

# MAXIMIZE THE IMPACT OF YOUR TEACHER EVALUATION

Tools to Make Meaning  
of Your Framework  
and to Achieve Results

## CROSSWALKS TO:

*The Skillful Teacher:  
Building Your Teaching Skills*

*The Skillful Leader III:  
Strengthening Teacher Evaluation*

## TEACHER EVALUATION REFERENCE MATERIALS FOR:

\*\* Charlotte Danielson's Framework For Teaching

Kim Marshall's Teacher Evaluation Rubrics

Robert Marzano's Teacher Evaluation Model

Massachusetts Model System For Teacher Evaluation



Dear Colleagues,

From our work with districts across the country, we're aware of the sometimes daunting challenges you face as you implement new teacher evaluation frameworks. Regardless of the variations in standards, procedures, technology platforms, and "rating formulas" of the framework you've adopted, you grapple with the same compelling issues:

- How to get all administrators "on the same page" so that they analyze, communicate about, and rate teaching reliably and with substance
- How to make standards and rubrics transparent and meaningful to teachers so that they can expand and sharpen their practice to help students learn more
- How to build trust and mutual respect so that all parties involved in evaluation experience the process as valuable and manageable
- What to do when something isn't working well for students, when someone is struggling, when "hard cases" demand courageous, skilled and humane interventions

And no matter which framework you are using, the fundamental goal remains. Every child deserves—and can have—an expert teacher and high leverage instruction. That goal has been the driving force behind our work at Research for Better Teaching, Inc. for more than 30 years. To support and enrich the hard work you are doing, we've assembled a bundle of "go-to" resources, a set of tools, that leaders and teachers tell us have been the most valuable in meeting evaluation challenges. These include:

- Teacher Evaluation Reference Materials: A set of resource guides that cross-reference standards, indicators, and rubrics ("crosswalks") of several widely-adopted teacher evaluation frameworks to *The Skillful Teacher* and/or *The Skillful Leader III* books where administrators and teachers can find specific language, examples, models and strategies that amplify and explain what is needed to carry out a standard and why
- *The Skillful Teacher: Building Your Teaching Skills*: An easily accessible compendium of research on teaching and practical strategies organized in a framework that gives your administrators and teachers common language and concepts they can use to unpack, examine, and explain any set of teacher performance standards and rubrics

- *The Skillful Leader III: Strengthening Teacher Evaluation: Taking Action to Improve Ineffective Instruction*: A "how-to" handbook on evaluating for impact on learning that provides strategies, criteria checklists, models, case studies, and legal notes for diagnosing problems and intervening to improve instruction

#### TEACHER EVALUATION REFERENCE MATERIALS

The resource guides provided include several popular teacher evaluation frameworks that districts across the country are using – additional guides are planned. They provide instructional resources to evaluators who are seeking to improve teacher performance. The mapping to *The Skillful Teacher* focuses on the framework for thinking about teaching skills that relate to each category. The mapping to *The Skillful Leader III* provides guidance on how to diagnose and address problems with instruction.

- \*\* Charlotte Danielson's Framework for Teaching (2013)
- Kim Marshall's Teacher Evaluation Rubrics (January, 2014)
- Robert Marzano's Teacher Evaluation Model (2015)
- Massachusetts Model System for Teacher Evaluation (2012)

For each, the following items are included:

- Crosswalk mapping of the two books to the rubrics
- Cross reference to the Map of Pedagogical Knowledge
- Cross reference to the Table of Contents of each of the books
- References to videos on the RBTeach website which are detailed in the Appendix

We welcome your feedback on these tools and are hopeful that they will provide useful insights to your school or district.

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#### \*\* Charlotte Danielson's Framework for Teaching

- Crosswalk for *The Skillful Teacher: Building Your Teaching Skills* and *The Skillful Leader III: Strengthening Teacher Evaluation*
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- Cross reference to Table of Contents for *The Skillful Teacher: Building Your Teaching Skills*
- Cross reference to Table of Contents for *The Skillful Leader III: Strengthening Teacher Evaluation*

#### Kim Marshall's Teacher Evaluation Rubrics

- Crosswalk for *The Skillful Teacher: Building Your Teaching Skills* and *The Skillful Leader III: Strengthening Teacher Evaluation*
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#### Robert Marzano's Teacher Evaluation Model

- Crosswalk for *The Skillful Teacher: Building Your Teaching Skills* and *The Skillful Leader III: Strengthening Teacher Evaluation*
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- Cross reference to Table of Contents for *The Skillful Teacher: Building Your Teaching Skills*
- Cross reference to Table of Contents for *The Skillful Leader III: Strengthening Teacher Evaluation*

#### Massachusetts Model System for Teacher Evaluation

- Crosswalk for *The Skillful Teacher: Building Your Teaching Skills* and *The Skillful Leader III: Strengthening Teacher Evaluation*
- Cross reference to Map of Pedagogical Knowledge
- Cross reference to Table of Contents for *The Skillful Teacher: Building Your Teaching Skills*
- Cross reference to Table of Contents for *The Skillful Leader III: Strengthening Teacher Evaluation*

### \*\* Appendix – Video Resources



*Crosswalk for The Skillful Teacher: Building Your Teaching Skills (6th ed.) and  
The Skillful Leader III: Strengthening Teacher Evaluation*  
Aligned to the 2013 Danielson Framework for Teaching (Proficient & Distinguished Categories)



DOMAIN 1: PLANNING AND PREPARATION

**Component 1a: Demonstrating Knowledge of Content and Pedagogy**

	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
The teacher can identify important concepts of the discipline and their relationships to one another.	Ch. 17 Planning: “Decision 1,” p. 399	Figure 4B.1 Examining Lesson and Unit Plans, pp. 37–39
The teacher provides clear explanations of the content.	Ch. 9 Clarity: “Framing, Explanatory Devices,” pp. 162–184; “Explicitness,” pp. 184–190	Figure 4B.1 Examining Lesson and Unit Plans, pp. 37–39 Figure 5C.3 Diagnostic Questions for Clarity: “Presenting Information,” p. 80
The teacher answers students’ questions accurately and provides feedback that furthers their learning.	Ch. 12 Expectations, pp. 277–284	Ch. 4C Learning-Focused Data: “Feedback on Student Work,” p. 48 Figure 5F.3 Diagnostic Questions for Assessment, p. 93
Instructional strategies in unit and lesson plans are entirely suitable to the content.	Ch. 17 Planning: esp. “Decisions 7, 9, 10” Ch. 16 Objectives, pp. 372–380, pp. 386–388	Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–39
The teacher cites intra- and interdisciplinary content relationships.	Ch. 17 Planning: “Decision 17,” p. 407	Figure 5C.3 Diagnostic Questions for Clarity: “Framing the Learning” and “Creating Mental Engagement,” pp. 80–81
The teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed.	Ch. 17 Planning: “Decisions 5, 8,” pp. 402–404 Ch. 9 Clarity, pp.171–173	Figure 5E.4 Planning and Conference Guide, p. 90
The teacher’s plans reflect recent developments in content-related pedagogy.	CD in its entirety	Figure 4B.1 Examining Lesson and Unit Plans: esp. “Unit Plans Q1,” pp. 37–39

[www.RBTeach.com](http://www.RBTeach.com), Videos:

Planning: Content Planning Conference – “The Respiratory System”

Instructional Strategies: Models of Teaching: “Division by a Fraction”

Instructional Strategies: Clarity: “Modeling Thinking Aloud – Elementary and High School”



DOMAIN 1: PLANNING AND PREPARATION

**Component 1b: Demonstrating Knowledge of Students**

*The Skillful Teacher*

*The Skillful Leader III*

The teacher knows, for groups of students, their levels of cognitive development.

