 Ch. 17 Planning, p. 406	Ch. 4B Teaching-Focused Data: “Sources Lesson and Unit Plans,” pp. 37–39 Ch. 5E Diagnosing Problems in Planning, pp. 87–90
11. Helping Students Elaborate on New Information	The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.	Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught.	Ch. 9 Clarity, pp. 194–202, pp. 205–211	Ch. 4B Teaching-Focused Data: “Sources Lesson and Unit Plans,” pp. 37–39 Ch. 5E Diagnosing Problems in Planning, pp. 87–90
12. Helping Students Record and Represent knowledge	The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding.	Ch. 9 Clarity, pp. 173–180, pp. 202–204 Ch. 17 Planning, pp. 406–407	Ch. 4B Teaching-Focused Data: “Sources Lesson and Unit Plans,” pp. 37–39 Ch. 5E Diagnosing Problems in Planning, pp. 87–90 Case: Sarah Blank Example 6C.1, p. 116
13. Helping Students Reflect on Learning	The teacher engages students in activities that help them reflect on their learning and the learning process.	Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort. Ch. 12 Expectations, pp. 291–303	Ch. 14 Classroom Climate, pp. 345–349 Ch. 18 Learning Experiences Ch. 19 Assessment, pp. 435, pp. 473–476 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 Expectations, Personal Relationships Building and Class Culture, pp. 83–86 Ch. 4C Learning-Focused Data, pp. 44–54; esp. “Feedback on Student Work,” p. 48) Case: Lila Belated Example 6D.3, p. 130; Example 7D.3, p. 165



DOMAIN I: CLASSROOM STRATEGIES AND BEHAVIORS (41 ELEMENTS)

Segments Addressing Content

Design Question #3: *What will I do to help students practice and deepen their understanding of new knowledge? Elements*

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
14. Reviewing Content	The teacher engages students in a brief review of content that highlights the critical information.	Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content.	Ch. 9 Clarity, pp. 161-173 www.RBTeach.com , Videos: Clarity: “Connections”	Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37-39 Ch. 5E Diagnosing Problems in Planning, pp. 87-90
15. Organizing Students to Practice and Deepen Knowledge	The teacher uses grouping in ways that facilitate practicing and deepening knowledge.	Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning.	Ch. 12 Expectations, pp. 294-297 Ch. 14 Classroom Climate, pp. 333-337 Ch. 18 Learning Experiences, pp. 414-418, pp. 425-426 www.RBTeach.com , Videos Motivation: Class Climate: “Teaching Group Skills – Highlighting Things I Heard” Motivation: Expectations – “Stimulating Effective Effort”	Ch. 5D Diagnosing Problems in Expectations, Personal Relationships Building and Class Culture, pp 83-86
16. Using Homework	When appropriate (as opposed to routinely) the teacher designs homework to deepen students’ knowledge of informational content or practice a skill, strategy, or process.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitors the extent to which students understand the homework.	Ch. 17 Planning, p. 408	Ch. 4B Teaching-Focused Data Sources: “Homework and Practice Tasks,” pp. 39-40
17. Helping Students Examine Similarities and Differences	When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.	When content is informational, engages students in activities that require them to examine similarities and differences and monitors the extent to which the students are deepening their knowledge.	Ch. 9 Clarity, p. 179, p. 188	NA



DOMAIN I: CLASSROOM STRATEGIES AND BEHAVIORS (41 ELEMENTS)

Segments Addressing Content

Design Question #3: *What will I do to help students practice and deepen their understanding of new knowledge? Elements*

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
18. Helping Students Examine Errors in Reasoning	When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.	When content is informational engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which students are deepening their knowledge.	Ch. 9 Clarity, pp. 190–193, pp. 194–202 Ch. 19 Assessment, pp. 432–486	NA
19. Helping Students Practice Skills, Strategies, and Processes	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.	When content involves a skill, strategy, or process engages students in practice activities and monitors the extent to which the practice is increasing student fluency.	Ch. 9 Clarity, pp.190–193 Ch. 10 Principles of Learning, pp. 232–235 Ch. 17 Planning	Ch. 5E Diagnosing Problems in Planning, p. 87 Figure 5E.4 Planning and Conference Guide, p. 90
20. Helping Students Revise Knowledge	The teacher engages students in revision of previous knowledge about content addressed in previous lessons.	Engages students in revision of previous content and monitors the extent to which these revisions deepen students’ understanding.	Ch. 19 Assessment, pp. 435, pp. 473–475, pp. 478–479	NA



