

One of the requirements for teacher evaluation of Georgia Code Annotated 20-2-210 is requirement 2: Observations of the teacher by the principal and assistant principals during the delivery of instruction and at other times as appropriate. This requirement can be addressed by utilizing the Georgia Teacher Observation Instrument (GTOI) of the Georgia Teacher Evaluation Program (GTEP).

Georgia Teacher Observation Instrument (GTOI)

The Georgia Teacher Observation Instrument (GTOI) is organized into three broad areas of teaching performance called teaching tasks. Each task is described by a set of measurable components referred to as dimensions. These dimensions are the decision-making unit of the systematic evaluation of teaching performance. Some of the dimensions have been divided into sub dimensions that provide for a more detailed description of teaching behaviors.

Sample Effective Practices

Additional components of the GTOI are the sample effective practices. The sample effective practices are examples of specific behaviors associated with successful performance of a dimension or sub dimension.

The Georgia Teacher Evaluation Program was developed using the latest research on effective teaching practices and knowledge of how students learn. The information used to develop the instrument is still valid and reflects aspects of quality instruction. Fortunately, researchers have continued to study effective practices and new findings are published regularly. These additional components of effective practice identified by research that promote student engagement and maximize student learning have been added to the appropriate Task and Dimension of the GTOI. Providing additional lists of what administrators/evaluators might see and hear in classroom observations will help teachers and administrators share a common understanding of current best practice. Evaluators are encouraged to remember that these sample effective practices provide evidence of each dimension and are **not intended to be all-inclusive or to be scored individually**.

Guiding Questions

As an additional resource, guiding questions are included for each dimension to help administrators and teachers in implementing the most effective teaching practices. The questions help teachers as they plan instruction and reflect on their practice. They are valuable tools for teachers who engage in peer collaboration and coaching. They provide administrators with a focus for conferencing with teachers and in the development of Professional Development Plans.

Georgia Teacher Evaluation Program

GEORGIA TEACHER OBSERVATION INSTRUMENT

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Organization and Explanation of Content and Terminology

The Georgia Teacher Observation Instrument (GTOI) is organized into three broad areas of teaching performance called “teaching tasks.” These three tasks are:

- I. Provides Instruction
- II. Assesses and Encourages Student Progress
- III. Manages the Learning Environment

Each task is described by a set of measurable components referred to as “dimensions.” These dimensions are the decision-making units of the systematic evaluation of teaching performance. Some of the dimensions have been divided into “subdimensions” which provide for a more detailed description of teaching behaviors.

These are two observation forms: a Standard Form used for short unannounced observations and an Extended form used for full-lesson announced observations. The Standard Form is used for teachers in both the Standard Evaluation Process and the Formative Evaluation Process is designated for the appropriate process. Ten dimensions comprise the Standard Form, and 16 dimensions and subdimensions comprise the Extended Form. A summary of the dimension statements for both forms follows on pages 27-29.

Additional components of the GTOI which are part of the full instrument are the sample effective practices. Effective practices are examples of specific behaviors associated with successful performance of a dimension or subdimension. They are not intended to be all inclusive nor are they intended to be scored individually.

The GTOI also includes research/rationale statements, examples, and questions to ask for each dimension and subdimension. These components provide additional information to describe the teaching principles used as the basis for the GTOI. The complete instrument is intended as a training resource, as a scoring and conferencing resource for observers, and as an interpretive resource for teachers and others who wish additional explanation and enrichment of the instrument content.

GTOI DIMENSION STATEMENTS: STANDARD FORM

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension A: Instructional Level – The amount and organization of the lesson content are appropriate for the students based on their abilities and the complexity and difficulty of the material.

Dimension B: Content Development – Content is developed through appropriate teacher-focused or student-focused activities.

Dimension C: Building for Transfer – Lesson includes initial focus, content emphasis or linking, and summaries which build for transfer of learning.

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension A: Promoting Engagement – Instructional engagement is promoted through stimulating presentations, active participation or techniques which promote overt or covert involvement.

Dimension B: Monitoring Progress – Progress, understanding, and bases of misunderstanding are assessed by interpreting relevant student responses, contributions, performances, or products.

Dimension C: Responding to Student Performance – Students are provided reinforcement for adequate performances when appropriate and specific feedback or correctives for inadequate performances.

Dimension D: Supporting Students – Support for students is conveyed by using techniques such as providing encouragement, lowering concern levels, dignifying academic responses, and by using language free of sarcasm, ridicule, and humiliating references.

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension A: Use of Time – Use of instructional time is optimized by techniques such as providing clear directions and using efficient methods for transitions, materials distribution, and other routine matters and by techniques such as focusing on objectives and providing sufficient activities.

Dimension B: Physical Setting – The physical setting allows the students to observe the focus of instruction, to work without disruption, to obtain materials, and to move about easily; and it allows the teacher to monitor the students and to move among them.

Dimension C: Appropriate Behavior – Appropriate behavior is maintained by monitoring the behavior of the entire class, providing feedback, and intervening when necessary.

GTOI DIMENSION STATEMENTS: EXTENDED FORM

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension A: Instructional Level – The amount and organization of the lesson content are appropriate for the students based on their abilities and the complexity and difficulty of the material.

Dimension B: Content Development

B1: Teacher-Focused Content Development – Content is explained, discussed, or reviewed in an appropriate sequence through techniques such as using definitions, examples, demonstrations, and modeling or through teacher-guided group activities.

B2: Student-Focused Content Development – Student-focused activities provide appropriate opportunities for students to practice or extend previous content or to generate new content.

Dimension C: Building for Transfer

C1: Initial Focus – Initial activity focuses students' attention on lesson objectives and the learning context.

C2: Content Emphasis – Content is made easy to learn and remember through emphasizing major features, critical attributes, or other distinguishing parts of the learning.

OR

Content Linking – Content is made easy to learn and remember by linking it to relevant life experiences, to prior or future learning or through associations.

C3: Summaries – Learning is reinforced with appropriate summaries.

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension A: Promoting Engagement – Instructional engagement is promoted through stimulating presentations, active participation or techniques which promote overt or covert involvement.

Dimension B: Monitoring Progress – Progress, understanding, and bases of misunderstanding are assessed by interpreting relevant student responses, contributions, performances, or products.

Dimension C: Responding to Student Performance

C1: Responding to Adequate Performances - Students are provided content-related reinforcement on performances which are adequate and information on why they are adequate when appropriate.

C2: Responding to Inadequate Performances – Students with poor performances or incorrect responses are given specific content-related feedback or correctives such as prompts or cues.

OR

No inadequate performances occur.

Dimension D: Supporting Students – Support for students is conveyed by using techniques such as providing encouragement, lowering concern levels, dignifying responses, and by using language free of sarcasm, ridicule, and humiliating references.

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension A: Use of Time

- A1: Non-Instructional Tasks – Instructional time is maximized by techniques such as providing clear and complete directions and using efficient methods for transitions, materials distribution, and other routine matters.
- A2: Instructional Time – Use of instructional time is optimized by techniques such as focusing on objectives and providing sufficient instructional activities.

