



Rhode Island Model Academy for Personnel Evaluating Teachers

Day 1: Professional Practice



Introductions

- Interview a partner and find out:
 - *Your name & district role (as it pertains to evaluation)*
 - *An interesting little-known fact about the person*
- Be prepared to introduce each other to the group

Housekeeping and Overview

Norms

- Equity of voice
- Active listening
- Safety to share different perspectives
- Confidentiality
- Respectful use of technology
- Parking Lot
- Others?

Expectations

- Daily sign in
- Lunch from 12:00 -12:30
- Daily feedback at the closure
- Four day attendance = successful completion

Resources

RIDE website: <http://www.ride.ri.gov/>

Evaluation email: EdEval@ride.ri.gov

*RIDE staff members will respond to your context-specific questions.



Session 1: Framing the Work and Introduction to the Professional Practice Rubric

Objectives

Evaluators will:

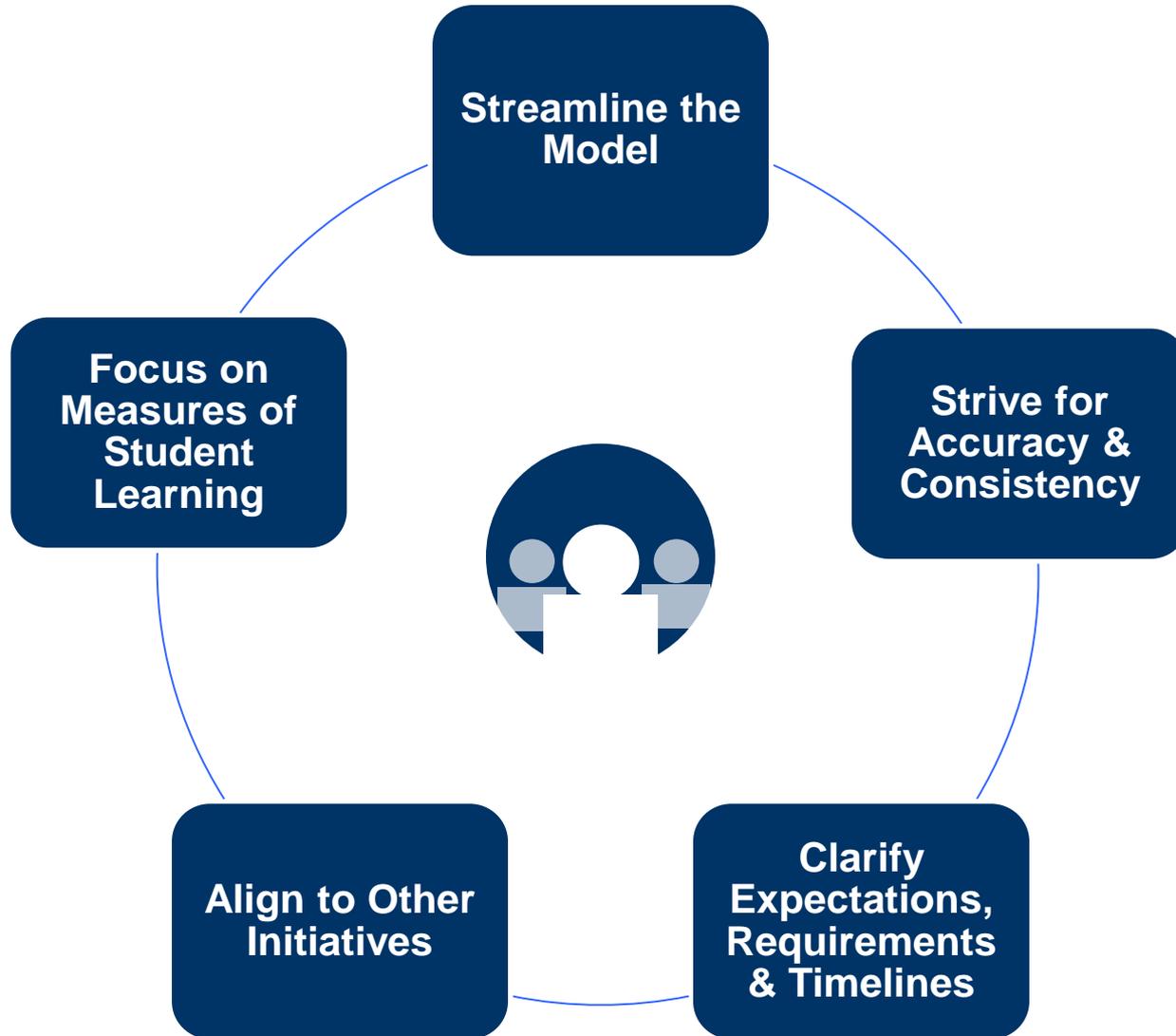
- Understand model refinement and rationale/crosswalk
- Understand the architecture of the Professional Practice rubric
- Become familiar with key terms of the Professional Practice rubric
- Become familiar with the Bias Training Module and how bias manifests within observation
- Recognize the difference among statements of evidence, interpretation and bias

Supports for This Year

Types of Supports for Full Implementation:

- **Guidebooks** – 2 distinct guidebooks for the teacher model and the building administrator model
- **In-person professional development** – including 4 day summer academy and 2 follow up modules during the school year
- **Framework for Teaching Proficiency System (FFTPS)** – access to virtual training modules
- **Optional webinars**
- **Ongoing guidance** – documents and tools as new questions/challenges arise
- **Dedicated email address** - managed by RIDE for ongoing questions and feedback
- **Evaluation ISPs (where applicable)**
- **Meetings in a box** – to help principals share information with their staff
- **Framework for Teaching Effectiveness Series (FFTES)** – teacher access to online training modules

Edition II: Five Key Priorities for Model Refinement



Edition II: Model at a Glance



Element	Minimum Requirements
Evaluation Conferences	<ul style="list-style-type: none">▪ 3 evaluation conferences between the teacher and the evaluator (Beginning, Middle, and End-of-Year)
Classroom Observations	<ul style="list-style-type: none">▪ At least 3, including: 1 announced and 2 unannounced▪ All observations must be at least 20 minutes each▪ Each of the eight Professional Practice components will be scored after each observation▪ Written feedback is required after each observation
Professional Growth Goals	<ul style="list-style-type: none">▪ At least 1 set at the beginning of the year
Student Learning Objectives	<ul style="list-style-type: none">▪ At least 2 per teacher (no more than 4)
RI Growth Model Rating	<ul style="list-style-type: none">▪ Not included as part of a teacher's Student Learning Score in 2012-13

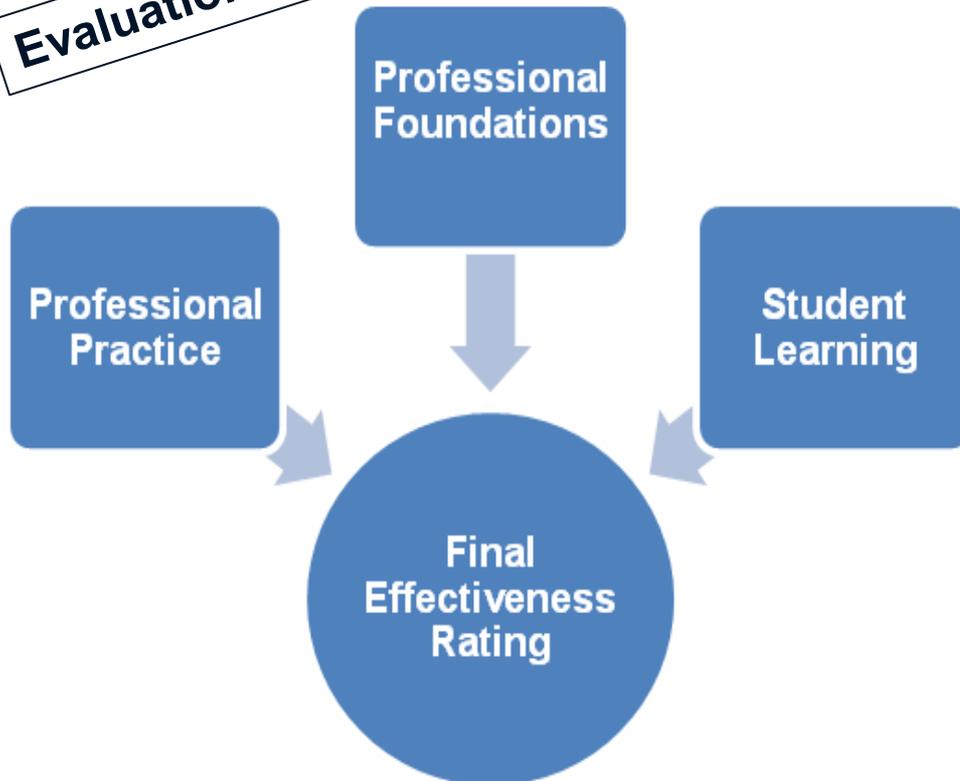


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Edition II: Evaluation and Support System



Evaluation Criteria



Support System

- Professional Growth Plan
- Evaluation Conferences
- Ongoing reflection and planning

Edition II: Professional Practice

Evaluation Criteria

Professional Practice
(8 Observable Classroom Components)

Professional Foundations

Student Learning

- ✓ Research based
- ✓ Improves transparency
- ✓ Observation rubric

Final Effectiveness Rating



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Architecture of Edition II Rubrics

THE FRAMEWORK AT A GLANCE

DOMAIN 2: THE CLASSROOM ENVIRONMENT	DOMAIN 3: INSTRUCTION
<p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> Teacher interactions with students, including both words and actions Student interactions with other students, including both words and actions <p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> Importance of the content and of learning Expectations for learning and achievement Student pride in work <p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties <p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> Expectations Monitoring of student behavior Response to student misbehavior 	<p>3a: Communicating with Students</p> <ul style="list-style-type: none"> Expectations for learning Directions and procedures Explanations of content Use of oral and written language <p>3b: Using Questioning/Prompts and Discussion Techniques</p> <ul style="list-style-type: none"> Quality of questions/prompts Discussion techniques Student participation Student participation <p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> Activities and assignments Grouping of students Instructional materials and resources Structure and pacing <p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring progress Lesson adjustment