DOMAIN I: CLASSROOM STRATEGIES AND BEHAVIORS (41 ELEMENTS)

Segments Addressing Content

Design Question #4: *What will I do to help students generate and test hypotheses about new knowledge?*

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
21. Organizing Students for Cognitively Complex Tasks	The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses.	Ch. 11 Models of Teaching Ch. 12 Expectations, pp. 294–297 Ch. 18 Learning Experiences, pp. 414–418, pp. 425–426 www.RBTeach.com , Videos: Planning: Learning Experiences: “Differentiation – My Favorite Part”	Ch. 5E Diagnosing Problems in Planning, p. 87 Figure 5E.4 Planning and Conference Guide, p. 90
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which students are generating and testing hypotheses.	Ch. 11 Models of Teaching Ch. 18 Learning Experiences, p. 420	Ch. 5E Diagnosing Problems in Planning, p. 87 Figure 5E.4 Planning and Conference Guide, p. 90 Case: AI Drained Example 7D.1, pp. 162–163
23. Providing Resources and Guidance	The teacher acts as resource provider and guide as students engage in cognitively complex tasks.	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources.	Ch. 11 Models of Teaching Ch. 18 Learning Experiences, pp. 412–413	Ch. 4C Learning-Focused Data, pp. 44–54; esp. “Feedback on Student Work,” p. 48 Case: Lila Belated Example 6D.3, p. 130; Example 7D.3, p. 165



DOMAIN I: CLASSROOM STRATEGIES AND BEHAVIORS (41 ELEMENTS)

Segments Enacted on the Spot

Design Question #5: *What will I do to engage students?*

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
24. Noticing When Students Are Not Engaged	The teacher scans the room making note of when students are not engaged and takes overt action.	Scans the room making note of when students are not engaged, takes action, and monitors the extent to which students re-engage	Ch. 3 Attention Ch. 4 Momentum, p. 34 (see the concept of <i>withitness</i>) Ch. 8 Discipline, pp. 89–113	Ch. 5D Diagnosing Problems in Expectations, Personal Relationships Building and Class Culture, pp. 83–86 Figure 5C.3 Creating Mental Engagement, p. 80–81 Case: AI Drained Example 7D.1, pp. 162–163
25. Using Academic Games	The teacher uses academic games and inconsequential competition to maintain student engagement.	Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game.	Ch. 10 Principles of Learning, pp. 235–236 Ch. 17 Planning (see “21 Planning Decisions”) Ch. 18 Learning Experiences, pp. 414–418	NA
26. Managing Response Rates	The teacher uses response rates techniques to maintain student engagement in questions.	Uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged.	Ch. 3 Attention Ch. 12 Expectations, pp. 277–286	Figure 5B.3 Diagnostic Questions for Management and Discipline, p. 76
27. Using Physical Movement	The teacher uses physical movement to maintain student engagement.	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Ch. 10 Principles of Learning, p. 235	Figure 5B.3 Diagnostic Questions for Management and Discipline, p. 76



DOMAIN I: CLASSROOM STRATEGIES AND BEHAVIORS (41 ELEMENTS)

Segments Enacted on the Spot

Design Question #5: *What will I do to engage students?*

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
28. Maintaining a Lively Pace	The teacher uses pacing techniques to maintain students' engagement.	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged.	Ch. 4 Momentum	NA
29. Demonstrating Intensity and Enthusiasm	The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students' engagement increases.	Ch. 3 Attention, p. 29 Ch. 9 Clarity, pp. 173–180	Case: Clammy Kolds Example 6D.4, pp. 131–132; Example 7D.3, p. 165
30. Using Friendly Controversy	The teacher uses friendly controversy techniques to maintain student engagement.	Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement.	Ch. 11 Models of Teaching, The Jurisprudential Model, pp. 240–241, pp. 254–255 Ch. 14 Classroom Climate, pp. 334–337	NA
31. Providing Opportunities for Students to Talk about Themselves	The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement.	Ch. 13 Personal Relationship Building Ch. 14 Classroom Climate, pp. 330–334 Ch. 18 Learning Experiences, pp. 413–414	Ch. 4B Learning-Focused Data: “Classroom Interviews,” pp. 52–53
32. Presenting Unusual or Intriguing Information	The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.	Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students' interest in the content.	Ch. 10 Principles of Learning, p. 237	NA