Ch. 19 Assessment:” Prior Knowledge, ”pp. 434–453

Figure 5D.4 Questions for Diagnosing Issues involving Personal Relationship Building, p. 86  
Figure 5D.5 Questions for Diagnosing Classroom Climate, p. 86

The teacher is aware of the different cultural groups in the class.

Ch. 14 Classroom Climate:” Using Students as Sources of Knowledge,” pp. 348–350

Figure 5G.3 Diagnostic Questions for Professionalism: “Cultural Proficiency,” p. 99  
Case: Frank Steel Example 6B.3, pp. 111–112; Ex.6C.5 120–121

The teacher has a good idea of the range of interests of students in the class.

Ch. 13 Personal Relationship Building, pp. 320–321

Figure 4D.5 Questions for Diagnosing Classroom Climate, p. 86

The teacher has identified “high,” “medium,” and “low” groups of students within the class.

Ch. 17 Planning: esp. “Decisions 5, 6, 18, 19, 20”  
Ch. 12 Expectations, pp. 291–297

Figure 5G.3 Diagnostic Questions for Professionalism: “Cultural Proficiency,” p. 99  
Case: Frank Steel Example 6 B.3, pp. 111–112; Ex.6C.5 120–121  
Case: Donna D. Limits Example 6D.5 133–134

The teacher is well informed about students’ cultural heritages and incorporates this knowledge in lesson planning.

Ch. 14 Classroom Climate: “Culturally Relevant Teaching,” pp. 351–352

Figure 5G.3 Diagnostic Questions for Professionalism: “Cultural Proficiency,” p. 99

The teacher is aware of the special needs represented by students in the class.

Ch. 17 Planning: esp. “Decisions 17, 18, and 19”

Case: Grade 4 Mainstream Team Example 6C.2, p. 117

The teacher uses ongoing methods to assess students’ skill level and designs instruction accordingly.

Ch. 19 Assessment, pp. 431–453

Ch. 5F Diagnosing Problems in Assessment, pp. 91–94  
Case: Peter Passable Example 6D.7. pp. 137–138; Example 7D.6, p.168



DOMAIN 1: PLANNING AND PREPARATION

**Component 1b: Demonstrating Knowledge of Students**

*The Skillful Teacher*

*The Skillful Leader III*

The teacher seeks out information from all students about their cultural heritages.

Ch. 14 Classroom Climate: “Culturally Relevant Teaching,” pp. 351–352

Figure 5G.3 Diagnostic Questions for Professionalism: “Cultural Proficiency,” p. 99  
Case: Frank Steel Example 6 B.3, pp.111–112;  
Example 6C.5, pp. 120–121

The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

NA

Figure 5G.3 Diagnostic Questions for Professionalism: “Routine Administrative Duties,” p. 97

[www.RBTeach.com](http://www.RBTeach.com), Videos:

Planning: Learning Experiences: “Differentiation – My Favorite Part”

Instructional Strategies: Clarity: “Connections”



DOMAIN 1: PLANNING AND PREPARATION

**Component 1c: Setting Instructional Outcomes**

*The Skillful Teacher*

*The Skillful Leader III*

Outcomes represent high expectations and rigor.

Ch. 16 Objectives, pp. 379–380; “Worthy Objectives,” pp. 382–386, pp. 389–394

Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–39  
Ch. 5E Diagnosing Problems in Planning, pp. 87–90  
Case: Donna D. Limits Example 6D.5, pp. 133–134

Outcomes are related to “big ideas” of the discipline.

Ch. 15 Curriculum Design: “Big Ideas,” pp. 361–362  
Ch. 17 Planning: “Decision 1,” pp. 397, 399

Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–39  
Ch. 5E Diagnosing Problems in Planning, pp. 87–90  
Case: Aretta Wishom Example 6C.3, p. 118

Outcomes are written in terms of what students will learn rather than do.

Ch. 16 Objectives, pp. 375–377

Figure 5E.4 Planning and Conference Guide, p. 90  
Case: Penny Lane Example 6B.2, pp. 110–111; Example 6C.4, pp. 119–120

Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.

Ch. 16 Objectives, pp. 379–386, pp. 388–390

Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–39  
Ch. 5E Diagnosing Problems in Planning, pp. 87–90

Outcomes, differentiated where necessary, are suitable to groups of students in the class.

Ch. 16 Objectives, pp. 389–394

Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–39  
Ch. 5E Diagnosing Problems in Planning, pp. 87–90

The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.

Ch. 15 Curriculum Design, pp. 368–369

Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–39  
Ch. 5E Diagnosing Problems in Planning, pp. 87–90  
Case: Whim Winger Example 6D.6, pp. 135–136; Example 7E.2 When to Use a MiniPlan<sup>sm</sup>





DOMAIN 1: PLANNING AND PREPARATION

**Component 1c: Setting Instructional Outcomes**

*The Skillful Teacher*

*The Skillful Leader III*

The teacher connects outcomes to previous and future learning.

Ch. 9 Clarity: “Showing Resemblance,” pp. 187–188

Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–39  
 Ch. 5E Diagnosing Problems in Planning, pp. 87–90  
 Case: Penny Lane Example 6B.2, pp. 110–111; Example 6C.4, pp. 119–120

Outcomes are differentiated to encourage individual students to take educational risks.

Ch. 16 Objectives, pp. 389–390

NA

[www.RBTeach.com](http://www.RBTeach.com), Videos:

Planning: Content Planning Conference: “The Respiratory System”

Planning: Objectives: “Word Problems – Gr. 3”

Instructional Strategies: Clarity

- “Framing the Learning – Mastery Objectives”
- “Framing the Learning – Itineraries and Big Ideas”
- “Making Thinking Visible in Small Groups”
- “Checking for Understanding II – The One Question Quiz”
- “Making Thinking Visible and Classroom Climate”
- “Checking for Understanding”
- “Checking for Understanding, Modeling Thinking Aloud – Elementary and High School”
- “Connections”

Planning: Learning Experiences: “Differentiation – My Favorite Part”



DOMAIN 1: PLANNING AND PREPARATION

<b>Component 1d: Demo Knowledge of Resources</b>	<b><i>The Skillful Teacher</i></b>	<b><i>The Skillful Leader III</i></b>
Texts are at varied levels.	Ch. 18 Learning Experiences, pp. 412–413, p. 420	NA
Texts are supplemented by guest speakers and field experiences.	Ch. 18 Learning Experiences, pp. 412–413, p. 420	NA
The teacher facilitates the use of Internet resources.	Ch. 18 Learning Experiences, pp. 412–413, p. 420	NA
Resources are multidisciplinary.	NA	NA
The teacher expands her knowledge through professional learning groups and organizations.	NA	Ch. 5G Diagnosing Problems in Professionalism, pp. 95–100; esp. “Collaboration,” p. 98
The teacher pursues options offered by universities.	NA	NA
The teacher provides lists of resources outside the classroom for students to draw on.	Ch. 18 Learning Experiences, p. 413	NA
Texts are matched to student skill level	Ch. 18 Learning Experiences, p. 420	NA
The teacher has ongoing relationships with colleges and universities that support student learning.	NA	NA
The teacher maintains a log of resources for student reference.	NA	NA
The teacher pursues apprenticeships to increase discipline knowledge.	NA	NA
The teacher facilitates student contact with resources outside the classroom.	Ch. 18 Learning Experiences, p. 413	NA