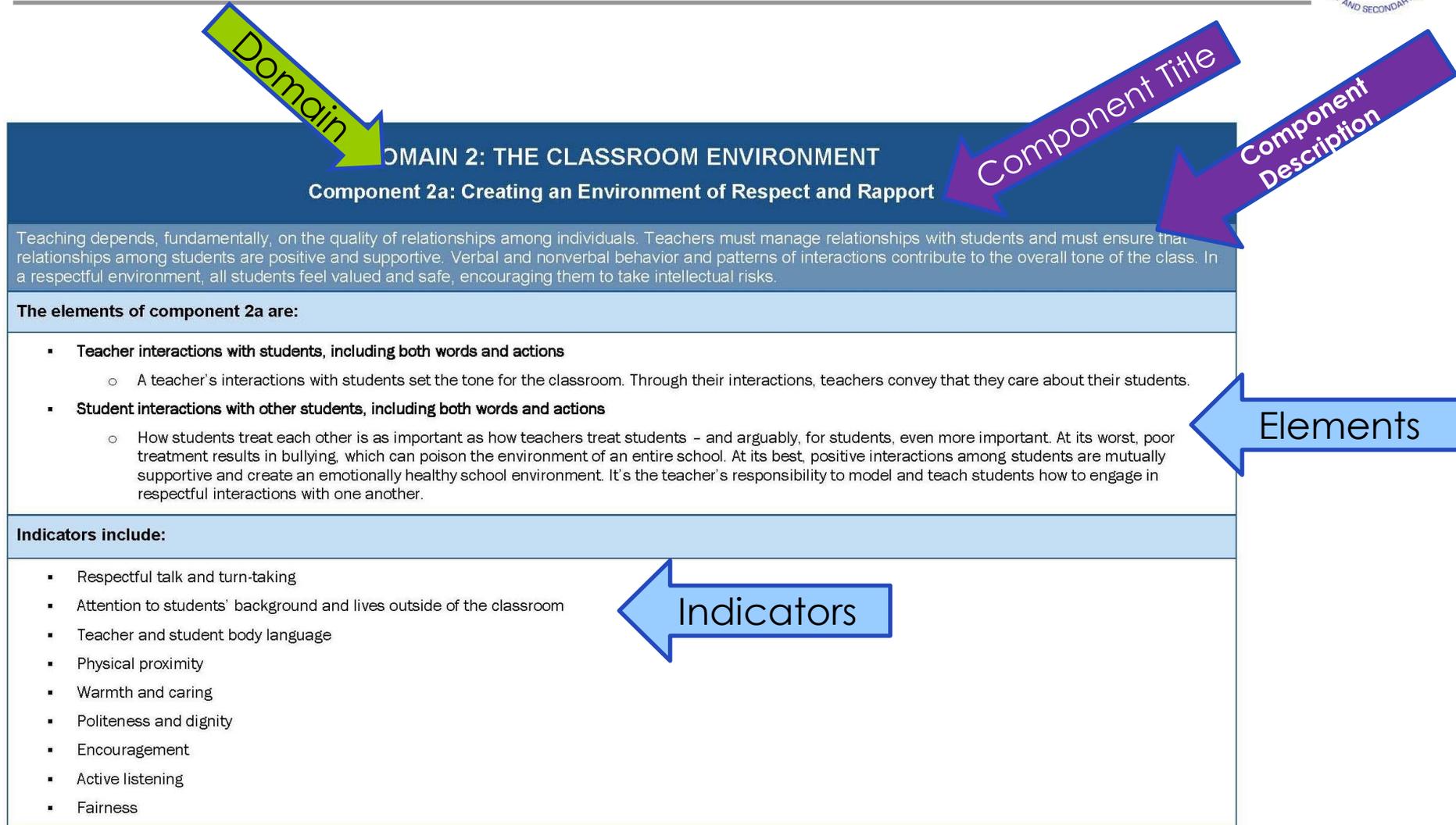
Domain

Component

Elements



Architecture of Edition II Rubrics



Component 2a: Creating an Environment of Respect and Rapport

LEVEL	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	<p>In addition to the characteristics of a level of performance 3,</p> <ul style="list-style-type: none"> Teacher demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct towards classmates. There is no disrespectful behavior among students. The teacher's response to a student's incorrect response respects the student's dignity. 	<ul style="list-style-type: none"> Teacher inquires about a student's soccer game last weekend Students say "Shhh" to classmates while the teacher or another student is speaking. Students clap enthusiastically for one another's presentations for a job well done. The teacher says: "That's an interesting idea, Student J, but you're forgetting...." And others...
3	<ul style="list-style-type: none"> Talk between teacher and students and among students is uniformly respectful. Teacher responds to disrespectful behavior among students. Teacher makes superficial connections with individual students. 	<ul style="list-style-type: none"> Teacher greets students by name as they enter the class or during the lesson. The teacher gets on the same level with students, such as kneeling beside a student working at a desk. Students attend fully to what the teacher is saying. Students wait for classmates to finish speaking before beginning to talk. Students applaud politely following a classmate's presentation to the class. Students help each other and accept help from each other. Teacher and students use courtesies such as please/thank you, excuse me. Teacher says: "Don't talk that way to your classmates" and the insults stop. And others...
2	<ul style="list-style-type: none"> The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual. 	<ul style="list-style-type: none"> Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. A few students do not engage with others in the classroom, even when put together in small groups. Students applaud half-heartedly following a classmate's presentation to the class. Teacher says: "Don't talk that way to your classmates" but student shrugs his/her shoulders
1	<ul style="list-style-type: none"> Teacher uses disrespectful talk towards students: Student language indicates feeling Students talk towards one another in disrespectful ways towards the teacher. Teacher does not demonstrate knowledge or caring 	<ul style="list-style-type: none"> A student slumps in his seat following a comment by the teacher. Students roll their eyes at an idea; the teacher does not respond. Many students do not attend to the teacher and other students are talking; the teacher does not respond.