DOMAIN I: CLASSROOM STRATEGIES AND BEHAVIORS (41 ELEMENTS)

Segments Enacted on the Spot

Design Question #7: *What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?*

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
33. Demonstrating “Withitness”	The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.	Uses behaviors associated with “withitness” and monitors the effect on students’ behavior	Ch. 4 Momentum (esp. pp. 34)	Figure 5B.3 Diagnostic Questions for Management and Discipline, pp. 76–77 (esp. “Momentum”)
34. Applying Consequences for a Lack of Adherence to Rules and Procedures	The teacher consistently and fairly applies consequences for not following rules and procedures.	Consistently and fairly applies consequences for not following rules and monitors the extent to which rules and procedures are followed.	Ch. 8 Discipline, pp. 89–112 Ch. 12 Expectations, pp. 265–268	Ch. 5B Diagnosing Problems in Management: “Discipline,” p. 76 Figure 5D.3 Questions for Diagnosing Low Expectations, p. 85 Case: Ms. Langu Example 6B.1, p. 110 Case: Klem Kayos Example 6D.1, pp. 126–127; Example 7D.2, p. 164
35. Acknowledging Adherence to Rules and Procedures	The teacher consistently and fairly acknowledges adherence to rules and procedures.	Consistently and fairly acknowledges adherence to rules and procedures and monitors the extent to which new actions affect students’ behavior.	Ch. 8 Discipline, p. 112 Ch. 12 Expectations, p. 266	Ch. 5D Diagnosing Problems in Expectations, Personal Relationships Building and Class Culture, pp. 83–86 Case: Ms. Langu Example 6B.1, p. 110 Case: Klem Kayos Example 6D.1, pp. 126–127; Example 7D.2, p. 164
36. Understanding Students’ Interests and Backgrounds	The teacher uses students’ interests and backgrounds to produce a climate of acceptance and community.	Uses students’ interests and backgrounds during interactions with students and monitors the sense of community in the classroom.	Ch. 13 Personal Relationship Building Ch. 14 Classroom Climate	Ch. 5D Diagnosing Problems in Expectations, Personal Relationships Building and Class Culture, pp. 83–86 Case: Al Drained Example 7D.1, pp. 162–163



DOMAIN I: CLASSROOM STRATEGIES AND BEHAVIORS (41 ELEMENTS)

Segments Enacted on the Spot

Design Question #8: *What will I do to establish and maintain effective relationships with students?*

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
37. Using Verbal and Nonverbal Behaviors that Indicate Affections for Students	When appropriate the teacher uses verbal and nonverbal behavior that indicates caring for students.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom.	Ch. 12 Expectations, pp. 277–298 Ch. 13 Personal Relationship Building (esp. pp. 318–326) Ch. 14 Classroom Climate, pp. 330–337	Ch. 5D Diagnosing Problems in Expectations, Personal Relationships Building and Class Culture, pp. 83–86
38. Displaying Objectivity and Control	The teacher behaves in an objective and controlled manner.	Behaves in an objective and controlled manner and monitors the effect on the classroom climate.	Ch. 13 Personal Relationship Building (esp. pp. 318–326)	Ch. 5D Diagnosing Problems in Expectations, Personal Relationships Building and Class Culture, pp. 83–86
39. Demonstrating Value and Respect for Low-Expectancy Students	The teacher exhibits behaviors that demonstrate value and respect for low-expectancy students.	Exhibits behaviors that demonstrate value and respect for low-expectancy students and monitors the impact on low-expectancy students.	Ch. 12 Expectations, pp. 275–298 Ch. 14 Classroom Climate www.RBTeach.com , Videos: Motivation: Expectations • “Persevere and Return” • “Stimulating Effective Effort” • “Teaching Effective Effort: Motivational Structures – Weekly Quizzes, Student Goal Setting and Required Re-Takes” • “Teaching Effective Effort: Explicit Teaching of Strategies – High School Japanese” • “Hallway Conversations” • “Giving Help with Tenacity and Making Thinking Visible” • “Feedback and Building Confidence that Mistakes are Normal – Learning is Messy”	Ch. 5D Diagnosing Problems in Expectations, Personal Relationships Building and Class Culture, 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 Case: Clammy Kolds Example 6D.4, pp. 131–132; Example 7D.3, p. 165