DOMAIN 1: PLANNING AND PREPARATION

**Component 1e: Designing Coherent Instruction**

	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
Learning activities are matched to instructional outcomes.	Ch. 17 Planning: esp. “Decisions 7, 9, 10” Ch. 16 Objectives, pp. 372-380, pp. 386–388	Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–39 Ch. 5E Diagnosing Problems in Planning, pp. 87–90 Case: Penny Lane Example 6B.2, pp. 110–111; Example 6C.4, pp. 119–120
Activities provide opportunity for higher-level thinking.	Ch. 9 Clarity, pp. 204–212 Ch. 17 Planning, p. 398: “Decision 9,” pp. 405–406 Ch. 16 Objectives, pp. 375–386	Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–39 Ch. 5E Diagnosing Problems in Planning, pp. 87–90 Case: Sally Friendly Example 6D.2 pp. 128–129
The teacher provides a variety of appropriately challenging materials and resources.	Ch. 18 Learning Experiences, pp. 412–414	Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–39 Ch. 5E Diagnosing Problems in Planning, pp. 87–90
Instructional student groups are organized thoughtfully to maximize learning and build on students’ strengths.	Ch. 18 Learning Experiences, pp. 420–427	NA
The plan for the lesson or unit is well structured, with reasonable time allocations.	Ch. 17 Planning: “Decision 15,” p. 398, p. 406 Ch. 6 Time, pp. 64–66	Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–39 Ch. 5E Diagnosing Problems in Planning, pp. 87–90
Activities permit student choice.	Ch. 18 Learning Experiences; “Self-Expression,” pp. 418–419 Ch. 14 Classroom Climate, pp. 342–349	NA



DOMAIN 1: PLANNING AND PREPARATION

**Component 1e: Designing Coherent Instruction**

*The Skillful Teacher*

*The Skillful Leader III*

Learning experiences connect to other disciplines.

Ch. 9 Clarity, pp. 187–189

Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–39  
Ch. 5E Diagnosing Problems in Planning, pp. 87–90

The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.

Ch. 18 Learning Experiences: “Sources of Information,” pp. 412–413; “Degree of Abstraction,” pp. 419–420; “Cognitive Level,” pp. 420–421

Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–39  
Ch. 5E Diagnosing Problems in Planning, pp. 87–90

Lesson plans differentiate for individual student needs.

Ch. 18 Learning Experiences, pp. 411–430

Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–39  
Ch. 5E Diagnosing Problems in Planning, pp. 87–90  
Case: Whim Winger Example 6D.6 pp. 135–136; Example 7E.2 When to Use a MiniPlan<sup>sm</sup>, p. 171

[www.RBTeach.com](http://www.RBTeach.com), Videos:

Planning: Content Planning Conference – “The Respiratory System”

Planning: Objectives: “Word Problems – Gr. 3”

Instructional Strategies: Clarity

- “Framing the Learning – Mastery Objectives”
- “Framing the Learning – Itineraries and Big Ideas”
- “Making Thinking Visible in Small Groups”
- “Checking for Understanding II – The One-Question Quiz”
- “Making Thinking Visible and Classroom Climate”
- “Checking for Understanding”
- “Checking for Understanding, Modeling Thinking Aloud – Elementary and High School”
- “Connections”

Planning: Learning Experiences: “Differentiation – My Favorite Part”



DOMAIN 1: PLANNING AND PREPARATION

**Component 1f: Designing Student Assessments**

*The Skillful Teacher*

*The Skillful Leader III*

All learning outcomes have a method for assessment.

Ch. 19 Assessment, pp. 431–504

Ch. 5F Diagnosing Problems in Assessment, pp. 91–94  
 Case: Peter Passable Example 6D.7 pp. 137–138;  
 Example 7D.6 p. 168

Assessment types match learning expectations.

Ch. 19 Assessment, p. 433

Ch. 5F Diagnosing Problems in Assessment, pp. 91–94

Plans indicate modified assessments when they are necessary for some students.

Ch. 19 Assessment, p. 434 (#4)

Ch. 5F Diagnosing Problems in Assessment, pp. 91–94

Assessment criteria are clearly written.

Ch. 16 Objectives, p. 378  
 Ch. 19 Assessment, pp. 438–452

Ch. 5F Diagnosing Problems in Assessment, pp. 91–94  
 Figure 4B.1 Examining Lesson and Unit Plans, p. 38  
 Figure 5E.3 Questions for Diagnosing Issues with Planning, p. 89  
 Case: Peter Passable Example 6D.7, pp. 137–138;  
 Example 7D.6, p. 168  
 Case: Grade 6 Team Example 6B.4, p. 112

Plans include formative assessments to use during instruction.

Ch. 19 Assessment, p. 453  
 Ch. 9 Clarity, pp. 190–193, pp. 194–202

Figure 4B.1 Examining Lesson and Unit Plans, p. 38  
 Figure 5E.4 Planning and Conference Guide, p. 90



DOMAIN 1: PLANNING AND PREPARATION

**Component 1f: Designing Student Assessments**

*The Skillful Teacher*

*The Skillful Leader III*

Lesson plans indicate possible adjustments based on formative assessment data.

Ch. 19 Assessment, pp. 434-435 (#8, 9, 10)

Figure 4B.1 Examining Lesson and Unit Plans, p. 38  
 Figure 5E.3 Questions for Diagnosing Issues with Planning, p. 89  
 Case: Peter Passable Example 6D.7, pp. 137-138; Example 7D.6, p. 168  
 Case: Grade 6 Team Example 6B.4, p. 112

Assessments provide opportunities for student choice.

Ch. 14 Classroom Climate, pp. 344-352

Figure 5F.3 Diagnostic Questions for Assessment, p. 93

Students participate in designing assessments for their own work.

Ch. 19 Assessment, pp. 452-453

Figure 5F.3 Diagnostic Questions for Assessment, p. 93

Teacher-designed assessments are authentic, with real world applications as appropriate.

Ch. 19 Assessment, pp. 433-434 (#1), pp. 437-438, pp. 490-500

Ch. 5F Diagnosing Problems in Assessment, pp. 91-94

Students develop rubrics according to teacher-specified learning objectives.

Ch. 19 Assessment: "Involving Students in Establishing Standards," pp. 452-453  
 Ch. 9 Clarity, p. 168

Ch. 5F Diagnosing Problems in Assessment, pp. 91-94

Students are actively involved in collecting information from formative assessments and provide input.