Levels
Of
Performance

Critical
Attributes

Possible
Examples

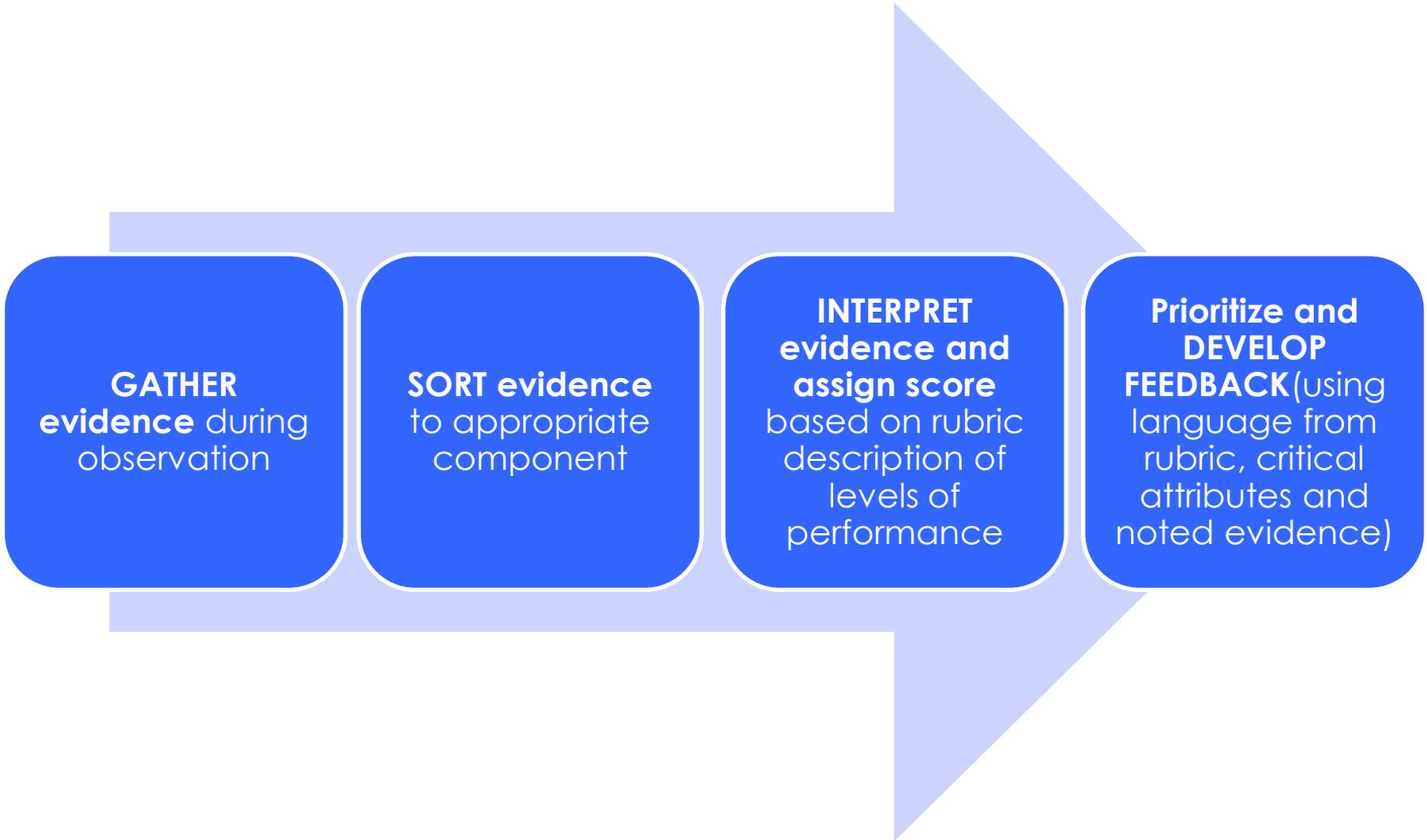
Analysis of One Component

With a partner(s), you will analyze one component of the full rubric, and be prepared to report out on the following to the whole group:

1. The **title** of the component
2. **What is valued** in this component as explained in the description
3. The **elements** of this component that differentiate it from other components
4. **Critical attributes** – the type of evidence that will be noted for this component
5. **Possible examples** – what are some specific things that may be noted



Thinking Behind the Rating



The Importance of Minimizing Bias

GATHER
evidence during
observation

- ✓ Ensure you are gathering objective evidence.
- ✓ Make yourself aware of the differences between evidence, interpretation, and bias.
 - When you make judgments based on a teacher's or student's age, race, gender, appearance, perceived economic status, or accent.
 - Personal or professional preferences about teaching styles, materials, or classroom setup may also influence judgments.
 - Bias occurs whenever there is variability in an observer's application of the rubric based on deep-seated beliefs, stereotypes, or professional preferences.

FFTPS
Minimizing
Bias Module

Quick reflect:

1. What does the Professional Practice Rubric tell you about the most important aspects of effective teaching?
2. What biases do you think you may uncover during the online exercise?
3. Name one thing you can do to minimize bias.



