

		Danielson	FEI
Create Opportunities for Interaction	3	<input type="checkbox"/> Teacher's plans and practice reflect a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. (1A2)	<input type="checkbox"/> 50-60% of each day, students have the opportunity to interact with one another in the completion of academic tasks (small groups, pairs, full class discussion, and reciprocal teaching) <input type="checkbox"/> Student groupings are flexible and determined by changing student needs <input type="checkbox"/> Teacher/student interaction is frequent, but often 1:1 <input type="checkbox"/> Rituals and routines for interaction are well-established, and used by students <input type="checkbox"/> Furniture arrangement is flexible: it supports individual and collaborative work, more than teacher-centered work
	2		
	1		
	0		
	0		
Investigate New Learning	3	<input type="checkbox"/> Teacher's plans and practice reflect a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. (1A2)	Devotes 60% of class time to... <input type="checkbox"/> Asking students to use their learning in new ways <input type="checkbox"/> Providing opportunities for students to explore their own, higher-order questions --- <input type="checkbox"/> Provides students with choice regarding ways to practice and apply new learning <input type="checkbox"/> Makes manipulatives and hands-on materials available to students <input type="checkbox"/> Changes the momentum, level or kind of instruction based on learners' needs, styles or interests <input type="checkbox"/> Learning resources are available to students, and their use is supported by routines and rituals (e.g. computers, paper, atlases, work folders, missed assignments, dictionaries, reference books) <input type="checkbox"/> Student work is prominently displayed, accessible as a learning resource <input type="checkbox"/> High quality examples of finished projects and tasks are available as learning resources
	2		
	1		
	0		
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Synthesize New Learning	3	<input type="checkbox"/> Almost all intended outcomes represent high expectations and rigor and important learning in the discipline. They are clear, written in the form of student learning and connected to a sequence of learning in the discipline and related disciplines and related disciplines where appropriate. Intended outcomes permit viable methods assessment. (1B1)	Devotes 20% of class time to ... <input type="checkbox"/> Reviewing key concepts and vocabulary at the end of each lesson <input type="checkbox"/> Assessing the development of higher- and lower-order thinking skills <input type="checkbox"/> Assessing the development of metacognitive thinking skills <input type="checkbox"/> Assessing student capacity to use learning strategies to tackle academic tasks <input type="checkbox"/> Assessing student capacity to explore the unit's focusing question ---
	2	<input type="checkbox"/> Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information. (1C2)	<input type="checkbox"/> Provides opportunities for students to demonstrate learning in a range of formats: presentation, discussion, research paper, journals, essays, art work, interview, etc. <input type="checkbox"/> Uses a "Ticket-to-Leave" to assess progress in using strategies, metacognitive skills, and higher-order thinking skills
	1	<input type="checkbox"/>	<input type="checkbox"/> Provides regular feedback to students on their output <input type="checkbox"/> Confers with each student at least once a week to assess progress <input type="checkbox"/> Focuses conferences on both HOW students are learning and WHAT they are learning
	0		<input type="checkbox"/> Maintains a system for tracking progress revealed during weekly conferences <input type="checkbox"/> Modifies planned lessons based on needs identified during conferences
Reflect on Lessons/Units	3	<input type="checkbox"/> Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional intended outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. (4A1)	<input type="checkbox"/> Sets 1 or 2 "SMART" goals for instructional improvement <input type="checkbox"/> Takes stock of progress towards meeting goals after completing lessons/units <input type="checkbox"/> Makes mid-course corrections as needed and/or suggested by others <input type="checkbox"/> Solicits feedback from coaches, peers and supervisors <input type="checkbox"/> Documents progress towards meeting improvement goals (e.g. videotape, student evaluations, intervision letters, supervisor evaluations, personal reflections)
	2	<input type="checkbox"/> The teacher draws on an extensive repertoire of skills and offers specific alternative actions, complete with the probable success of different courses of action. (4A2)	<input type="checkbox"/> Reads/views relevant research/resources to support achievement of goals
	1		
	0		