Dimension B: Physical Setting – The physical setting allows the students to observe the focus of instruction, to work without disruption, to obtain materials, and to move about easily; and it allows the teacher to monitor the students and to move among them.

Dimension C: Appropriate Behavior

- C1: Monitoring Behavior – Appropriate behavior is maintained through techniques such as monitoring the behavior of the entire class, establishing clear and consistent expectations, and providing positive feedback when appropriate.
- C2: Intervening – Appropriate behavior is maintained by providing appropriate feedback or interventions when learners are off-task or disruptive.

OR

Behavior is appropriate.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension A: Instructional Level

Research/Rationale:

To provide effective learning experiences, the teacher must match the difficulty of content to the students' current achievement levels and needs (Brophy & Evertson, 1976; Tyler, 1965). The quality of instruction affects achievement, success rates, and the time students need to learn (Bloom, 1976; Brophy & Evertson, 1976; Lyle, 1985). Selecting appropriate tasks for students increases success rates during seatwork assignments (Brophy & Evertson, 1976). Both the selection of and the presentation of content are important. Presenting new or difficult material in small steps so students can attend to all the information allows students to effectively process the material and reduces possible confusion (Rosenshine, 1986; Rosenshine & Stevens, 1986; Rowe, 1982). The amount of information that should be presented at one time is dependent upon the age and maturity of the students and the difficulty of the material. With younger students or more difficult material, instruction should be presented in smaller steps followed by more practice than would be necessary with older students or less difficult material (Rosenshine & Stevens, 1986; Rowe, 1982). Teaching in small steps, providing active practice during initial learning, and checking for understanding at each point before proceeding to the next step helps students assimilate unfamiliar content (Cummings, 1980; Rosenshine, 1986). The less familiar the content, the more quickly short-term memory becomes saturated. Immediate practice at each step of instruction helps students process new learning and facilitates its movement into long-term memory so that the short-term memory can receive additional information (Rosenshine, 1986; Rowe, 1982).

Examples of Dimension A:

An English teacher guides middle school students through the process of writing a term paper (selecting topics, locating resources, developing an outline, taking notes, organizing notes, and documenting sources) as opposed to assigning the term paper as an independent project.

A physical education instructor introduces basic strokes in tennis and practices backhand/forehand before going on to more difficult game skills.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension A: Instructional Level

The amount and organization of the lesson content are appropriate for the students based on their abilities and the complexity and difficulty of the material.

Sample Effective Practices From GTEP:

- Organizes the content into blocks or steps suitable for the abilities of the students and the complexity and difficulty of the material (e.g., small bits of information for low ability students or for difficult material)
- Ensures that learners have necessary skills and information before moving on to more difficult content
- Intersperses practice opportunities in lessons involving difficult content
- Provides moderately difficult tasks that are within reach of most students
- Varies the difficulty level of activities and questions to provide for student success
- Continues teacher-guided practice until most students are capable of mastering the content

Additional Sample Effective Practices:

- Uses essential questions to communicate expected learning
- Pre-assess to determine student's readiness and/or prior knowledge through activating strategies &/or other informal assessments
- Uses acceleration/preview strategies to build connections to new content
- Differentiates instruction/assignments
- Uses distributed practice and summarizing

Guiding Questions:

- Exactly what do you expect the students to learn?
- How do you assess what the students already know?
- What essential content needs to be previewed?
- How can you differentiate instruction for students with different abilities and styles of learning?
- What instructional strategies will be most effective in teaching the concepts or objectives?
- Is guided practice imbedded in the lesson at appropriate levels to support all students and distributed across the instruction?

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension B: Content Development

Subdimension B1: Teacher-Focused

Research/Rationale:

Clear content development is consistently positively correlated with student achievement (Brophy & Good, 1986). Clear content presentation includes introducing new terms and concepts in ways learner can understand by modeling behaviors or processes and by providing concept definitions and labels and concrete examples (Armento, 1977). "When teachers explain exactly what students are expected to learn and demonstrate the steps needed to accomplish a particular academic task, students learn more" (What Works, 1986, p. 35), especially if demonstrations are provided to groups before seatwork is assigned (Brophy & Evertson, 1976). "Demonstrations, live or filmed, of process and products are facilitating rather than restricting to student initiative and creativity" (Hunter, 1984, p. 176).

Another key factor in appropriate content development is proper sequencing of instruction based on the intellectual processing required by a given activity (Gagne & Briggs, 1979). For example, if problem-solving is being taught, students must first learn the rules of the process before trying to solve a problem. Proper sequencing of instruction builds on prior learning and provides a framework around which students can order new learning or perform new tasks (Brophy, 1982; Gagne, 1965). Effective teachers begin lessons with reviews of previous, related learning emphasizing major points to ensure that students have the necessary prerequisite skills for the present lesson (Rosenshine & Stevens, 1986). Too, effective teachers present only one idea or concept at a time, focusing only on that one point and checking for student understanding before proceeding (Rosenshine, 1986). An instructional strategy of primary importance in content development is teacher-guided practice. "Guided practice is characterized by frequent questions" (Jones, 1986, p. 70), whether written or oral, until all students are able to answer correctly most of the time. The effective teacher uses guided practice to monitor student learning so that errors can be corrected before students begin independent practice. By controlling practice activities, especially with the practice of new material, effective teachers increase the opportunities for students to be successful in subsequent activities and assignments (Barnes, 1981).

Examples of Subdimension B1:

A chemistry teacher models the process for conducting an experiment before students begin work on the lab activity.

A third grade teacher guides her students through sample problems using the long division process before students are assigned items to complete independently.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension B: Content Development

Content is developed through appropriate teacher- focused or student focused activities.

Subdimension B1: Teacher-Focused Content Development

Content is explained, discussed, or reviewed in an appropriate sequence through techniques such as using definitions, examples, demonstrations, and modeling or through teacher-guided group activities.

Sample Effective Practices From GTEP:

- Uses definitions to explain terms that are unfamiliar to students
- Provides initial examples that are clear and appropriate to the learning
- Provides simple examples first and then moves to more complex and difficult examples
- Uses aids that support instruction
- Provides demonstrations to show the steps of a process
- Presents content in a logical sequence such as moving from easy to difficult or from concrete to abstract
- Models learning by describing thought processes associated with the physical demonstration
- Models higher-level thinking by verbalizing the processes of application, analysis, synthesis, and evaluation
- Directs discussions and other interactive learning activities by asking focused questions and maintaining the focus on the learning
- Conducts reviews which are stimulating and purposeful
- Conducts teacher-guided group practice on new information or skills

Additional Sample Effective Practices:

- Uses Essential Question/s to maintain focus on learning objective/s
- Facilitates discussions that involve student to student interaction rather than predominantly teacher to student
- Conducts distributed practice and summarizing/review
- Engages students in collaborative activities
- Uses aids that support instruction such as graphic organizers and mnemonic devices

Guiding Questions (Task I, Subdimension B1):

- What concrete models/examples can you provide of the concept?
- What are the key steps and proper sequence for this learning activity?
- What related learning needs to be reviewed?
- How can you assess student understanding throughout the lesson presentation?
- What questions might you ask during instruction to assess student learning?
- How do you encourage students to comment on one another's answers?
- Around what content will you model higher-level thinking processes?