Ch. 19 Assessment, pp. 473-476, pp. 478-479

Ch. 5F Diagnosing Problems in Assessment, pp. 91-94

[www.RBTeach.com](http://www.RBTeach.com), Videos:

Planning: Assessment: "Effective Feedback During Instruction – Ceramics"

Planning: Learning Experiences: "Differentiation – My Favorite Part"

Instructional Strategies: Clarity: "Checking for Understanding II – The One-Question Quiz"



DOMAIN 2: THE CLASSROOM ENVIRONMENT

**Component 2a: Creating an Environment of Respect and Rapport**

	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
Talk between teacher and students and among students is uniformly respectful.	Ch. 13 Personal Relationship Building, pp. 317–326 Ch. 14 Classroom Climate, pp. 330–337	Ch. 5D Diagnosing Problems in Expectations, Personal Relationship Building, and Class Climate, pp. 83–86 Case: Clammy Kolds Example, 6D.4, pp. 131–132; Example 7D.4, pp. 66
The teacher successfully responds to disrespectful behavior among students.	Ch. 8 Discipline, pp. 73–75, pp. 81–112 Ch. 12 Expectations: “Standard 4: Interpersonal Behavior,” pp. 262–263	Ch. 5D Diagnosing Problems in Expectations, Personal Relationship Building, and Class Climate, pp. 83–86
Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.	Ch. 14 Classroom Climate: “Risk Taking,” pp. 337–342	NA
The teacher makes general connections with individual students.	Ch. 13 Personal Relationship Building, pp. 317–326	NA
Students exhibit respect for the teacher.	Ch. 13 Personal Relationship Building: “Communicating Value, Showing Interest,” pp. 320–321	Ch. 5D Diagnosing Problems in Expectations, Personal Relationship Building, and Class Climate, pp. 83–86
The teacher demonstrates knowledge and caring about individual students’ lives beyond the classroom.	Ch. 19 Assessment, pp. 473–476, pp. 478–479	Ch. 5D Diagnosing Problems in Expectations, Personal Relationship Building, and Class Climate, pp. 83–86
There is no disrespectful behavior among students.	Ch. 14 Classroom Climate, pp. 330–337	NA
When necessary, students respectfully correct one another.	Ch. 14 Classroom Climate, pp. 330–337 Ch. 8 Discipline: “Social Contracts,” pp. 114–118	NA



## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2a: Creating an Environment of Respect and Rapport

Students participate without fear of put-downs or ridicule from either the teacher or other students.

#### *The Skillful Teacher*

Ch. 13 Personal Relationship Building, pp. 317–326  
Ch. 14 Classroom Climate: “Risk Taking,” pp. 337–342

#### *The Skillful Leader III*

Ch. 5D Diagnosing Problems in Expectations, Personal Relationship Building, and Class Climate, pp. 83–86

The teacher respects and encourages students’ efforts.

Ch. 12 Expectations: “Arena 5,” pp. 286–288

Figure 5D.3 Questions for Diagnosing Low or Inconsistent Expectations, p. 85  
Case: Donna D. Limits Example 6D.5, pp. 133–134





DOMAIN 2: THE CLASSROOM ENVIRONMENT

**Component 2b: Establishing a Culture for Learning**

*The Skillful Teacher*

*The Skillful Leader III*

The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.

Ch. 12 Expectations: “Attribution Retraining,” pp. 261–262, pp. 299–304

Figure 5D.3 Questions for Diagnosing Low or Inconsistent Expectations, pp. 85–86

The teacher demonstrates a high regard for students’ abilities.

Ch. 12 Expectations: “Beliefs, Arenas,” pp. 262–299; “Attribution Retraining, 299–304”

Ch. 4B Teaching-Focused Data Sources: “Homework and Practice Tasks,” pp. 39–40  
 Figure 5D.3 Questions for Diagnosing Low or Inconsistent Expectations, pp. 85–86  
 Case: Donna D. Limits Example 6D.5, pp. 133–134  
 Case: Grade 4 Mainstream Team Example 6C.2, pp. 117

The teacher conveys an expectation of high levels of student effort.

Ch. 12 Expectations, pp. 265–268, pp. 272–307

Ch. 4B Teaching-Focused Data Sources: “Homework and Practice Tasks,” pp. 39–40  
 Ch. 4B Teaching-Focused Data Sources: “Grading Criteria,” pp. 40–41  
 Case: Donna D. Limits Example 6D.5, pp. 133–134  
 Case: Grade 4 Mainstream Team Example 6C.2, pp. 117

Students expend good effort to complete work of high quality.

Ch. 12 Expectations, pp. 299–304

Figure 5D.3 Questions for Diagnosing Expectations, p. 85

The teacher insists on precise use of language by students.

Ch. 12 Expectations, pp. 262–268

The teacher communicates passion for the subject.

Ch. 3 Attention: “Winning Moves,” p. 29  
 Ch. 12 Expectations: “Communicating Expectations Message “This is important,” pp. 261–262

Figure 5D.3 Questions for Diagnosing Expectations, p. 85



DOMAIN 2: THE CLASSROOM ENVIRONMENT

<b>Component 2b: Establishing a Culture for Learning</b>	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
The teacher conveys the satisfaction that accompanies a deep understanding of complex content.	Ch. 14 Classroom Climate, pp. 337–344	NA
Students indicate through their questions and comments a desire to understand the content.	Ch. 9 Clarity, pp. 213–215	NA
Students assist their classmates in understanding the content.	Ch. 9 Clarity: “Making Students’ Thinking Visible,” pp. 194–202 Ch. 18 Learning Experiences: “Cooperative Learning,” pp. 414–418	Figure 5C.3 Diagnostic Questions for Clarity: “Questioning,” p. 81
Students take initiative in improving the quality of their work.	Ch. 12 Expectations, pp. 270–274 Ch. 10 Principles of Learning, pp. 226–227	NA
Students correct one another in their use of language.	Ch. 9 Clarity: “Impact of Making Students’ Thinking Visible,” pp. 194–202	NA

[www.RBTeach.com](http://www.RBTeach.com), Videos:

Motivation: Expectations

- “High Expectations Teaching”
- “Persevere and Return”
- “Hallway Conversations”
- “Giving Help with Tenacity and Making Thinking Visible”
- “Feedback and Building Confidence that Mistakes are Normal – Learning is Messy”
- “History of Intelligence, Part I – Unraveling the Myth of the Bell Curve”
- “History of Intelligence, Part II – Unraveling the Myth of the Bell Curve”
- “Teaching Effective Effort: Motivational Structures – Weekly Quizzes, Student Goal Setting and Required Re-Takes”
- “Teaching Effective Effort: Explicit Teaching of Strategies – High School Japanese”
- “Stimulating Effective Effort”
- “Communicating ‘You Can Do It’ – Asa Saves the World”



DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i>
Students are productively engaged during small-group or independent work.	Ch. 18 Learning Experiences, p. 418	Ch. 5B Diagnosing Problems in Management, pp. 74–77
Transitions between large- and small-group activities are smooth.	Ch. 4 Momentum, pp. 32–39 Ch. 7 Routines, pp. 68–71	Figure 5B.3 Diagnostic for Management and Discipline: “Momentum,” p. 76
Routines for distribution and collection of materials and supplies work efficiently.	Ch. 7 Routines, pp. 68–71 Ch. 6 Time, pp. 63–66	Figure 5B.3 Diagnostic for Management and Discipline: “Routines,” p. 77 Case: Clem Kayos Example 6D.1, pp. 126–127; Example 7D.2, p. 164
Classroom routines function smoothly.	Ch. 7 Routines, pp. 68–71 Ch. 6 Time, pp. 63–66	Figure 5B.3 Diagnostic for Management and Discipline: “Routines,” p. 77
With minimal prompting by the teacher, students ensure that their time is used productively.	Ch. 7 Routines, pp. 68–71 Ch. 6 Time, pp. 63–66 Ch. 12 Expectations: “Communicating Standards,” pp. 265–268	Figure 5B.3 Diagnostic for Management and Discipline: “Time,” p. 77
Students take initiative in distributing and collecting materials efficiently.	Ch. 7 Routines, pp. 68–71 Ch. 12 Expectations: “Communicating Standards,” pp. 265–268	Figure 5B.3 Diagnostic for Management and Discipline: “Momentum,” p. 76
Students themselves ensure that transitions and other routines are accomplished smoothly.	Ch. 7 Routines, pp. 68–71 Ch. 12 Expectations: “Communicating Standards,” pp. 265–268	Figure 5B.3 Diagnostic for Management and Discipline: “Momentum,” p. 76

[www.RBTeach.com](http://www.RBTeach.com), Videos:

- Motivation: Expectations: “Stimulating Effective Effort”
- Management: Routines: “Entering Class and Opening Exercise”
- Motivation: Class Climate: “Teaching Group Skills – Highlighting Things I Heard”



DOMAIN 2: THE CLASSROOM ENVIRONMENT

**Component 2d: Managing Student Behavior**

*The Skillful Teacher*

*The Skillful Leader III*

Standards of conduct appear to have been established and implemented successfully.

Ch. 12 Expectations, pp. 262–268  
Ch. 8 Discipline, pp. 81–88

Figure 5B.3 Diagnostic for Management and Discipline: “Discipline,” p. 76  
Figure 5D.3 Questions for Diagnosing Low Expectations, p. 85  
Case: Clem Kayos Example 6D.1 pp. 126–127; Example 7D.2, p. 164

Overall, student behavior is generally appropriate.

NA

NA

The teacher frequently monitors student behavior.

Ch. 3 Attention, pp. 19–27  
Ch. 4 Momentum: “Overlapping,” pp. 34–35

Figure 5B.3 Diagnostic for Management and Discipline: “Momentum,” p. 76  
Figure 5B.3 Diagnostic for Management and Discipline: “Discipline,” p. 76

The teacher’s response to student misbehavior is effective.

Ch. 8 Discipline: “Eliminating Disruptions; Consequences,” pp. 81–112

Ch. 4D Noninstructional Data Sources: “Discipline Referrals,” pp. 64–65  
Figure 5B.3 Diagnostic for Management and Discipline: “Discipline,” p. 76

Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.

Ch. 8 Discipline: “Eliminating Disruptions,” pp. 73–75, pp. 93–96

Ch. 4D Noninstructional Data Sources: “Discipline Referrals,” pp. 64–65

The teacher silently and subtly monitors student behavior.

Ch. 3 Attention, pp. 23–30

Figure 5B.3 Diagnostic for Management and Discipline: “Attention,” p. 76

Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

Ch. 14 Classroom Climate, pp. 336–337

NA



DOMAIN 2: THE CLASSROOM ENVIRONMENT

**Component 2e: Organizing Physical Space**

*The Skillful Teacher*

*The Skillful Leader III*

The classroom is safe, and all students are able to see and hear the teacher or see the board.

Ch. 5 Space, pp. 40–47

Figure 5B.3 Diagnostic for Management and Discipline: “Space,” pp. 76–77

The classroom is arranged to support the instructional goals and learning activities.

Ch. 5 Space, pp. 40–47

Figure 5B.3 Diagnostic for Management and Discipline: “Space,” pp. 76–77

The teacher makes appropriate use of available technology.

NA

Ch. 4B Teaching-Focused Data Sources: “Technology, Web Pages and Internet Sources,” pp. 42–43

Modifications are made to the physical environment to accommodate students with special needs.

NA

Figure 5B.3 Diagnostic for Management and Discipline: “Space,” pp. 76–77

There is total alignment between the learning activities and the physical environment.

Ch. 5 Space, pp. 40–47

Figure 5B.3 Diagnostic for Management and Discipline: “Space,” pp. 76–77

Students take the initiative to adjust the physical environment.

Ch. 14 Classroom Climate, pp. 342–348

NA

The teacher and students make extensive and imaginative use of available technology.

NA

Ch. 4B Teaching-Focused Data Sources: “Technology, Web Pages and Internet Sources,” pp. 42–43  
Case: Sarah Blank Example 6C.1, p. 116



DOMAIN 3: INSTRUCTION

**Component 3a: Communicating with Students**

*The Skillful Teacher*

*The Skillful Leader III*

The teacher states clearly, at some point during the lesson, what the students will be learning.

Ch. 9 Clarity: “Framing the Big Picture, Communicating Objectives,” pp. 162–168

Figure 5C.3 Diagnostic Questions for Clarity: “Framing the Learning,” p. 80  
 Figure 5E.4 Planning and Conference Guide, p. 90  
 Case: Penny Lane Example 6B.2, pp. 110–111; Example 6C.4, pp. 119–120

The teacher’s explanation of content is clear and invites student participation and thinking.

Ch. 9 Clarity: “Activating Prior Knowledge,” pp. 168–170; “Explanatory Devices,” pp. 173–184; “Explicitness and Connections,” pp. 184–190

Figure 5C.3 Diagnostic Questions for Clarity: “Framing the Learning” and “Presenting Information,” p. 80  
 Case: Sarah Blank Example 6C.1, p. 116

The teacher makes no content errors.

NA

NA

The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they’re learning.

Ch. 11 Models of Teaching, pp. 240–243

Figure 5E.3 Questions for Diagnosing Issues for Planning, p. 89

Students engage with the learning task, indicating that they understand what they are to do.

Ch. 9 Clarity, pp. 162–168, pp. 190–202

Figure 5C.3 Diagnostic Questions for Clarity: “Creating Mental Engagement” and Consolidating and Anchoring the Learning,” pp. 80–81

If appropriate, the teacher models the process to be followed in the task.

Ch. 9 Clarity: “Explanatory Devices: Modeling and Modeling Thinking Aloud,” p. 174, pp. 177–178

Figure 5E.4 Planning and Conference Guide, p. 90  
 Figure 5C.3 Diagnostic Questions for Clarity: “Presenting Information,” p. 80



DOMAIN 3: INSTRUCTION

**Component 3a: Communicating with Students**

*The Skillful Teacher*

*The Skillful Leader III*

The teacher’s vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.

Ch. 9 Clarity: “Speech,” pp. 181–184

NA

The teacher’s vocabulary is appropriate to students’ ages and levels of development.

Ch. 9 Clarity: “Speech,” pp. 181–184

NA

If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.

Ch. 9 Clarity, pp. 162-168, pp. 202–204

Figure 5C.3 Diagnostic Questions for Clarity: “Framing the Learning,” p. 80  
 Figure 5E.4 Planning and Conference Guide, p. 90  
 Ch. 4C Learning-Focused Data: “Classroom Interviews,” pp. 52–53  
 Figure 5F.3 Diagnostic Questions for Assessment, p. 93

The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.

Ch. 9 Clarity: “Explanatory Devices,” pp. 173–180

Figure 5C.3 Diagnostic Questions for Clarity: “Presenting Information,” p. 80

The teacher points out possible areas for misunderstanding.