DOMAIN I: CLASSROOM STRATEGIES AND BEHAVIORS (41 ELEMENTS)

Segments Enacted on the Spot

Design Question #9: *What will I do to communicate high expectations for all students?*

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
40. Asking Questions of Low-Expectancy Students	The teacher asks questions of low-expectancy students with the same frequency and depth as with high-expectancy students.	Asks questions of low-expectancy students with the same frequency and depth as with high-expectancy students and monitors the quality of participation of low-expectancy students.	Ch. 12 Expectations, pp. 274–284 www.RBTeach.com , Videos: Motivation: Expectations • “Persevere and Return” • “Stimulating Effective Effort” • “Giving Help with Tenacity and Making Thinking Visible” • “Feedback and Building Confidence that Mistakes are Normal – Learning is Messy”	Ch. 5D Diagnosing Problems in Expectations, Personal Relationships Building and Class Culture, 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 Case: Sally Friendly Example 6D.2, pp. 128–129; Ch. 8C., pp. 196–207
41. Probing Incorrect Answers with Low-Expectancy Students	The teacher probes incorrect answers of low-expectancy students in the same manner as with high-expectancy students.	Probes incorrect answers of low-expectancy students in the same manner as with high-expectancy students and monitors the level and quality of responses of low-expectancy students.	Ch. 9 Clarity, pp. 194–202 Ch. 12 Expectations, pp. 277–286 Ch. 13 Personal Relationship Building, pp. 322-323 www.RBTeach.com , Videos: Motivation: Expectations • “Persevere and Return” • “Stimulating Effective Effort” • “Giving Help with Tenacity and Making Thinking Visible” • “Feedback and Building Confidence that Mistakes are Normal – Learning is Messy”	Figure 5C.3 Diagnostic Questions for Clarity: “Questioning,” p. 81 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 Case: Sally Friendly Example 6D.2, pp. 128–129; Ch. 8C., pp. 196–207



DOMAIN II: PLANNING AND PREPARING (8 ELEMENTS)

Planning and Preparing for Lessons and Units

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
1. Effective Scaffolding of Information Within Lessons	Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.	Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece.	<p>Ch. 9 Clarity (esp. p. 163) Ch. 16 Objectives Ch. 17 Planning</p> <p>www.RBTeach.com, Videos: Planning: Content Planning Conference – “The Respiratory System” Planning: Objectives: “Word Problems – Gr. 3” Instructional Strategies: Clarity</p> <ul style="list-style-type: none"> · “Framing the Learning – Mastery Objectives · “Framing the Learning – Itineraries & Big Ideas” · “Making Thinking Visible in Small Groups” · “Checking for Understanding II – The One Question Quiz” · “Making Thinking Visible and Classroom Climate” 	<p>Figure 4B.1 Examining Lesson and Unit Plans, pp. 37–39 Ch. 5C Diagnosing Problems in Instruction: “Framing the Learning” and “Creating Mental Engagement,” pp. 80–81 Figure 5E.4 Planning and Conference Guide, p. 90 Ch. 5E Diagnosing Problems in Planning, pp. 87–90 Case: Arenetta Wishom Example 6C.3, p. 118 Case: Penny Lane Example 6B.2, pp. 110–111; Example 6C.4, pp. 119–120</p>
2. Lessons Within Units	The teacher organizes lessons within units to progress toward a deep understanding of content.	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks.	<p>Ch. 9 Clarity, pp. 204–215 Ch. 15 Curriculum Design Ch. 16 Objectives, pp. 380–394 Ch. 19 Assessment, pp. 437–438</p>	<p>Figure 4B.1 Examining Lesson and Unit Plans, pp. 37–39 Case: Arenetta Wishom Example 6C.3, p. 118 Case: Penny Lane Example 6B.2, pp. 110–111; Example 6C.4, pp. 119–120</p>



