
**Possible Examples Worksheets**

This document contains Possible Example Worksheets for each of the competencies selected in the 2012-13 citywide instructional expectations.
### Domain 1: Planning and Preparation

**Competency 1e**

**Designing Coherent Instruction**

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Effective practice in this competency recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the highly effective level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3.

The elements of competency 1e are:

- **Learning activities**
  - Instruction designed to engage students and advance them through the content
- **Instructional materials and resources**
  - Appropriate to the learning needs of the students
- **Instructional groups**
  - Intentionally organized to support student learning
- **Lesson and unit structure**
  - Clear and sequenced to advance students' learning

Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- The use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plan
### Competency 1e

**Designing Coherent Instruction**

**Effective**

Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.

**Highly Effective**

Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.

**Critical Attributes**

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- Teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

- In addition to the characteristics of “Effective,”
  - Activities permit student choice.
  - Learning experiences connect to other disciplines.
  - Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
  - Lesson plans differentiate for individual student needs.

### Possible Examples Worksheet

<table>
<thead>
<tr>
<th>Teacher actions:</th>
<th>Teacher actions:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student actions:</th>
<th>Student actions:</th>
</tr>
</thead>
</table>
Possible Examples Worksheet

## Domain 3: Instruction

<table>
<thead>
<tr>
<th>Competency 3b</th>
<th>Using Questioning and Discussion Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using</strong></td>
<td><strong>Questioning and Discussion Techniques</strong></td>
</tr>
<tr>
<td><strong>Competency</strong></td>
<td><strong>3b</strong></td>
</tr>
</tbody>
</table>

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers’ practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal “quiz.” Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students’ responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.

Not all questions must be at a high cognitive level in order for a teacher’s performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is “on board.” Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher’s performance on the competency cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students’ questions and discussion in their small groups may be considered as part of this competency.

In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.

Elements of competency 3b are:

- **Quality of questions/prompts**
  Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but should not be confused with the use of questioning to deepen students’ understanding.

- **Discussion techniques**
  Effective teachers promote learning through discussion. Some teachers report that “we discussed x” when what they mean is that “I said x.” That is, some teachers confuse discussion with explanation of content; as important as that is, it’s not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students’ views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.

- **Student participation**
  In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion with the teacher stepping out of the central, mediating role
- High levels of student participation in discussion
### Competency 3b
**Using Questioning and Discussion Techniques**

<table>
<thead>
<tr>
<th>Critical Attributes</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.</td>
<td>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</td>
<td>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</td>
</tr>
</tbody>
</table>
| • The teacher makes effective use of wait time. | Teacher actions: | In addition to the characteristics of “Effective,”
• Students initiate higher-order questions. |
| • The teacher builds on/uses student responses to questions effectively. | | • Students extend the discussion, enriching it. |
| • Discussions enable students to talk to one another, without ongoing mediation by the teacher. | | • Students invite comments from their classmates during a discussion. |
| • The teacher calls on most students, even those who don’t initially volunteer. | Teacher actions: | |
| • Many students actively engage in the discussion. | Student actions: | |

### Possible Examples Worksheet

<table>
<thead>
<tr>
<th>Competency 3b</th>
<th>Using Questioning and Discussion Techniques</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</td>
<td>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</td>
</tr>
</tbody>
</table>
|               |                                            | Teacher actions: | In addition to the characteristics of “Effective,”
• Students initiate higher-order questions. |
|               |                                            | | • Students extend the discussion, enriching it. |
|               |                                            | | • Students invite comments from their classmates during a discussion. |
|               |                                            | Student actions: | |
|               |                                            | Student actions: | |
Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it’s important for teachers to know whether students have learned what they intend) assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on “the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

Of course, a teacher’s actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students’ revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) to monitor their own learning against clear standards is demonstrated by teachers at high levels of performance in this competency.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher’s skill in making mid-course corrections when needed, seizing on a “teachable moment.”

Elements of competency 3d are:

- **Assessment Criteria**
  It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.

- **Monitoring of student learning**
  A teacher’s skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.

- **Feedback to students**
  Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.

- **Student self-assessment and monitoring of progress**
  The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

Indicators include:

- Teacher paying close attention to evidence of student understanding
- Teacher posing specifically-created questions to elicit evidence of student understanding
- Teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria
- Teacher adjusting instruction in response to evidence of student understanding (or lack of it)
### Possible Examples Worksheet

<table>
<thead>
<tr>
<th>Competency 3d Using Assessment in Instruction</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.</td>
<td>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.</td>
<td></td>
</tr>
</tbody>
</table>

#### Critical Attributes

- Students indicate that they clearly understand the characteristics of high-quality work.
- The teacher elicits evidence of student understanding during the lesson.
- Students are invited to assess their own work and make improvements.
- Feedback includes specific and timely guidance for at least groups of students.
- The teacher attempts to engage students in self- or peer-assessment.
- When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.

- In addition to the characteristics of "Effective,”
  - There is evidence that students have helped establish the evaluation criteria.
  - Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.
  - Teacher makes frequent use of strategies to elicit information about individual student understanding.
  - Feedback to students is specific and timely, and is provided from many sources, including other students.
  - Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
  - The teacher’s adjustments to the lesson are designed to assist individual students.

#### Possible Examples

**Teacher actions:**

**Student actions:**