Ch. 9 Clarity: “Anticipating Confusions and Misconceptions,” pp. 171–173

Figure 5E.4 Planning and Conference Guide, p. 90

The teacher invites students to explain the content to their classmates.

Ch. 9 Clarity, pp. 194–204

Figure 5C.3 Diagnostic Questions for Clarity: “Consolidating and Anchoring the Learning,” p. 81

Students suggest other strategies they might use in approaching a challenge or analysis.

Ch. 11 Models of Teaching, pp. 246–247, pp. 249–250

NA



DOMAIN 3: INSTRUCTION

**Component 3a: Communicating with Students**

*The Skillful Teacher*

*The Skillful Leader III*

The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.

Ch. 9 Clarity: “Speech and Explicitness,” pp. 181–186

Figure 5C.3 Diagnostic Questions for Clarity: “Presenting Information,” p. 80

Students use academic language correctly.

NA

NA

[www.RBTeach.com](http://www.RBTeach.com), Videos:

Instructional Strategies: Clarity

- “Framing the Learning – Mastery Objectives”
- “Framing the Learning – Itineraries and Big Ideas”
- “Making Thinking Visible in Small Groups”
- “Checking for Understanding II – The One Question Quiz”
- “Making Thinking Visible and Classroom Climate”
- “Checking for Understanding”
- “Modeling Thinking Aloud – Elementary and High School”
- “Connections”





DOMAIN 3: INSTRUCTION

**Component 3b: Using Questioning and Discussion Techniques**

*The Skillful Teacher*

*The Skillful Leader III*

The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.

Ch. 9 Clarity: “Making Students’ Thinking Visible,” pp. 194-202; “Questioning,” pp. 204–214

Figure 5C.3 Diagnostic Questions for Clarity: “Questioning,” p. 81  
Case: Sally Friendly Example 6D.2 pp.128–129

The teacher makes effective use of wait time.

Ch. 12 Expectations: “Wait Time,” pp. 279–281

Figure 5C.3 Diagnostic Questions for Clarity: “Questioning,” p. 81

Discussions enable students to talk to one another without ongoing mediation by teacher.

Ch. 9 Clarity: “Making Students’ Thinking Visible,” pp. 194-202

NA

The teacher calls on most students, even those who don’t initially volunteer.

Ch. 3 Attention: “Move 8 Equal Opportunity,” p. 27  
Ch. 12 Expectations: esp. “Arenas – Calling on Students,” pp. 274–277

Figure 5E.4 Planning and Conference Guide, p. 90

Many students actively engage in the discussion.

Ch. 9 Clarity: “Making Students’ Thinking Visible,” pp. 194–202

NA

The teacher asks students to justify their reasoning, and most attempt to do so.

Ch. 9 Clarity: “Making Students’ Thinking Visible,” pp. 194–202

Figure 5C.3 Diagnostic Questions for Clarity: “Questioning,” p. 81

Students initiate higher-order questions.

Ch. 9 Clarity: “Inquisitiveness” pp. 213–215

NA

The teacher builds on and uses student responses to questions in order to deepen student understanding.

Ch. 9 Clarity: “Making Students’ Thinking Visible,” pp. 194–202

Figure 5C.3 Diagnostic Questions for Clarity: “Questioning,” p. 81

Students extend the discussion, enriching it.

Ch. 9 Clarity: “Making Students’ Thinking Visible,” pp. 194–202

NA

DOMAIN 3: INSTRUCTION

**Component 3b: Using Questioning and Discussion Techniques**

*The Skillful Teacher*

*The Skillful Leader III*

Students invite comments from their classmates during a discussion and challenge one another's thinking.

Ch. 9 Clarity: "Making Students' Thinking Visible," pp. 194–202

NA

Virtually all students are engaged in the discussion.

Impact of the above

NA

[www.RBTeach.com](http://www.RBTeach.com), Videos:

- Instructional Strategies: Clarity
  - “Making Thinking Visible in Small Groups”
  - “Making Thinking Visible and Classroom Climate”
  - “Checking for Understanding II – The One-Question Quiz”
  - “Checking for Understanding”
  - “Modeling Thinking Aloud – Elementary and High School”
  - “Connections”
- Instructional Strategies: Models of Teaching: “Inquiry-Oriented Lessons – Division by a Fraction”



DOMAIN 3: INSTRUCTION

**Component 3c: Engaging Students in Learning**

*The Skillful Teacher*

*The Skillful Leader III*

Most students are intellectually engaged in the lesson.

Ch. 14 Classroom Climate: “Constructivist Teaching and Culturally Relevant Teaching,” pp. 349–352  
Ch. 9 Clarity: “Creating Mental Engagement,” pp. 184-190; “Questioning,” pp. 204–215

Figure 5C.3 Diagnostic Questions for Clarity: “Creating Mental Engagement,” p. 80  
Figure 5E.4 Planning and Conference Guide, p. 90

Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.

Ch. 18 Learning Experiences: “Cognitive Level,” p. 420  
Ch. 9 Clarity: “Questioning,” pp. 204–214

Figure 5E.4 Planning and Conference Guide, p. 90

Students are invited to explain their thinking as part of completing tasks.

Ch. 9 Clarity: “Making Students’ Thinking Visible,” pp. 194–202

Figure 5F.3 Diagnostic Questions for Assessment, p. 93

Materials and resources support the learning goals and require intellectual engagement, as appropriate.

Ch. 17 Planning, p. 404

NA

The pacing of the lesson provides students the time needed to be intellectually engaged.

Ch. 6 Time: “Time Guidelines,” pp. 63–65

Figure 5B.3 Diagnostic Questions for Management and Discipline: “Time,” p. 77

The teacher uses groupings that are suitable to the lesson activities.

Ch. 18 Learning Experiences, pp. 425–426

NA



DOMAIN 3: INSTRUCTION

**Component 3c: Engaging Students in Learning**

*The Skillful Teacher*

*The Skillful Leader III*

Virtually all students are intellectually engaged in the lesson.

Ch. 14 Classroom Climate: “Constructivist Teaching and Culturally Relevant Teaching,” pp. 349–352  
Ch. 9 Clarity: “Creating Mental Engagement,” pp. 184–190; “Questioning,” pp. 204–215

Figure 5F.3 Diagnostic Questions for Assessment, p. 93  
Figure 5C.3 Diagnostic Questions for Clarity: “Questioning,” p. 81

Lesson activities require high-level student thinking and explanations of their thinking.

Ch. 9 Clarity: “Making Students’ Thinking Visible,” pp. 194–202; “Questioning,” pp. 204–214  
Ch. 12 Expectations: “Responding to Student Answers,” pp. 277–283  
Ch. 16 Objectives: “Thinking Objectives,” pp. 380–386

Ch. 4B Teaching-Focused Data Sources: “Lesson and Unit Plans,” pp. 37–38  
Ch. 5E Diagnosing Problems in Planning, pp. 87–90

Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.