- How will you distribute practice and summarizing?
- When will students collaborate?

NOTE: During short unannounced observations of teaching, content Development should include appropriate Teacher – Focused Content Development (I B1) OR Student – Focused Content Development (I B2) OR both. At least one must be scored.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension B: Content Development

Subdimension B2: Student-Focused

Research/Rationale:

Student-focused activities can provide appropriate opportunities for students to practice and extend previous or new content. Students learn by having many opportunities to practice and apply the new skills or concepts being taught (Anderson, Evertson & Brophy, 1979; Lyle, 1985; Rosenshine & Stevens, 1986; Tyler, 1965). One method of providing student-focused content development is through carefully structured cooperative group learning activities (Haley & Rosenholtz, 1984; Rosenshine, 1983; Rosenshine & Stevens, 1986). For group learning to be optimally effective, teachers generally select the group members based on criteria such as the nature of the task, the social and/or academic skills of the students, expected learning outcomes, and demographic characteristics of the students. Group activities can include completing a drill practice sheet, participating in group reviews, preparing for a team event, or developing a project. The advantages of such cooperative settings come from the social value of working in groups and from the cognitive value gained from explaining the material to someone and/or having the material explained in turn (Rosenshine, 1983; Rosenshine & Stevens, 1986). However, it is important for teachers to monitor closely the progress of each group and to reassign members of groups periodically to help maintain momentum, to combat boredom (Rubin, 1985), and to vary academic interactions and learning opportunities.

Student-focused activities also include distributed and independent practice opportunities. Short reviews periodically conducted (or distributed) beyond initial learning help reinforce content and enhance long-range retention (Cummings, 1980). Independent practice opportunities are provided only after students have sufficiently mastered the content so that few errors occur (Hunter, 1984) and a high success rate is fairly certain.

Examples of Subdimension B2:

Kindergarten students work in various centers: manipulative, art, puzzle, listening, housekeeping, block or reading.

Students solve math problems individually with the teacher's assistance.

Groups of students carry out a simulation of a session at the United Nations.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension B: Content Development

Content is developed through appropriate teacher-focused or student-focused activities.

Subdimension B2: Student-Focused Content Development

Student-focused activities provide appropriate opportunities for students to practice or extend previous content or to generate new content.

Sample Effective Practices From GTEP:

- Provides activities that require students to think through or manipulate content in order to internalize concepts and processes
- Uses materials that support instruction
- Provides an opportunity for students to process content through activities such as skits, simulation, and hands-on experiences
- Structures activities which involve learners in developing the content
- Provides periodic review/summarizing and distributed practice on key objectives
- Structures cooperative group learning activities in which students facilitate each others' achievements through activities such as helping, sharing, and tutoring
- Provides student-focused activities in which most students maintain a high success rate
- Provides assistance to individual students or small groups

Additional Sample Effective Practices:

- Differentiates activities to address the various readiness levels, learning styles, and interests of diverse learners
- Uses instructional strategies such as tiered lessons, learning centers, task cards, and work stations that support differentiation
- Uses graphic organizers to support instruction
- Uses activities that engage students in discovery learning
- Engages students in activities that promote critical thinking skills/processes
- Assesses student learning through authentic assessment tasks and scoring rubrics

Guiding Questions (Task I, Subdimension B2):

- What grouping structure best supports the objectives of this lesson?
- How do the student-focused activities provide opportunities for students to:
 - a) generate new content?
 - b) practice skills?
 - c) apply knowledge and skills in a new context?
- Are activities and materials designed to ensure success for diverse learners?
- Do the activities engage students in thinking critically about the content?
- Are the activities meaningful and strongly linked to instructional objectives?
- What authentic tasks will most effectively gather evidence of student learning?

NOTE: During short unannounced observations of teaching, content Development should include appropriate Teacher – Focused Content Development (I B1) OR Student – Focused Content Development (I B2) OR both. At least one must be scored.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension C: Building for Transfer

Subdimension C1: Initial Focus

Research/Rationale:

Before a lesson begins, students should know what to expect and for what work they are to be held accountable (Brophy & Good, 1986). Summarizing several studies on educational objectives, Levin and Long (1981) note that “students who are given information about instructional objectives prior to their learning remember the learning materials better than students” (p. 27) who are not. Hunter (1982) maintains that teachers need to take advantage of the fact that material presented “at the beginning of any sequence is more easily learned and better remembered” (p.27) than equally difficult material presented later. By focusing student attention, from the outset, on what is to be learned, why it is to be learned, and why it is relevant to the students themselves, teachers help to orient students’ attention to the most important parts of the instruction (Hunter, 1984; Levin & Long, 1981; Squires, Huitt, & Segars, 1984).

Effective teachers help focus student attention by displaying enthusiasm, providing advance organizers, demanding student readiness (Lysakowski & Walberg, 1982), reviewing prerequisite learning and providing outlines (Rosenshine, 1986). Advance organizers, for example, present a conceptual model for processing information. These organizers, provided prior to instruction, are usually presented at a higher level of abstraction, generality, and inclusiveness than the content itself (Ausubel, 1968). Advance organizers contain important content which should be taught (Joyce & Weil, 1980) and which help students make meaningful associations, categorizations, and comparisons. Graphic organizers are diagrammatic representations of conceptual relationships represented by the basic vocabulary of a particular unit (Hawks, 1986). These visual models set the initial context for the lesson and help facilitate learning and retention (Luiten, Ames, & Ackerson, 1980). Overviews and summaries also help provide initial focus for students. Unlike organizers, these ordinarily are presented at the same level of abstraction, generality, and inclusiveness as the material itself, emphasizing only the principal points of the learning (Ausubel, 1968).

Examples of Subdimension C1:

A high school remedial reading teacher might begin a lesson on reference materials by asking the class specific questions that require the use of references. When no one volunteers the information, the teacher explains that no one could remember such specific information. The teacher identifies reference materials as the key to locating information and as the content for the lesson.

A fourth grade teacher directs students to list the two types of maps they have studied so far. After allowing students to name the two types of maps, the teacher states that today the class will learn about a third type.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension C: Building for Transfer

Lesson includes initial focus, content emphasis or linking, and summaries which build for transfer of learning.

Subdimension C1: Initial activity focuses students' attention on lesson objectives and the learning context.

Sample Effective Practices From GTEP:

- Communicates learning objectives to students
- Provides a context for objectives with techniques such as:
 1. presenting an overview or outline of how content fits together
 2. reviewing previous related work
 3. describing the purpose, rationale, or relevance of what is to be learned
- Captures student attention through active involvement

Additional Sample Effective Practices:

- Communicates high expectations to students
- Uses essential questions to communicate expected learning
- Uses acceleration/preview strategies to build connections to new content and to stimulate interest in content
- Uses activating strategies to activate prior knowledge and to stimulate interest in content

Guiding Questions:

- How can you communicate the learning objectives to your students in a way that will generate interest and engagement?
- Which strategies would best enable your students to focus on and become involved with the learning objectives?
- What context would best communicate the relevance of the learning objectives?
- How will you communicate your high expectations and the support you offer for them?