DOMAIN II: PLANNING AND PREPARING (8 ELEMENTS)

Planning and Preparing for Lessons and Units

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
3. Attention to Established Content Standards	The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced.	Ch. 15 Curriculum Design Ch. 16 Objectives, pp. 390–394 Ch. 17 Planning, p. 399 www.RBTeach.com , Videos: Planning: Content Planning Conference – “The Respiratory System”	Figure 4B.1 Examining Lesson and Unit Plans, pp. 37–39 Ch. 5C Diagnosing Problems in Instruction: “Framing the Learning” and “Creating Mental Engagement,” pp. 80–81 Figure 5E.4 Planning and Conference Guide, p. 90 Ch. 5E Diagnosing Problems in Planning, pp. 87–90

DOMAIN II: PLANNING AND PREPARING (8 ELEMENTS)

Planning and Preparing for Use of Materials and Technology

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
4. Use of Available Traditional Resources	The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.	The teacher identifies the available traditional materials that can enhance student understanding and the manner in which they will be used.	Ch. 15 Curriculum Design, pp. 367–368 Ch. 17 Planning, p. 404	Ch. 4B Teaching-Focused Data Sources: “Charts Displays and Materials on Walls,” pp. 41–42
5. Use of Available Technology	The teacher identifies the use of available technology that can enhance students’ understanding of content in a lesson or unit.	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used.	Ch. 9 Clarity, p. 163, p. 180 Ch. 17 Planning	Ch. 4B Teaching-Focused Data Sources: “Technology, Web Pages, and Internet Sources,” pp. 42–43



DOMAIN II: PLANNING AND PREPARING (8 ELEMENTS)

Planning and Preparing for Special Needs of Students

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
6. Needs of English Language Learners	The teacher provides for the needs of English language learners (ELL) by identifying the adaptations that must be made within a lesson or unit.	The teacher identifies the needs of English language learners and the adaptations that will be made to meet these needs.	Ch. 18 Learning Experiences www.RBTeach.com , Videos: Planning: Learning Experiences: “Differentiation – My Favorite Part”	Case: Frank Steel Example 6B.3, pp. 111–112; Example 6C.5, pp. 120–121
7. Needs of Special Education Students	The teacher provides for the needs of special education students by identifying accommodations and modifications that must be made for specific special education students.	The teacher identifies the needs of special education students and the accommodations and modifications that will be made to meet these needs.	Ch. 18 Learning Experiences www.RBTeach.com , Videos: Planning: Learning Experiences: “Differentiation – My Favorite Part”	Case: Grade 4 Mainstream Team Example 6C.2, p. 117
8. Needs of Students Who Lack Support for Schooling	The teacher identifies the needs of students who come from home environments that offer little support for schooling.	The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs.	Ch. 12 Expectations, pp. 268–298 Ch. 13 Personal Relationship Building	Case: Frank Steel Example 6B.3, pp. 111–112; Example 6C.5, pp. 120–121



DOMAIN III: REFLECTING ON TEACHING (5 ELEMENTS)

Planning and Preparing for Lessons and Units

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
1. Identifying Areas of Pedagogical Strengths and Weaknesses	The teacher identifies specific strategies and behaviors on which to improve from Domain I (routine lesson segments, content lesson segments and segments that are enacted on the spot).	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments, and segments that are enacted on the spot.	Ch. 2 Beliefs, pp. 14–15	Ch. 4D Noninstructional Data Sources: “Professional Growth Plans and Goals,” pp. 56–57 Ch. 5D Diagnosing Problems in Professionalism, pp. 95–100 Figure 5G.3 Diagnostic Questions for Professionalism “Reflective Learner,” p. 98 Ch. 7C Influencing Goal Setting, pp. 152–158
2. Evaluating the Effectiveness of Individual Lessons and Units	The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions.	Ch. 12 Expectations, pp. 291–294 Ch. 19 Assessment www.RBTeach.com , Videos: Planning: Error Analysis and Re-Teaching • “PLC/Content Teams” • “Students Giving Reasons” • “Coordinate Pictures” • “Landmark Numbers”	Ch. 5F Diagnosing Problems in Assessment, pp. 91–94 Figure 4B.1 Examining Lesson and Unit Plans Figure 5F.3 Diagnostic Questions for Assessment, p. 93 Figure 5E.3 Questions for Diagnosing Issues with Planning Case: Peter Passable Example 6D.7, pp. 137–138; Example 7D.6, pp. 168; Case: Grade 6 Team Example 6B.4, p. 112
3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies.	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