Session 2: Introduction to the Online Observer Training (FFTPS)

Objectives

Evaluators will:

- Understand the organization of the online observer training
- Understand where to find online resources for help/support
- Understand how to navigate the system
- Be able to login and find various parts of the system

FFTPS: Home page



Framework for Teaching Proficiency System

Training



Observer Training

Deepen framework knowledge and its practical application in the classroom through interactive activities using master-scored videos. Includes Bias Awareness training.

Please complete by 10/31/2013

[▶ Training History](#)

Scoring practice



Scoring Practice

View classroom videos, score using a rubric, compare scores with the scores assigned by experts, and read the experts' scoring rationale to improve your observation accuracy.

Please complete by 10/31/2013

[▶ Scoring Practice History](#)

Proficiency assessment



Proficiency Assessment Stage 1

Take the test and be rated for proficiency in classroom observational skills specific to your grade span based on the Framework for Teaching.

Test Status: Not Assessed

Stage 1: 0 of 2 attempts, Not Started

Stage 2: 0 of 2 attempts, Not Started

Last Tested:

Retest Between:

[▶ Proficiency Assessment Results](#)

Teacher Orientation Module

Orient your teachers to the Framework for Teaching and Proficiency System by using the downloadable resources in this module. Resources include: video clips featuring Charlotte Danielson, PowerPoint presentations, a facilitation guide, and a participant journal.

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Quick Start Guide

Review this guide, to get familiar with the most commonly used functions in the Framework for Teaching Proficiency system.

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System Check

To use the Framework for Teaching Proficiency System, your computer setup must be optimized. Find out if it is.

A Closer Look at Observer Training



Training

Click on a module to begin your training. It is recommended that you work through all the modules in the following order:

In order for the system to track time spent in each module accurately, make sure you logout using the link on the top-right corner of this screen. The system is set to automatically time out after 60 minutes of inactivity.

Overview of the Framework for Teaching	Estimated Time to Complete: 30m
Orientation to Observer Training	20m
Minimizing Bias	1h 00m
2a: Creating an Environment of Respect and Rapport	2h 40m
2b: Establishing a Culture for Learning	2h 20m
2c: Managing Classroom Procedures	2h 30m
2d: Managing Student Behavior	2h 00m
3a: Communicating with Students	2h 20m
3b: Using Questioning Prompts and Discussion Techniques	2h 20m
3c: Engaging Students in Learning	2h 20m
3d: Using Assessment in Instruction	2h 40m
Applying the Framework for Teaching	1h 30m

System Check

To interact with anything on the Framework for Teaching Proficiency System, your computer setup must be optimized. Find out if it is.

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Acknowledgment

Teacher performances shown may have been edited for the purposes of training, practice, and assessment and may not necessarily reflect each teacher's classroom performance or practice. Teachscape would like to thank the teachers featured in the Framework for Teaching Proficiency System for allowing us to film in their classrooms.

A Closer Look at a Single Component

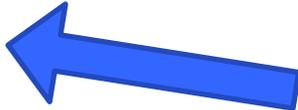
[Home](#)
Training
2a: Creating an Environment of Respect and Rapport
Print

Overview

- Elements
- Indicators
- Identify relevant evidence

- Rubric
- Recognize level descriptions
- Distinguish between levels

- Levels of Performance
- Level 3: Critical Attributes
- Level 3: Sample Videos
- Level 2: Critical Attributes
- Level 2: Sample Videos
- Level 1: Critical Attributes
- Level 1: Sample Videos
- Level 4: Critical Attributes
- Level 4: Sample Videos
- Practice gathering evidence
- Assign a level



Overview

Why is this an important component of effective teaching?

Teaching depends, fundamentally, on the quality of relationships among individuals. Teachers must manage relationships with students and must ensure that relationships among students are positive and supportive. Verbal and nonverbal behavior and patterns of interactions contribute to the overall tone of the class. In a respectful environment, all students feel valued and safe, encouraging them to take intellectual risks.



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Next

Benchmark Videos and Rationales for Scores



Training 2b: Establishing a Culture for Learning

Overview
Elements
Indicators
Identify relevant evidence

Rubric
Recognize level descriptions
Distinguish between levels

Levels of Performance
Level 3: Critical Attributes
Level 3: Sample Videos
Level 2: Critical Attributes
Level 2: Sample Videos
Level 1: Critical Attributes
Level 1: Sample Videos
Level 4: Critical Attributes
Level 4: Sample Videos
Practice gathering evidence
Assign a level

Levels of Performance
Level 3: Sample Videos
Review the level description
The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.

View sample videos
Benchmark A
Play Video
This is a benchmark 3. During the lesson, the students consistently expend effort to learn by engaging in the tasks. The teacher encourages their involvement by saying, "Let's think about it"; "Brainstorm in your group"; "Come up with words to describe." At one point, students disagree on the terminology for a word to describe a mineral. Also, one of the students suggests that the class needs to come up with "more advanced words." The teacher states, "Hold on, this is democratic, we're going to take a vote on this. Yes?" There are high expectations for the students, because the teacher asks students to use vocabulary that a geologist might.

Benchmark B
Play Video
This is a benchmark for a score of 3 while the teacher completes a spell check. "That needs to stay in your students' offices"; praises the students for doing a great job. You guys are hearing sounds, and your ending sounds, with content, and refers to the learning content, and emphasizes the importance of work. The students expend good effort to learn.