NOTE: During short unannounced observations of teaching, Building for Transfer may be scored not applicable (NA) during student – focused content development. The score for I C2, Content Emphasis or Linking, controls the overall score for this dimension whenever C2 is scored.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension C: Building for Transfer

Subdimension C2: Content Emphasis or Linking

Research/Rationale:

Simply presenting information to students does not guarantee their successful mastery of the content; therefore, any “helpful hints” provided by the teacher may assist students in learning the material. Teachers who provide clear instruction help students remember content (Hines, 1981) by emphasizing major points, critical attributes, or distinguishing features of the learning. Bringing main ideas to the attention of the class allows students to focus on what the lesson is about and maximizes student achievement (Brophy & Good, 1986; Rosenshine & Stevens, 1986). Major points of emphasis may be presented as overviews, summaries of prior material, advance organizers, or any other method of organizing material in a structured manner (Hawk, 1986).

Linking new material to that previously learned also helps effect transfer of learning. Kounin (1970) points to the “challenge arousal” of linking the activity at hand to the students’ prior experiences. According to Anderson and Reder (1979), more familiar material is stored in a more structured or more elaborate way in long-term memory. This more elaborate representation of stored memory actually makes retrieval easier by providing alternate retrieval pathways. By making connections between old and new material, processing new information is facilitated (Rosenshine & Stevens, 1986).

One method of linking unfamiliar material to familiar material is through the use of mnemonics. Mnemonic devices help students learn new material by making it, literally, more memorable. Mnemonics may take the form of nonsense verses or acronyms, picture associations, easily remembered spatial arrangements, sounds, or any other link that may facilitate memorization. Joyce, Showers and Rolheiser-Bennett (1987), in a synthesis of studies on the use of mnemonics, note the significantly higher success rate of students who used mnemonics, especially the “link-word method,” over those who did not.

Examples of Subdimension C2:

A science teacher points out distinguishing characteristics of insects: segmented body and six legs.

A French teacher emphasizes accent marks and how they influence pronunciation.

The teacher compares the body’s nutritional needs to a car’s mechanical needs.

In teaching contractions, the teacher gives six children one letter card each which together spell CANNOT. Another child is given an apostrophe card. The children with “N” and “O” in “NOT” move away, being replaced by the child with the apostrophe. The contraction principle is vividly remembered.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension C: Building for Transfer

Lesson includes initial focus, content emphasis or linking, and summaries which build for transfer of learning.

Subdimension C2: Content Emphasis

Content is made easy to learn and remember by emphasizing major features, critical attributes, or other distinguishing parts of the learning.

Sample Effective Practices From GTEP:

- Uses techniques to stress the important or difficult areas of a topic
- Emphasizes the major features or critical attributes that distinguish the learning

****OR****

Subdimension C2: Content Linking

Content is made easy to learn and remember by linking it to relevant life experiences, to prior or future learning, or through associations.

Sample Effective Practices From GTEP:

- Points out similarities to strengthen the learning and differences to avoid confusion
- Uses content to interpret common life experiences
- Uses familiar events or phenomena to make content easy to learn and remember
- Connects new ideas, skills, and concepts to previous or to future learning
- Uses associations such as mnemonic devices to link content

Additional Sample Effective Practices:

- Uses graphic organizers when appropriate to stress the important or difficult areas of a topic
- Uses effective instructional strategies to emphasize the major features or critical attributes of the learning
- Uses interdisciplinary instruction
- Identifies broad concepts and designs instruction that leads to deep understanding

Guiding Questions (Task I, Subdimension C2):

- How would the use of graphic organizers enhance retention of the content?
- Which instructional strategies will most effectively point out the critical attributes and major features of the learning?
- How might you integrate the learning with another discipline to reinforce the learning of both?
- How might you relate the learning to familiar events and interests of your students?

- How might you use analogies to promote understanding of the content?
- What techniques could you employ to facilitate memorization?
- To what previous and future learning can you relate this learning?

NOTE: During short unannounced observations of teaching, Building for Transfer may be scored not applicable (NA) during student – focused content development. The score for I C2, Content Emphasis or Linking, controls the overall score for this dimension whenever C2 is scored.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension C: Building for Transfer

Subdimension C3: Summaries

Research/Rationale:

Achievement is maximized when teachers begin lessons by reviewing objectives, by summarizing subparts of the lesson as it proceeds, and by reviewing, restating, or revising main ideas at the end of the lesson (Armento, 1977; Brophy & Good, 1986; Wright & Nuthall, 1970). New material must be processed in order to transfer it from short-term memory (working memory) to long-term memory. This can be accomplished by asking students questions, requiring students to summarize main points, and reviewing students on necessary information or skills (Rosenshine, 1986). Stressing important content by repeating, summarizing, and reviewing helps clarify instruction and helps students assimilate content (Hines, 1981). Reviews conducted at the end of the lesson and at weekly intervals (or slightly longer ones) increase retention and the amount of learning (Good & Grouws, 1979; Wright & Nuthall, 1970). More effective teachers use review and repetition more frequently than do less effective teachers.

Rosenshine and Stevens (1986) list a number of ways in which reviews may be carried out, including having students prepare a written summary of the previous lesson, summarize the rule or progress in their own words, write the main points on the board, or summarize the main points to each other in groups. Such structuring of content in the form of short reviews which summarize lesson segments is helpful to students (Brophy & Good, 1986).

Examples of Subdimension C3:

After teaching commas between items in a series, the teacher has learners restate the rules and give an example before moving on to commas in dates.

After completing the first segment of a lab, students are asked to state the steps they have completed before moving on to the second segment of the lab.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension C: Building for Transfer

Lesson includes initial focus, content emphasis or linking, and summaries which build for transfer of learning.

Subdimension C3: Summaries

Learning is reinforced with appropriate summaries.

Sample Effective Practices From GTEP:

- Reemphasizes important details of the lesson and lesson objectives
- Involves students in summarizing or reviewing the lesson
- Summarizing or reviews periodically during the lesson to provide continuity
- Summarizes or lets students summarize at the end of the lesson to reinforce learning

Additional Sample Effective Practices:

- Uses a variety of summarizing strategies to engage students

Guiding Questions:

- Where in the lesson should you stop to summarize?
- What techniques could you use to engage your students in summarizing the lesson?
- What are the key points and essential understandings you need to reinforce through summarizing?
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NOTE: During short unannounced observations of teaching, Building for Transfer may be scored not applicable (NA) during student – focused content development. The score for I C2, Content Emphasis or Linking, controls the overall score for this dimension whenever C2 is scored.

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension A: Promoting Engagement

Research/Rationale:

Presentations which include something new and exciting, occurring at any time, maintain students' attention, helping to keep them accountable for learning and engaged in the learning activity (Brophy, 1982; Kounin, 1970). Creating a degree of suspense before calling on students (Hunter, 1982), by selecting varied strategies for recitation, and by informing nonvolunteers that they may be called on decreases misbehavior and increases student involvement (Kounin, 1970). Structuring the classroom to elicit good student responses (Brophy, 1979; Stallings, 1976) and calling on students to provide concept definitions and examples help vary instructional stimuli and produce higher levels of achievement (Armento, 1977; Brophy, 1979; Stallings, 1976).