DOMAIN III: REFLECTING ON TEACHING (5 ELEMENTS)
 Developing and Implementing a Professional Growth and Development Plan

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
4. Developing a Written Growth and Development Plan	The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines, and appropriate resources.	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines, and resources.	NA	Ch. 4D Noninstructional Data Sources: “Professional Growth Plans and Goals,” pp. 56–57 Ch. 5D Diagnosing Problems in Professionalism, pp. 95–100
5. Monitoring Progress Relative to the Professional Growth and Development Plan	The teacher charts his or her progress toward goals using established action plans, milestones, and timelines.	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines and makes modifications or adaptations as needed.	NA	Ch. 7C Influencing Goal Setting, pp. 152–158



DOMAIN IV: COLLEGIALITY AND PROFESSIONALISM (6 ELEMENTS)

Promoting a Positive Environment

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
1. Promoting Positive Interactions with Colleagues	The teacher interacts with other teachers in a positive manner to promote and support student learning.	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers.	NA	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
2. Promoting Positive Interactions with Students and Parents	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents.	NA	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 Case: Clammy Kolds Example 6D.4, pp. 131–132; Example 7D.3, p. 165 Case: Frank Steel Example 6B.3, pp. 111–112; Example 6C.5, pp. 120–121



DOMAIN IV: COLLEGIALITY AND PROFESSIONALISM (6 ELEMENTS)

Promoting Exchange of Ideas and Strategies

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
3. Seeking Mentorship for Areas of Need or Interest	The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors.	NA	Ch. 5G Diagnosing Problems in Professionalism, pp. 95–100
4. Mentoring Other Teachers and Sharing Ideas and Strategies	The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.	The teacher provides other teachers with help and input regarding classroom strategies and behaviors.	NA	NA



DOMAIN IV: COLLEGIALITY AND PROFESSIONALISM (6 ELEMENTS)

Promoting District and School Development

Elements	Elements Defined	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
5. Adhering to District and School Rules and Procedures	The teacher is aware of the district's and school's rules and procedures and adheres to them.	The teacher is aware of district and school rules and procedures and adheres to them.	NA	Ch. 4D Noninstructional Data Sources, pp. 55–65
6. Participating in District and School Initiatives	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.	NA	Figure 4D.1 Examining Professional Growth Plans, p. 56



Cross Reference to Map of Pedagogical Knowledge

KEY

Domain-Category-Element

Domain I: Segments Involving Routine Events (RE)

Domain I: Segments Addressing Content (AC)