High Rangefinder
Play Video
This is a high 3 because the teacher work ("This is real important though students' abilities ("Do you have some out of this one, OK?") and expect ("Easy stuff, isn't it? You guys didn't the teacher is not satisfied until students when a student misinterprets some "Does anyone look at that line difference teacher says, "That's the more correct why we do this."). It is expected that each group will listen to the others and share responses ("We're trying not to duplicate"). However, there is little or no evidence of the students taking initiative and recognizing the efforts of their classmates. This prevents it from becoming a 4.

Low Rangefinder
Play Video
This segment is a low 3 because the classroom energy level is neutral with the teacher teaching from a seated position and students only contributing when the teacher calls on them. This is not a 2, however, because the teacher calls on a variety of students, telling them, "Go ahead and try this guy, on the spot." "Look at your old one." "Go ahead—keep trying—you're on a roll," conveying his expectations for student effort. When a student miscalculates a math problem, the teacher asks other students to correct her. He says, "It could happen to anybody." The teacher also says, "I'm going to finish this up for you guys."

Next

Levels of Performance

Level 3: Sample Videos

Review the level description

The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.

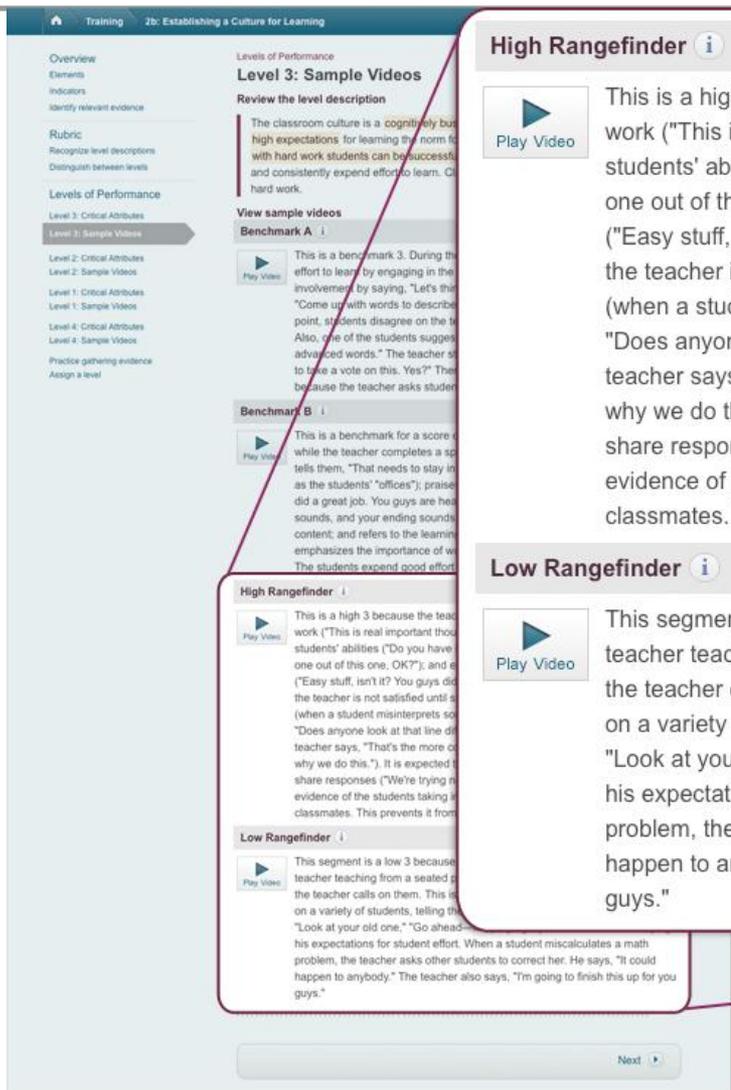
View sample videos

Benchmark A



This is a benchmark 3. During the lesson, the students consistently expend effort to learn by engaging in the tasks. The teacher encourages their involvement by saying, "Let's think about it"; "Brainstorm in your group"; "Come up with words to describe." Students work together eagerly. At one point, students disagree on the terminology for a word to describe a mineral. Also, one of the students suggests that the class needs to come up with "more advanced words." The teacher states, "Hold on, this is democratic, we're going to take a vote on this. Yes?" There are high expectations for the students, because the teacher asks students to use vocabulary that a geologist might.

Rangefinders



The screenshot shows a training interface with a sidebar on the left containing navigation options like Overview, Elements, Indicators, Rubric, and Levels of Performance. The main content area is titled 'Levels of Performance' and 'Level 3: Sample Videos'. It includes sections for 'Review the level description', 'View sample videos', and 'Benchmark A'. A red callout box highlights a 'High Rangefinder' video description, and another red callout box highlights a 'Low Rangefinder' video description.

High Rangefinder



This is a high 3 because the teacher communicates the importance of the work ("This is real important though"); demonstrates a high regard for students' abilities ("Do you have something new?"; "See if you can get another one out of this one, OK?"); and expresses her pride in the students' efforts ("Easy stuff, isn't it? You guys didn't seem to have trouble with it"). In addition, the teacher is not satisfied until students have a complete understanding (when a student misinterprets something in the literature, the teacher asks, "Does anyone look at that line differently?"; a student responds, and the teacher says, "That's the more correct interpretation, and that's OK. That's why we do this."). It is expected that each group will listen to the others and share responses ("We're trying not to duplicate"). However, there is little or no evidence of the students taking initiative and recognizing the efforts of their classmates. This prevents it from becoming a 4.