One particular method for promoting engagement is asking for student responses and then using extended teacher wait-time. Wait-time is defined as the length of the pause preceding any teacher utterance. Fortune (1967) found that in waiting for student responses, effective teachers tend to be more patient and to integrate student responses into the lesson more frequently. A positive correlation has been documented between wait-time and achievement (Tobin, 1980); a three to five second pause after asking a question resulted in longer responses from students and in more unsolicited but appropriate responses (Rowe, 1974). The use of extended wait-time allows students time to think about explanations, comments, or questions before being required to answer. Longer wait-time seems to be especially important when instruction deals with higher cognitive-level objectives or more complex content (Tobin, 1980). By skillfully using wait-time after questions are asked, teachers encourage covert involvement (Cummings, 1980). By using wait-time after questions are asked, teachers significantly increase the likelihood of getting better, more thoughtful student responses (Cummings, 1980; What Works, 1986).

Examples of Dimension A:

An English teacher reviewing steps in the writing process says, "Remember that we follow certain steps in writing a paper. Jot them down in order."

A second grade teacher tells everyone to think of one type of service provided in their community. After waiting a moment, the teacher calls on several students, volunteers and nonvolunteers, to respond.

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension A: Promoting Engagement

Instructional engagement is promoted through stimulating presentations, active participation, or techniques which promote overt or covert involvement.

Sample Effective Practices From GTEP:

- Gains attention of all students before beginning instruction
- Observes students for initial engagement after making assignments
- Stimulates interest in the topic by providing vivid or novel examples or by varying presentation and activities
- Varies the types of responses generated
- Divides opportunities for student participation without excessive or prolonged interactions with individuals
- Stimulates covert involvement of students with techniques such as:
 1. directing students to think of an example
 2. asking students to recall an experience
 3. asking students to prepare to respond
 4. providing a stimulus for students to be attentive during student interactions or presentations
- Creates an expectation of being called on by eliciting responses from volunteers and non-volunteers and by asking questions before calling upon specific students
- Promotes relevant thinking by pausing after questions to allow students to formulate responses or to form mental images
- Promotes relevant thinking by pausing after students' responses or contributions to allow for extensions of student ideas
- Raises student level of concern by using techniques such as emphasizing the importance of an instructional task, calling on non-volunteers, or using physical proximity
- Generates overt responses with techniques such as:
 1. asking students to respond on scratch paper
 2. having students take notes
 3. directing students to tell another student
 4. asking students to respond as a group
 5. asking for signal responses
 6. involving students in discussion, skits, simulations, hands-on experiences, and cooperative group learning experiences

Additional Sample Effective Practices (Task II, Subdimension A):

- Stimulates interest by using essential questions, acceleration/preview strategies, and activating strategies
- Allows students to collaborate
- Allows students to choose from a variety of learning tasks
- Incorporates open ended and multiple answer questions in lesson
- Plans activities that represent authentic and/or relevant applications of what is being taught
- Plans activities that require cognitive engagement
- Plans lessons that help students make connections within and between content areas
- Provides computer assisted instructional activities
- Holds students accountable for completing assignments, turning in work, and participating in classroom discussions
- Stimulates student interest by asking higher order questions that involve speculation, prediction, problem solving, or debating
- Uses the strategy of “scaffolding and fading” to support students not ready to succeed on their own, then withdrawal of the support as students become more skilled or knowledgeable
- Provides organizers for thinking and structured note taking
- Creates an environment of respect and rapport that encourages divergent thinking

Guiding Questions:

- Are students challenged and inspired particularly at the start of a difficult lesson?
- Is the lesson paced at an appropriate rate to maximize student engagement?
- How do you display interest and enthusiasm in the lesson?
- Do you connect lessons to topics of personal relevance to students?
- How do you take note of learning style differences among students and use learning strategies and materials that are appropriate to different styles?
- Are high expectations for student products established and enforced?
- Are a variety of strategies used to stimulate interest in what is being taught?
- Is available technology used to stimulate interest in the lesson?
- Is student choice and initiative an integral part of the lesson?
- Are tasks and activities relevant to student interest or based on authentic application?
- What organizers could help students organize their thinking and note taking?
- Does the classroom environment encourage students to express their answers and ideas?

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension B: Monitoring Progress

Research/Rationale:

Monitoring how students are doing academic work to reveal students' understanding of the content is one of the major tasks of a teacher. Serious deficiencies in students' understanding can go uncorrected when such monitoring does not occur (Erlwanger, 1975).

There are many ways to check students' progress, including asking strategic questions, interpreting relevant observable behavior during assessing activities, circulating among students during seatwork or individual work times, and asking all students to signal responses (Hunter, 1982). Circulating among students during seatwork times, providing help where it is needed most (Brophy & Evertson, 1976; Good & Grouws, 1977; Rosenshine, 1983; Rosenshine & Stevens, 1986) and asking questions and giving explanations to students (Good & Grouws, 1977; Rosenshine, 1983) are particularly effective ways to monitor progress.

A study by Anderson, Evertson, and Brophy (1979) found positive correlations between student achievement and the amount of time spent in question-answer format and between student achievement and the number of academic interactions per minute. Asking specific questions on main points, supplementary points, or processes allows the teacher to assess student responses, isolating any confusion or misunderstanding. Once the area of misunderstanding is determined, the teacher can give prompt and adequate corrections or can reteach the material if the misunderstanding is wide-spread.

How the questions are presented to the class is just as important as the form of the question. In checking for understanding of the entire class, it is not adequate to ask a few questions, call on volunteers for answers, and assume the entire class understands (Rosenshine, 1983). Rather, teachers should ask a large number of questions and call on both volunteers and nonvolunteers (Rosenshine & Stevens, 1986). Monitoring student progress should take place frequently so that the teacher can provide corrections and do reteaching when necessary (Rosenshine, 1983) or can move on once it is apparent that students have learned the content (Hunter, 1982).

Examples of Dimension B:

A teacher asks a student to explain why he labeled a certain sentence as the topic sentence in a paragraph.

A home economics teacher moves around the room to check progress on sewing projects.

An algebra teacher monitors as students solve problems on the board.

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension B: Monitoring Progress

Progress, understanding, and bases of misunderstanding are assessed by interpreting relevant student responses, contributions, performances, or products.

Sample Effective Practices From GTEP:

- Interprets students' facial expressions and other nonverbal behaviors to determine if further cues or explanations are needed
- Asks questions which are understood by students and are relevant to the objectives
- Checks for factual knowledge and comprehension
- Assesses students' abilities to apply, analyze, synthesize, and evaluate
- Checks understanding of all group members by using techniques such as signal responses and questions directed to individuals and non-volunteers
- Asks students to explain answers and clarifies both correct and incorrect responses
- Moves among students to check progress and understanding during individual or group work
- Interprets relevant observable behavior during written, verbal, and physical activities

Additional Sample Effective Practices

- Uses multiple assessment techniques including observations, conversation, interviews, and authentic tasks with rubrics
- Uses summarizing activities to assess learning
- Goes beyond "right or wrong" analysis of responses to analyze student thinking
- Uses assessment results in planning for individuals and groups of students
- Adjusts/differentiates instruction based on student progress toward the objectives
- Re-teaches content when students do not master objectives in initial presentation
- Involves students in collaborative peer assessment activities

Guiding Questions:

- Are assessment tasks closely aligned with instructional goals and activities?
- What evidence will indicate student understanding?
- What assessment techniques will provide evidence of student learning?
- What does the student's response tell me about his thinking/understanding?
- Based on assessment results how might you adjust/differentiate instruction for individuals and groups of students?
- How might students collaborate during assessments of learning?