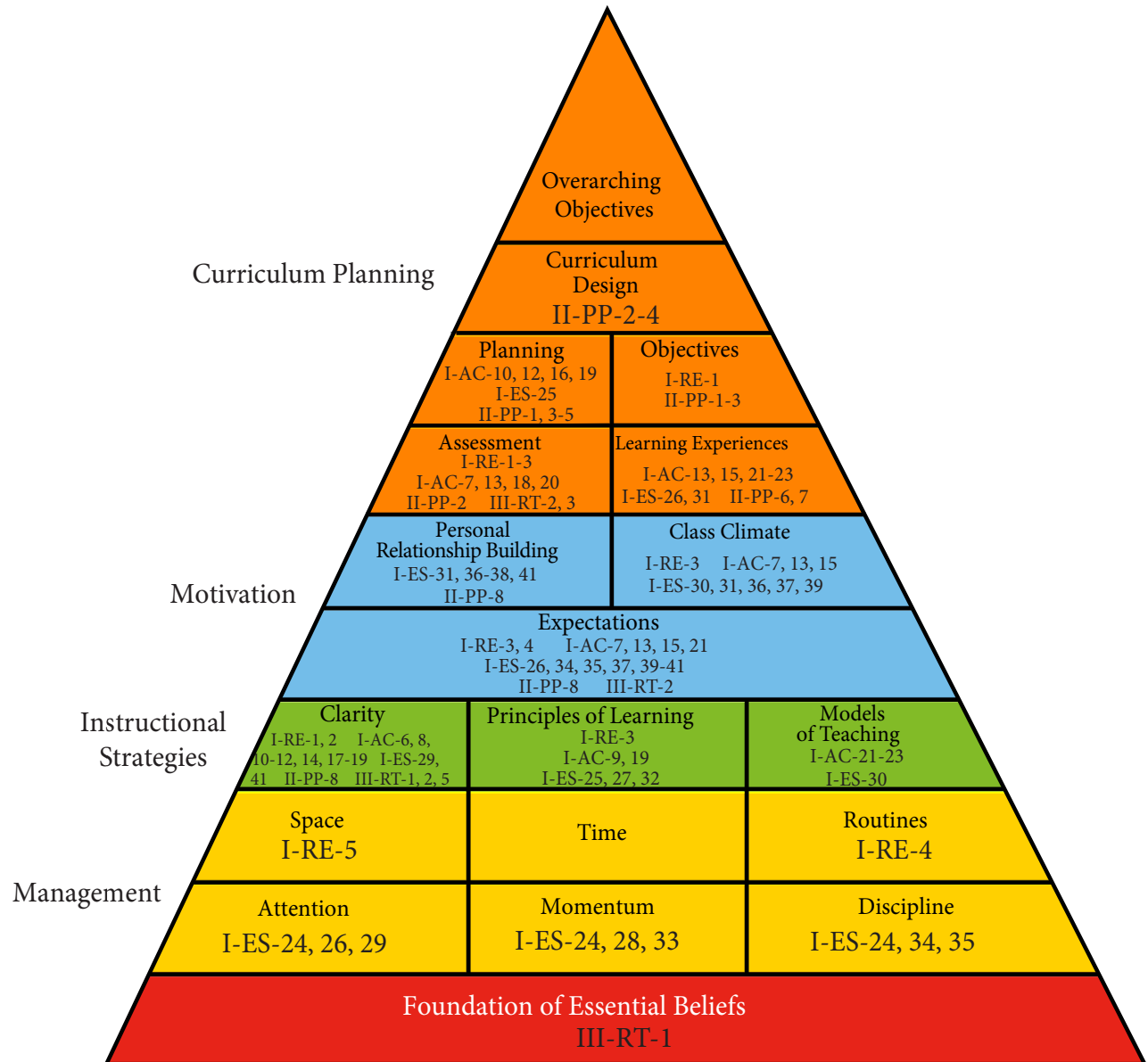
Domain I: Segments Enacted on the Spot (ES)

Domain II: Planning and Preparing (PP)

Domain III: Reflecting on Teaching (RT)

Example: I-RE-1

Domain I-Segments Involving Routine Events-Element 1



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 [I-ES-31, 36, 37, 38, 41; II-PP-8]
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KEY

Domain-Category-Element

Domain I: Segments Involving Routine Events (RE)

Domain I: Segments Addressing Content (AC)

Domain I: Segments Enacted on the Spot (ES)

Domain II: Planning and Preparing (PP)

Domain III: Reflecting on Teaching (RT)

Example: I-RE-1

Domain I - Segments Involving Routine Events - Element 1

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

Domain-Category-Element

Domain I: Segments Involving Routine Events (RE)

Domain I: Segments Addressing Content (AC)

Domain I: Segments Enacted on the Spot (ES)

Domain II: Planning and Preparing (PP)

Domain III: Reflecting on Teaching (RT)

Domain IV: Collegiality and Professionalism (CP)

Example: I-RE-1

Domain I - Segments Involving Routine Events - Element 1

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

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MOTIVATION: CLASS CLIMATE

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



MOTIVATION: EXPECTATIONS

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

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[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”](#)

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