Low Rangefinder



This segment is a low 3 because the classroom energy level is neutral with the teacher teaching from a seated position and students only contributing when the teacher calls on them. This is not a 2, however, because the teacher calls on a variety of students, telling them, "Go ahead and try this guy, on the spot," "Look at your old one," "Go ahead—keep trying—you're on a roll," conveying his expectations for student effort. When a student miscalculates a math problem, the teacher asks other students to correct her. He says, "It could happen to anybody." The teacher also says, "I'm going to finish this up for you guys."

Home Training 2b: Establishing a Culture for Learning Print

Overview
Elements
Indicators
Identify relevant evidence

Rubric
Recognize level descriptions
Distinguish between levels

Levels of Performance
Level 3: Critical Attributes
Level 3: Sample Videos
Level 2: Critical Attributes
Level 2: Sample Videos
Level 1: Critical Attributes
Level 1: Sample Videos
Level 4: Critical Attributes

Levels of Performance
Level 2: Sample Videos

Review the level description

The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

View sample videos
Benchmark A

Play Video This is a benchmark for a score of 2. Most of the time in this segment is spent figuring out how to find things on the computer and how to color in a worksheet. The teacher does nothing to convey the importance of the work ("You should be able to color in what the temperature is that I say"; "You



05:42 / 37:12 Teacher Students Both

are doing the activity ("We can see this over time and make predictions") and tells students, "It is very important that you record your color changes." However, the teacher also implies some low expectations: "Please don't act like this is the first time you've ever used a sink", "After a couple of these, if you want to try something different, you probably should", and "We should be able to collect data. If we get to the back that would be a bonus."

Observer Training: Exercise Example

Overview

Elements

Indicators

Identify relevant evidence

Rubric

Recognize level descriptions

Distinguish between levels

Levels of Performance

Level 3: Critical Attributes

Level 3: Sample Videos

Level 2: Critical Attributes

Level 2: Sample Videos

Level 1: Critical Attributes

Level 1: Sample Videos

Level 4: Critical Attributes

Level 4: Sample Videos

Practice gathering evidence

Assign a level

Levels of Performance

Assign a level

Review the correct answers below.

Students appear to be confused about what to do. Sometimes they call out answers, and sometimes they raise their hands to be called on. The teacher isn't sure who has been called to the board and who hasn't. The teacher frequently has to remind students how to use markers. The students are not able to complete the assignment that was scheduled to be completed during the class time.

- Level 1 Level 2 Level 3 Level 4

✓ This is the correct answer

These observations demonstrate critical attributes of a level of performance 1, resulting in a significant loss in instructional time.

Critical Attribute: Procedures for activities are confused or chaotic. Both the teacher and students seem to be confused at times, and there is otherwise little evidence that the teacher has established or can manage routines and procedures.

The teacher continues instruction while a student enters the room, walks to his seat, and begins work promptly without interrupting the teacher or other students. Students smoothly transition from their desks to the rug.

- Level 1 Level 2 Level 3 Level 4

✗ The correct answer is Level 3

These observations demonstrate critical attributes of a level of performance 3.

Critical Attribute: Classroom routines function smoothly. Students follow established routines with minimal guidance and prompting.

If there were evidence of students taking initiative in managing classroom procedures, this collection of evidence would reflect a level of performance 4.

Log-in:

Step1: Get online

Step2: Open your link from FFTPS

Step3: Working with your partner,
complete the FFTPS Scavenger
Hunt (10 min.)

Component 2A Training



Session 3: Component 2A Training

Objectives

Evaluators will:

- Complete component 2A training with a partner
(Creating and Environment of Respect and Rapport)

Partnered 2A Component Training Structure – Part One

STEP 1: Review the **overview**, **elements**, and **indicators** for this component. Note your responses to the “Identifying Relevant Evidence” exercise, then review answers and discuss with your partner.

STEP 2: Together, work through the rubric exercises for **recognizing level descriptions** and **distinguishing between levels**. Note important learning to share with group.

STEP 3: Note your response to each of the following questions and post them on the chart. Over lunch, view other’s posted comments.

1. **What is one thing you learned about relevant evidence for this component?**
2. **What is one caution you learned about potential biases?**



Rhode Island Model Academy for Personnel Evaluating Teachers Academy

Day 1: Professional Practice (Afternoon)

Partnered 2A Component Training Structure – Part Two

STEP 1: Work through all **critical attributes** and **video examples** (benchmarks and rangefinders) for Levels 3 and 2. Stop at this point and discuss with your partner. Note any important learning to post re: *Distinctions between 3s and 2s*.

STEP 2: Work through critical attributes and video examples for Level 1 and Level 4, noting important learning to share re: *evidence, interpretation and bias statements*.

STEP 3: Complete “Practice Gathering Evidence” exercise by each taking notes independently – on computers or on paper. Share with your partner and compare to expert evidence. Complete “Assign a Level” exercise independently, then check answers together.

STEP 4: Post notes on charts and circulate to view other’s comments.

- 1. What is one thing you learned about what distinguishes a 3 from a 2 for this component?**
- 2. What is one thing you learned about evidence, interpretation and bias?**

Quick partner reflect:

Conduct a stand up meeting with an eyeball partner and share one major learning from your video practice.