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension C: Responding to Student Performance

Subdimension C1: Responding to Adequate Performance

Research/Rationale:

Anderson, Evertson, and Brophy (1979) found that teacher responses which indicated why an answer is correct facilitate student learning. Rephrasing answers to reemphasize the factors which make the response correct and restating the steps used to obtain the answer help students learn. When student responses or performances are correct but hesitant, the teacher should provide short statements of feedback as well as moderate amounts of process feedback. By articulating the steps used to arrive at the correct answer, the teacher helps both these students who are still learning the steps in a process and those who need the information to understand why the answer was correct. During the initial stages of learning or during a review of relatively new material, this is essential to the students' acquisition and understanding of the skill, process, or concept (Rosenshine, 1983).

Examples of Subdimension C1:

The art teacher says, "The media you chose for your design really integrated the use of a variety of materials in a creative way."

A science teacher says, "Good. You know the symbol for these five elements."

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension C: Responding to Student Performance
Students are provided reinforcement for adequate performances when appropriate and specific feedback or correctives for inadequate performances.

Subdimension C1: Responding to Adequate Performances
Students are provided content-related reinforcement on performances which are adequate and information on why they are adequate when appropriate.

Sample Effective Practices From GTEP:

- Assists students in self-evaluating their performances
- Provides specific content-related feedback when:
 1. responses are tentative or hesitant
 2. learning is new
 3. learning is complex
- Provides feedback on adequate performances by using techniques such as paraphrasing, applying, or extending student responses, and connecting the student's response to the content
- Provides responses, suggestions, and reactions to inform students of progress in activities such as discussions, skits, simulations, hands-on experiences, and cooperative group learning activities

Additional Sample Effective Practices:

- Uses rubrics to clearly communicate assessment criteria to students
- Encourages student use of rubrics to self-assess their performance
- Provides specific feedback on all significant work
- Feedback is provided through written comments, student-teacher conferences, as well as through non-verbal expressions and gestures
- Feedback is provided in a timely manner
- Makes use of peer evaluation techniques as a means of providing feedback to students
- Models respect and rapport in giving feedback

Guiding Questions (Task II, Subdimension C1):

- How will you enable your students to self-evaluate their performance?
- How can you reinforce student learning by your response to correct answers and adequate performance?
- What specific feedback will improve student performance?
- What format of feedback would be best for this performance?
- How can you model respect and rapport through the feedback you give?

NOTE: During short unannounced observations of teaching, satisfactory scores for Responding to Student Performance (II C) are based on satisfactory performance of both subdimensions (C1 and C2) if they are both applicable.

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension C: Responding to Student Performance

Subdimension C2: Responding to Inadequate Performances

Research/Rationale:

A major teaching function is responding to student answers and correcting student errors (Rosenshine, 1983). However, simply pointing out mistakes is not sufficient; appropriate feedback should be immediate and specific (Cummings, 1980) and should be “followed by corrective procedures which correct weaknesses of learning and instruction” (Levin & Long, 1981, p. 24). It is important that the student understand why the response was incorrect and how to correct it so that future responses will be correct. Poor or incorrect student responses can be due to carelessness or lack of knowledge. If an error was due to carelessness, simply correcting the student and moving on is acceptable (Rosenshine, 1983; Rosenshine & Stevens, 1986). However, if an incorrect response or performance was due to lack of knowledge of facts or process, the teacher should provide clues or hints or reteach the material (Rosenshine, 1983; Rosenshine & Stevens, 1986). When the student can correct the error rather quickly, it is more beneficial to provide hints or clues, rephrase the questions, or ask simpler questions than it is to reteach the material (Anderson, Evertson & Brophy, 1979; Brophy & Good, 1986; Rosenshine, 1983; Stallings & Kaskowitz, 1974). By providing supportive and corrective feedback to the student about incorrect responses, the teacher gives the student a chance to correct his/her answer and provide the appropriate response (Brophy & Good, 1986). When the student cannot easily correct the error in the response, or when there is a high error rate in the class during a lesson, the material should be retaught (Rosenshine, 1983).

Examples of Subdimension C2:

A student answers that Italy is an island. The teacher says, “I can see why you might think Italy is an island because it is surrounded on three sides by water. But islands are surrounded on all sides by water. Can you think of a European country that is completely surrounded by water?”

A math teacher says, “You have all the problems right except number 4. Check your radius measurement.”

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension C: Responding to Student Performance

Students are provided reinforcement for adequate performances when appropriate and specific feedback or correctives for inadequate performances.

Subdimension C2: Responding to Inadequate Performances

Students with poor performances or incorrect responses are given specific content-related feedback or correctives such as prompts or cues.

OR

No inadequate performances occur.

Sample Effective Practices From GTEP:

- Provides specific feedback about poor performances or incorrect responses and information about why the performances were inadequate
- Takes corrective actions during learning activities by using techniques such as:
 1. providing hints or other cues
 2. using different words or examples
 3. creating smaller steps
 4. suggesting means for improvement
 5. using alternative materials
 6. reteaching—individuals or large groups
 7. providing students with opportunities to give correct responses after they have been incorrect
- Appropriately ignores irrelevant or inadequate responses during situations when correction would interfere with the learning

Additional Sample Effective Practices:

- Analyzes student responses to determine source of error
- Differentiates instruction based on student need
- Uses rubrics to clearly communicate assessment criteria to students
- Feedback is specific and provided on all significant work
- Uses instructional strategies such as probing, redirection, and reinforcement to improve the quality of student responses
- Models respect and rapport in giving feedback

Guiding Questions (Task II, Subdimension C2):

- What does the student response indicate as the source of error?
- What flexible instructional groups might be formed to provide specific instruction based on student need?
- How might you use rubrics to communicate specific assessment criteria to students?
- How can you model respect and rapport through the feedback you give?

NOTE: During short unannounced observations of teaching, satisfactory scores for Responding to Student Performance (II C) are based on satisfactory performance of both subdimensions (C1 and C2) if they are both applicable.

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension D: Supporting Students

Research/Rationale:

Students are affected by their learning environment. Just as a negative climate inhibits student productivity, a positive classroom climate contributes to productivity and achievement. In spite of any other factors which may affect student attitudes, beliefs, and motivation, “the teacher and the instructional processes are mainly responsible for developing classroom climate” (Levine & Long, 1981, p. 62). A warm or pleasant feeling tone acts as a motivator for students (Hunter, 1982) by lowering their level of concern, particularly during initial practice, thus enhancing the chances for successful effort.