Impact of:  
Ch. 14 Classroom Climate: “Influence and Control,” pp. 342–350  
Ch. 18 Learning Experiences: “Personal Relevance,” pp. 413–414

NA

Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Ch. 9 Clarity: “Summarizing,” pp. 202–204

Figure 5C.3 Diagnostic Questions for Clarity: “Consolidating and Anchoring Learning,” p. 81

[www.RBTeach.com](http://www.RBTeach.com), Videos:

Motivation: Expectations: “Persevere and Return”

Jon Saphier on the Framework for Skillful Teaching – “What Accounts for Student Engagement”

Instructional Strategies: Models of Teaching: “Inquiry-Oriented Lessons – Division by a Fraction”



DOMAIN 3: INSTRUCTION

**Component 3d: Using Assessment in Instruction**

*The Skillful Teacher*

*The Skillful Leader III*

The teacher makes standards of high-quality work clear to students.

Ch. 9 Clarity: “Communicating Criteria,” p. 168  
 Ch. 16 Objectives: “Criteria for Success,” p. 378  
 Ch. 19 Assessment: “Communicating Standards of Performance,” pp. 438–453  
 Ch. 12 Expectations: “Four Categories and Communicating Standards,” pp. 262–268

Figure 5E.3 Questions for Diagnosing Issues with Planning, p. 89

The teacher elicits evidence of student understanding.

Ch. 9 Clarity: “Getting Inside Students’ Heads,” pp. 190–204

Figure 4C.1 Examining Student Grades, p. 45  
 Figure 5F.3 Diagnostic Questions for Assessment, p. 93

Students are invited to assess their own work and make improvements; most of them do so.

Ch. 19 Assessment: “Components 6, 7, 9,” p. 435  
 Ch. 12 Expectations: “Arena 8,” pp. 291–294

Figure 5F.3 Diagnostic Questions for Assessment, p. 93

Feedback includes specific and timely guidance, at least for groups of students.

Ch. 19 Assessment: “Feedback,” pp. 460–473

Ch. 4C Learning-Focused Data: “Feedback on Student Work,” p. 48  
 Figure 5F.3 Diagnostic Questions for Assessment, p. 93

Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.

Ch. 16 Objectives: “Criteria for Success,” p. 378  
 Ch. 19 Assessment: “Involving Students,” pp. 452–453; “Student Self-Assessment,” pp. 473–475

Figure 4C.8 Classroom Interviews Question Bank, p. 52



DOMAIN 3: INSTRUCTION

**Component 3d: Using Assessment in Instruction**

*The Skillful Teacher*

*The Skillful Leader III*

The teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.

Ch. 9 Clarity: “Getting Inside Students’ Heads,” pp. 190–204  
 Ch. 19 Assessment: “Ongoing Formative Assessment,” p. 434 (#4), p. 453

Figure 5E.4 Planning and Conference Guide, p. 90  
 Figure 5F.3 Diagnostic Questions for Assessment, p. 93

Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.

Ch. 19 Assessment: “Involving Students,” p. 452; “Student Self-Assessment,” pp. 473–475

Figure 5F.3 Diagnostic Questions for Assessment, p. 93

High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

Ch. 19 Assessment: “Feedback,” pp. 460–473

Ch. 4C Learning-Focused Data: “Feedback on Student Work,” p. 48  
 Figure 5F.3 Diagnostic Questions for Assessment, p. 93  
 Case: Peter Passable Example 6D.7, pp.137–138; Example 7D.6, p. 168;  
 Case: Lila Belated Example 6D.3, p. 130; Example 7D.3, p. 165

[www.RBTeach.com](http://www.RBTeach.com), Videos:

Instructional Strategies: Clarity: “Framing the Learning – Criteria for Success”

Planning: Assessment: “Effective Feedback During Instruction – Ceramics”

Motivation: Expectations: “Feedback and Building Confidence that Mistakes are Normal – Learning is Messy”

Motivation: Class Climate: “Highlighting Things I Heard”

Motivation: Expectations: “Teaching Effective Effort: Motivational Structures – Weekly Quizzes, Student Goal-Setting and Required Re-Takes”

Planning: Error Analysis and Reteaching

· “PLC/Content Teams”

· “Students Giving Reasons”



DOMAIN 3: INSTRUCTION

**Component 3e: Demonstrating Flexibility and Responsiveness**

The teacher incorporates students' interests and questions into the heart of the lesson.

*The Skillful Teacher*

Ch. 18 Learning Experiences, pp. 413–414

*The Skillful Leader III*

Figure 5E.3 Questions for Diagnosing Issues with Planning, p. 89

The teacher conveys to students that she has other approaches to try when students experience difficulty.

Ch. 12 Expectations: “Communicating Standards/ Tenacity Expectations Messages: ‘You can do this; I won’t give up on you,’” pp. 265–268

Figure 5E.4 Planning and Conference Guide, p. 90  
Figure 5D.3 Questions for Diagnosing Expectations, pp. 85–86

In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.

Ch. 12 Expectations: “Arena 8,” pp. 291–294

Figure 5F.3 Diagnostic Questions for Assessment, p. 94  
Figure 5G.3 Diagnostic Questions for Professionalism: “Reflective Learner,” p. 98

When improvising becomes necessary, the teacher makes adjustments to the lesson.

Ch. 4 Momentum: “Lesson Flexibility,” pp. 36–37

Figure 5F.3 Diagnostic Questions for Assessment, pp. 93–94

The teacher seizes on a teachable moment to enhance a lesson.

Ch. 4 Momentum: “Lesson Flexibility,” pp. 36–37

NA

The teacher conveys to students that she won’t consider a lesson “finished” until every student understands and that she has a broad range of approaches to use.

Ch. 12 Expectations: “Communicating Standards/ Tenacity Expectations Messages: ‘You can do this; I won’t give up on you,’” pp. 265–268

Figure 5D.3 Questions for Diagnosing Expectations, pp. 85–86

In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.

NA

Figure 5G.3 Diagnostic Questions for Professionalism: “Collaboration,” pp. 98–99

The teacher’s adjustments to the lesson, when they are needed, are designed to assist individual students.

Ch. 12 Expectations: “Arena 8,” pp. 291–294

Case: Peter Passable Example 6D.7, pp. 137–138; Example 7D.6, p. 168



DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

All Components

*The Skillful Teacher*

*The Skillful Leader III*

NA

Ch. 4D Noninstructional Data Sources, pp. 55–65  
Ch. 5G Diagnosing Problems in Professionalism, pp. 95–100  
Case Ben Beenaround, Example 6B.5, p. 113  
Case John W. Collabnot, Example 6D.8, pp. 138–139; Example 7D.7, pp. 168–169