Session 4: Additional System Parts and Day 1 Closure

Objectives

Evaluators will:

- Understand other parts of the FFTPS: Applying the Framework, Scoring Practice, TOM, Proficiency Test
- Reflect on the day's learning



Additional Components of the System

Applying the Framework – opportunity to apply new skills

Scoring Practice – Grade-band specific videos for scoring

Proficiency Assessment – Grade-band specific skill check

Teacher Orientation Module (TOM)– informational resource for teacher communication – downloadable and adaptable for local circumstances.

Video-Based Scoring Practice



Scoring Practice Video ID 113ba5a1-794f-48e7-9e89-75e5411ab6e0

Type in your evidence while watching the video. Then click on the evidence and select associated components. The number of components you select will be displayed below your evidence. Once you have completed this step, you can assign scores on the following screen. You have the ability to edit or delete evidence statements until you click on the **Score** button. Watch the completely, or you might miss critical evidence that may help you to score accurately.



Type Your Evidence Here:

Select Component(s) Associated with this Evidence

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction

0 of 0 evidence statements are associated with components

Cancel

You cannot change evidence or their coding after you click Score

Score

Scoring Practice Feedback Report



Scoring Practice - Video ID 113ba5a1-794f-48e7-9e89-75e5411ab6e0

Compare your score with the score assigned by a master scorer and review the rationale provided.

Components	Your Score	Master Score	Rationale
2a: Creating an Environment of Respect and Rapport	1	3	Your score is too low. Component 2A is a 3 because teacher/student interactions are friendly and demonstrate general caring and respect. Students are seen helping one another put on equipment and are heard saying "bless you" when a partner sneezes. While there isn't a lot of interaction, this is not a 2 because the interactions witnessed are generally caring.
2b: Establishing a Culture for Learning	2	2	Your score is correct. Component 2B is a 2 because the teacher speaks mostly about procedure of the experiment rather than about the content. The teacher reads directions to students. Expectations and belief in the value of the work are not indicated in the teacher's remarks. The teacher's energy is neutral.
2c: Managing Classroom Procedures	3	2	Your score is high. Component 2C is a 2 because procedures for transitions and distribution of materials seem to have been established, but their operation is rough. It takes 3 minutes for students to retrieve aprons/goggles, which indicates some instructional time is lost.
2d: Managing Student Behavior	4	2	Your score is too high. Component 2D is a 2. While the teacher handles the cell phone incident respectfully, there are some uneven displays with extra talking or inattentive behavior. The teacher remains at the front of the room for most of the segment, which indicates that there isn't consistent monitoring of behavior.
3a: Communicating with Students	1	2	Your score is low. Component 3A is a 2 because the teacher's directions are unclear, and the teacher makes changes to the written instructions students are given. The teacher's explanation consists of a monologue with minimal participation by students. Very little elaboration about what students will be learning occurs.
3b: Using Questioning and Discussion Techniques	4	2	Your score is too high. Component 3B is a 2 because the teacher attempts to frame some questions designed to promote student thinking, but only a few students are involved. A few students raise their hands. When no one raises a hand, the teacher answers questions. There is little or no evidence of the teacher probing the students' thinking.
3c: Engaging Students in Learning	2	2	Your score is correct. Component 3C is a 2 because only some students appear to be intellectually engaged by the lesson. Some are passive, while others in the group participate. The pacing of the directions is slow and allows for some students to disengage while waiting for "their part" of doing the experiment.
3d: Using Assessment in Instruction	3	1	Your score is too high. Component 3D is a 1 as there is no evidence of assessment to check for understanding of directions/procedures/safety.

Teacher Orientation Module



Teacher Orientation

Print

About the Teacher Orientation

Teacher Orientation Resources



Note:

If you experience difficulty downloading a particular resource, right click on the link, save it to your desktop, and open it directly from there.

About the Teacher Orientation

Overview

Welcome to **Framework for Teaching Proficiency System: Teacher Orientation**. This page provides resources to help instructional leaders plan and lead a teacher orientation to the Framework for Teaching and the Framework for Teaching Proficiency System. Included within this resource are the following downloadable materials:

- Teacher Orientation: Facilitation Guide (PDF)
- Teacher Orientation: Presentation (PPTX)
- Teacher Orientation: Participant Journal (PDF)
- Video Clip: Introduction to the Framework for Teaching and Proficiency System (MP4)
- Video Clip: Framework for Teaching (MP4)
- Video Clip: The Proficiency System (MP4)
- Teacher Orientation: Presentation (abridged version) (PPTX)
- Framework for Teaching (PDF)
- Teacher Orientation: Presentation (PPT)



Session Closure



Jot down 3 ideas



Find someone at another table and give them one idea and get one idea



Find a new partner – give one, get one

Guiding question:

How will you work with your teachers to better understand the RI Model and the Edition II Professional Practice Rubric?

NOTE: *Exchange no more than one idea with any given partner.*

Day One Closure

Day One Reflection and Feedback:

-Please **complete the online survey** emailed to you before you leave

-On post-its please list:

- One thing that worked today
- One suggestion for improving the training

Resources

RIDE website: <http://www.ride.ri.gov/>

*Evaluation email: EdEval@ride.ri.gov

*RIDE staff members will respond to your context-specific questions.