Berliner (1984) notes that “the communication of academic expectations for achievement; development of a safe, orderly and academically focused environment for work; quick, fair and sensible management of deviancy; and the development of cooperative environments for learning” (p. 65-66) contribute significantly to a supportive classroom climate. Another equally important factor is dignifying inaccurate responses. Providing corrective feedback while maintaining the dignity of the individual helps students “learn more and remember it longer” (Hunter, 1982, p. 90). Even emotionally neutral feedback can be acceptable but “it has long been recognized that sarcasm and personal attacks are negatively related to achievement” (Berliner, 1984, p. 71).

Teachers’ behavior serves as a model for students about what is expected of them and what is valued (Squires, Huitt, & Segars, 1984). “Students learn to respect each other, to appreciate differences among themselves, to be realistic, and to learn to use their differences in a way that satisfies the needs of the group as well as the personal needs of others” (Levin & Long, 1981, p. 62) based on the behavior modeled by their teachers. When the teacher’s behavior does not reflect respect and concern for the individual, appreciation of diversity, and a strong emphasis on academic achievement (Levin & Long, 1981), student academic and emotional growth suffer.

Examples of Dimension D:

A third grade teacher says to a student having difficulty with long division, “There are lots of steps to learn, but with a little practice, you’ll get the hang of it.”

When called on to read, the student is on the wrong page. The teacher says, “Jason, we’re on page 25, the first paragraph. Find it quickly, and I’ll come back to you for the second paragraph.”

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension D: Supporting Students

Support for students is conveyed by using techniques such as providing encouragement, lowering concern levels, dignifying academic responses, and by using language free of sarcasm, ridicule, and humiliating references.

Sample Effective Practices From GTEP:

- Creates a feeling tone which is conducive to learning
- Lowers level of concern by offering encouragement and low-risk opportunities for participation
- Dignifies inadequate responses with techniques such as providing prompts, rephrasing questions, and pointing out portions of performances which are adequate
- Acknowledges or comments on student responses or performances
- Encourages positive student interactions by promoting and modeling behaviors such as listening, accepting, and cooperating

Additional Sample Effective Practices:

- Integrates respect of others in curriculum and interactions
- Pays attention to student interests, problems, and accomplishments in social interactions both in and out of the classroom
- Communicates interest and caring to students both verbally and through nonverbal means such as giving undivided attention, maintaining eye contact, smiling and nodding
- Uses humor, as appropriate, to diffuse stress and build affinity with students
- Monitors own beliefs and behaviors to make certain that high expectations are communicated to all students regardless of gender, socioeconomic status, race, or other personal characteristics

Guiding Questions:

- Do you communicate interest and caring to students both verbally and through such nonverbal means as giving undivided attention, maintaining eye contact, smiling and nodding?
- Do you pay attention to student interests, problems, and accomplishments in social interactions both in and out of the classroom?
- Are student mistakes corrected in a manner free from sarcasm and put-downs?
- Does the learning environment encourage risk-taking?
- Are students encouraged to treat others with respect through your modeling of expected behavior?
- Does your modeling of expected behavior encourage students to treat others with respect?

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension A: Use of Time

Subdimension A1: Non-instructional Tasks

Research/Rationale:

Instructional time needs to be maximized so that academic learning time is increased and the time needed for routine tasks is decreased. One way of maximizing instructional time is by providing clear and detailed directions and instructions for learning activities (Hawley & Rosenholtz, 1984; Rosenshine & Stevens, 1986). By giving clear directions, time is not wasted by having to restate the directions; thus, students are able to get to work quickly on given assignments. Another method of maximizing instructional time is by having clear, quick, and smooth transitions between activities (Brophy, 1983; Good & Grouws, 1977; Hawley & Rosenholtz, 1984; Rinne, 1984). Effective teachers are frequently able to shift class activities in one to ten seconds by having materials sorted for distribution and by clearly stating directions, expectations, and purposes for activities (Rinne, 1984). "Students can also share in the responsibility for making smooth transitions by adhering to well-defined rules and playing specific roles during classroom changes" (Levin & Long, 1981, p. 12). Routines or procedures for paper flow and other daily classroom business help students to know exactly what to do, enabling them to proceed without needing teacher assistance (Brophy, 1983).

Examples of Subdimension A1:

The teacher quickly checks roll with a seating chart.

A reading teacher says, "Group 1, get your workbooks and move quickly to the front table. Groups 2 and 3, move back to your desks and complete p. 43."

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension A: Use of Time

Use of instructional time is optimized by techniques such as providing clear directions and using efficient methods for transitions, materials distribution, other routine matters and by techniques such as focusing on objectives and providing sufficient instructional activities.

Subdimension A1: Non-instructional Tasks

Instructional time is maximized by techniques such as providing clear and complete directions and using efficient methods for transitions, materials distribution, and other routine matters.

Sample Effective Practices From GTEP:

- Obtains student attention before providing directions
- Provides clear, concise, and complete procedural directions
- Checks for understanding of directions when appropriate
- Conducts efficient transitions
- Uses efficient methods for routine matters such as checking attendance and distributing and collecting materials

Additional Sample Effective Practices:

- Students are informed of the sequence of activities for the day
- Procedures are clearly established for regrouping of students
- Students assume responsibility for the efficient operation of the classroom
- Safe and orderly physical setting provides for smooth transitions

Guiding Questions:

- How will you check attendance and gather other routine information without using instructional time?
- How will you organize student materials and where will you store them?
- How will you involve your students in taking responsibility for smooth transitions?
- What techniques will you use to gain the attention of all your students before giving new instructions?
- How will you involve your students in establishing classroom procedures for handling routine matters?

NOTE: For short unannounced observations of teaching, satisfactory scores for Use of Time (III A) are based on satisfactory performance of both subdimensions (A1 and A2) if they are both applicable.

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension A: Use of Time

Subdimension A2: Instructional Time

Research/Rationale:

Overwhelmingly, research on teacher behavior indicates that the greater the amount of time students spend on academic tasks the greater the effect on achievement (Squires, Huit, & Segars, 1984). The more time students spend in academic activities, rather than in nonacademic activities, such as games and socializing, the greater the gains in student achievement (Stallings, Cory, Fairweather, & Needels, 1977). Students need sufficient instructional time in order to process the material being presented (Rosenshine & Stevens, 1986). Spending and/or allocating insufficient learning time has a direct, negative effect on achievement (Gettinger, 1985).

“Effective time managers in the classroom do not waste valuable minutes on unimportant activities; they keep their students continuously and actively engaged” (*What Works*, 1986, p. 34). This can, in part, be accomplished by providing appropriate content, sufficient activities, and enough time for each activity to be completed (Hawley & Rosenholtz, 1984). Hunter (1982) suggests assigning activities during those times normally lost to routines and transitions. These sponge activities keep students focused on academic content and not only increase learning but decrease misbehavior.

Appropriate pacing of material, minimizing delays, and maintaining an academic orientation also help optimize instructional time. Effective time managers keep the students’ environment focused and relatively free of disruptions. They present information in a clear, organized manner so that time is not lost by having to backtrack to explain essential information (Brophy, 1983; Hawley & Rosenholtz, 1984). Particularly for lower ability students, engaged time (academic learning time, time-on-task) is especially important, but teachers still need to insure that time is used productively by all students and that the time allocated for instruction is adequate (Berliner, 1984).