## Cross Reference to Map of Pedagogical Knowledge

### KEY

Domain-Component

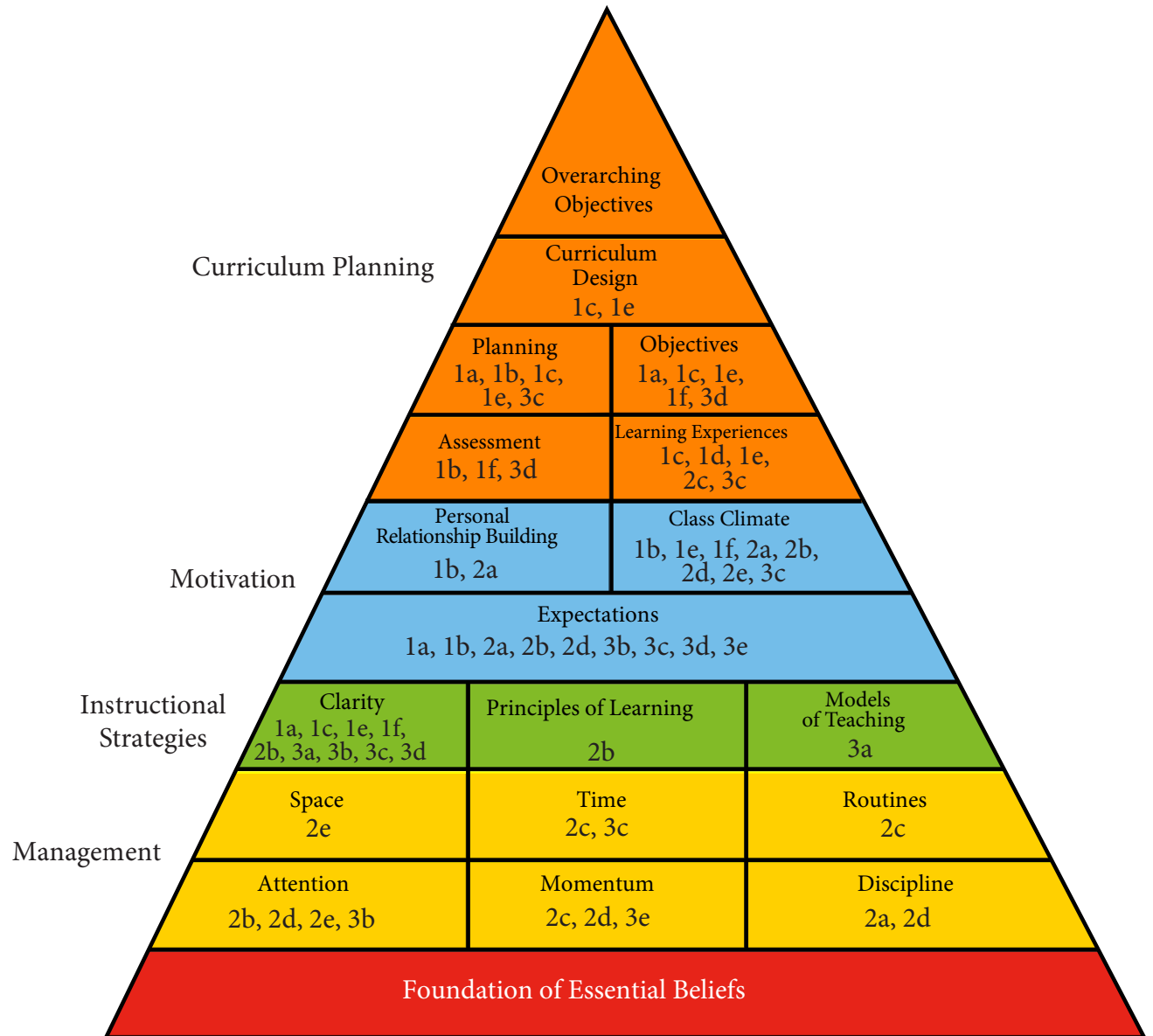
Domain 1: Planning & Preparation

Domain 2: Classroom Environment

Domain 3: Instruction

Example:1a

(as referenced on Danielson Rubric)



Source: Jon Saphier, Mary Ann Haley-Speca, and Robert Gower. 2008. *The Skillful Teacher: Building Your Teaching Skills*, 6th ed. Acton, MA: Research for Better Teaching.



## Cross Reference to *The Skillful Teacher: Building Your Teaching Skills* (6<sup>th</sup> ed.)

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18 Learning Experiences [1c, 1d, 1e, 2c, 3c]  
19 Assessment [1b, 1f, 3d]  
20 Overarching Objectives

### KEY

Domain-Component

Domain 1: Planning and Preparation

Domain 2: Classroom Environment

Domain 3: Instruction

Example: 1a

Source: Jon Saphier, Mary Ann Haley-Speca, and Robert Gower. 2008. *The Skillful Teacher: Building Your Teaching Skills*, 6th ed. Acton, MA: Research for Better Teaching.



## Cross Reference to *The Skillful Leader III: Strengthening Teacher Evaluation*

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### KEY

Domain-Component

Domain 1: Planning and Preparation

Domain 2: Classroom Environment

Domain 3: Instruction

Example: 1a

Source: Alexander D. Platt, Caroline E. Tripp. 2014. *Strengthening Teacher Evaluation: Taking Action to Improve Ineffective Instruction – The Skillful Leader III*. Acton, MA: Ready About Press.



## APPENDIX

### VIDEO RESOURCES

To access the Video Library of our website, if you do not already have an account on [www.RBTeach.com](http://www.RBTeach.com), you will need to set one up. Press “Log in” in the upper right corner. Follow the prompts and you will then receive an email with instructions to set your password. These videos are a great complement to *The Skillful Teacher* textbook.

### KEY CONCEPTS

[Jon Saphier on the Framework for Skillful Teaching I – Areas of Performance, Repertoire, and Matching](#)

[Jon Saphier on the Framework for Skillful Teaching II – What Accounts for Student Engagement](#)

### CURRICULUM PLANNING: PLANNING

[Content Planning Conference – “The Respiratory System”](#)

### CURRICULUM PLANNING: PLANNING/ERROR ANALYSIS AND RETEACHING

“PLC/Content Teams”

“Students Giving Reasons”

“Landmark Numbers”

### CURRICULUM PLANNING: OBJECTIVES

[Word Problems: Grade 3](#)

### CURRICULUM PLANNING: ASSESSMENT

[Effective Feedback During Instruction – “Ceramics”](#)

### CURRICULUM PLANNING: LEARNING EXPERIENCES

[Differentiation – “My Favorite Part”](#)

### MOTIVATION: CLASS CLIMATE

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



## MOTIVATION: EXPECTATIONS

[High-Expectations Teaching](#)

[Persevere and Return – “Natural Resources”](#)

[Three Expectations Messages – “Hallway Conversations”](#)

[Giving Help with Tenacity and Making Thinking Visible – “Rodolfo”](#)

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

[Teaching Effective Effort: Motivational Structures – “Weekly Quizzes, Student Goal Setting, Required Re-takes”](#)

[Teaching Effective Effort: Explicit Teaching of Strategies – High School Japanese](#)

[Stimulating Effective Effort](#)

[History of Intelligence 1: The Myth of the Bell Curve](#)

[History of Intelligence 2: The Myth of the Bell Curve](#)

[Communicating “You Can Do It” – Asa Saves the World: Grade 3](#)

## INSTRUCTIONAL STRATEGIES: CLARITY

[Framing the Learning: Mastery Objectives](#)

[Framing the Learning: Itineraries and Big Ideas](#)

[Framing the Learning: Criteria for Success](#)

[Making Thinking Visible in Small Groups](#)

[Checking For Understanding II – “The One-Question Quiz”](#)

[Making Thinking Visible and Classroom Climate – “The Repeating Decimal”](#)

[Checking for Understanding](#)

[Modeling Thinking Aloud: Elementary](#)

[Modeling Thinking Aloud: High School Social Studies](#)

[Connections](#)

## INSTRUCTIONAL STRATEGIES: MODELS OF TEACHING

[Inquiry-Oriented Lessons – “Division by a Fraction”](#)

## MANAGEMENT: ROUTINES

[Entering Class and Opening Exercise – “O-Genki Desu Ka?”](#)