Examples of Subdimension A2:

A physical science teacher writes the following directions on the chalkboard before taking roll: List the three types of alcohol we discussed yesterday. Be ready to tell me the common use of each type of alcohol.

After completing a reading assignment, eighth graders will write in their journals.

After completing an addition worksheet, third graders may choose any computation item on the page and write a word problem for it.

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension A: Use of Time

Use of instructional time is optimized by techniques such as providing clear directions and using efficient methods for transitions, materials distribution, other routine matters and by techniques such as focusing on objectives and providing sufficient instructional activities.

Subdimension A2: Instructional Time

Use of instructional time is optimized by techniques such as focusing on objectives and providing sufficient instructional activities.

Sample Effective Practices From GTEP:

- Begins lesson promptly
- Avoids unnecessary delays in instruction, digressions from objectives, and interruptions of learning activities
- Provides instructional activities to optimize learning time while students wait for instruction to begin, for other students to finish, or for the period to end

Additional Sample Effective Practices:

- Uses peer tutoring and peer evaluation groups
- Uses appropriate pacing to facilitate optimal learning
- Differentiates instruction so that all students are meaningfully engaged
- Has assignments, activities, materials and supplies ready for students
- Uses Essential Question/s to focus students on learning objectives

Guiding Questions:

- How can you establish an academic orientation in your classroom?
- How can you keep the learning environment relatively free of disruptions?
- How will you prevent digressions from the learning objective and “bird walking”?
- What strategies will you use to keep students focused on learning during times of transitions, routines, or while other students finish their work?
- What pacing of the material is appropriate for your students?
- How can you provide time for your students to process and reflect on the learning that has occurred?

NOTE: For short unannounced observations of teaching, satisfactory scores for Use of Time (III A) are based on satisfactory performance of both subdimensions (A1 and A2) if they are both applicable.

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension B: Physical Setting

Research/Rationale:

Arrangements of physical space and seating patterns should complement the teacher's instructional objectives and methods and seek to maximize both the physical space and available resources. Effective teachers organize classrooms with specific, well-equipped areas to accommodate different types of learning activities (Brophy, 1983; Hawley & Rosenholtz, 1984). An efficient learning environment is achieved through the preparation, not only of the lesson, but also of the physical surroundings (Brophy, 1983; Emmer, Evertson, & Anderson, 1980). In a successful learning environment, the furnishings are arranged to optimize instructional opportunities by facilitating movement, minimizing crowding, providing appropriate visual focus, and facilitating retrieval of materials (Brophy, 1983; Emmer, Evertson, & Anderson, 1980; Hawley & Rosenholtz, 1984). Desk arrangements should also allow the teacher to move freely about the room, monitoring and providing assistance to the students. Efficient traffic patterns which allow easy access to students and produce smoother transitions minimize bottlenecks, lines, and students' needs for teacher assistance (Brophy, 1983; Emmer, Evertson, & Anderson, 1980; Hawley & Rosenholtz, 1984).

Examples of Dimension B:

During total group activities or directions, the teacher ensures that all students can see and hear even if the room is arranged for small group or center work.

While working with individual groups, the teacher selects a position that allows him/her to observe the rest of the class.

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension B: Physical Setting

The physical setting allows the students to observe the focus of instruction, to work without disruption, to obtain materials, and to move about easily; and it allows the teacher to monitor the students and to move among them.

Sample Effective Practices From GTEP:

- Plans the instructional environment so that students can easily see presentations
- Plans the instructional environment so that students can be seen and monitored
- Arranges materials in an orderly and readily accessible manner
- Arranges the environment for necessary group or independent work, movement, or other lesson activity
- Maintains a functional arrangement of furniture and materials around high traffic areas such as pencil sharpener, bookshelves, or materials center
- Establishes efficient patterns for student movement in the classroom

Additional Sample Effective Practices:

- Classroom reflects latest research on brain-compatible physical environments
- The classroom is safe
- Physical environment is supportive of instructional goals

Guiding Questions:

- How can you make your classroom environment more brain-compatible?
- How can you arrange the classroom to enhance learning?
- Are you aware of and prepared to implement the school safety plan?

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension C: Appropriate Behavior

Subdimension C1: Monitoring Behavior

Research/Rationale:

It is important for teachers to communicate high expectations for appropriate student behavior (Hawley & Rosenholtz, 1984). Setting up specific class rules reduces disruptive behavior (Advani & Beaumaster, 1973; Herman & Traymontona, 1971). Rules should be well-defined and reasonable norms for governing behavior and should be fairly and equitably enforced (Hawley & Rosenholtz, 1984). Rules should be specifically taught and monitored, with teachers consistently holding students accountable throughout the year (Emmer, Evertson, & Anderson, 1980; Hawley & Rosenholtz, 1984; Sanford & Evertson, 1981).

Careful and continuous monitoring of student behavior is positively related to student achievement (Brophy, 1983; Emmer, Evertson, & Anderson, 1980; Good & Grouws, 1977). Kounin's (1970) studies indicate that effective classroom managers display "withitness" by stationing themselves so that they can see all students and can be aware of what is happening at all times (cited in Brophy, 1983). By being "with it" effective teachers are able to monitor the classroom frequently and are able to stop inappropriate behavior before it becomes a major problem. Cummings (1980) notes that the most effective managers prevent punishable behavior by providing specific, positive feedback for appropriate behavior and by modeling desirable behaviors for their students.

Examples of Subdimension C1:

While working with one math group, a fourth grade teacher frequently looks about the entire room, checking for appropriate behavior.

In a high school English class, the teacher says, "Please remove your dictionaries and all other material except for your poetry notebooks."

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension C: Appropriate Behavior

Appropriate behavior is maintained by monitoring the behavior of the entire class, providing feedback, and intervening when necessary.

Subdimension C1: Monitoring Behavior

Appropriate behavior is maintained through techniques such as monitoring the behavior of the entire class, establishing clear and consistent expectations, and providing positive feedback when appropriate.

Sample Effective Practices From GTEP:

- Facilitates classroom monitoring with techniques such as having students clear their desks of unnecessary materials, having groups begin seatwork together, and not allowing students to congregate around the teacher while waiting for assistance
- Observes the entire class and scans the class frequently
- Divides attention among students without prolonged interactions with individuals
- Establishes and maintains rules and procedures which describe expectations regarding behavior
- Provides positive feedback on behavior when appropriate

Additional Sample Effective Practices:

- Involves students when appropriate in developing standards of conduct
- Devotes adequate time to teaching and clarifying rules and procedures
- Monitors without interrupting instruction
- Maintains awareness of the entire class when working with individuals or small groups and takes necessary action to keep all students on task
- Periodically reviews classroom routines and revises them as necessary
- Maintains an environment of respect and rapport when providing feedback about behavior

Guiding Questions:

- How were class rules and procedures established?
- Are the rules and procedures clearly defined with age appropriate vocabulary?
- How much time was devoted to teaching class rules and procedures?
- How do you communicate high expectations for student behavior?
- What methods do you use to communicate positive feedback concerning appropriate behavior?

NOTE: For short unannounced observations of teaching, satisfactory scores for Appropriate Behavior (III C) are based on satisfactory performance of both subdimensions (C1 and C2) if they are both applicable.