

Appendix A

STANDARDS PERFORMANCE CONTINUUM

A Rubric for Observing Classroom Enactments of CREDE's Standards for Effective Pedagogy

	NOT OBSERVED	EMERGING	DEVELOPING	ENACTING	INTEGRATING
<i>General Definition:</i>	<i>The standard is not observed.</i>	<i>One or more elements of the standard are enacted.</i>	<i>The teacher designs and enacts activities that demonstrate a partial enactment of the standard.</i>	<i>The teacher designs, enacts, and assists in activities that demonstrate a complete enactment of the standard.</i>	<i>The teacher designs, enacts, and assists in activities that demonstrate skillful integration* of multiple standards simultaneously.</i>
Joint Productive Activity <i>Teacher and Students Producing Together</i>	<i>Joint Productive Activity is not observed.</i>	Students are seated with a partner or group, AND (a) collaborate* or assist one another, OR (b) are instructed in how to work in groups, OR (c) contribute individual work, not requiring collaboration, to a joint product*.	The teacher and students collaborate on a joint product in a whole-class setting, OR students collaborate on a joint product in pairs or small groups.	The teacher and a small group of students collaborate on a joint product.	The teacher designs, enacts, and collaborates in joint productive activities that demonstrate skillful integration* of multiple standards simultaneously.
Language & Literacy Development <i>Developing Language and Literacy Across the Curriculum</i>	<i>Language & Literacy Development is not observed.</i>	(a) The teacher explicitly models appropriate language; OR (b) students engage in brief, repetitive, or drill-like reading, writing, or speaking activities; OR (c) students engage in social talk while working.	The teacher provides structured opportunities for academic language development in sustained reading, writing or speaking activities*.	The teacher designs and enacts instructional activities that <i>generate</i> language expression and development of content* vocabulary, AND <i>assists student language use or literacy development</i> through questioning, rephrasing, or modeling.	The teacher designs, enacts, and assists in language development activities that demonstrate skillful integration of multiple standards simultaneously.
Contextualization <i>Making Meaning – Connecting School to Students' Lives</i>	<i>Contextualization is not observed.</i>	The teacher (a) includes some aspect of students' everyday experience in instruction, OR (b) connects classroom activities by theme or builds on the current unit of instruction, OR (c) includes parents or community members in activities or instruction.	The teacher makes incidental* connections between students' prior experience/knowledge from home, school, or community and the new activity/information.	The teacher integrates* the new activity/information with what students already know from home, school, or community.	The teacher designs, enacts, and assists in contextualized activities that demonstrate skillful integration of multiple standards simultaneously.
Complex Thinking <i>Cognitively Complex Activities</i>	<i>Complex Thinking is not observed.</i>	The teacher (a) accommodates students' varied ability levels, OR (b) connects student comments to content concepts, OR (c) sets and presents standards for student performance, OR (d) provides students with feedback on their performance.	The teacher designs and enacts activities that connect instructional elements to academic content OR advance student understanding to more complex levels*.	The teacher designs and enacts challenging activities with clear standards and performance feedback, AND assists* the development of more complex thinking.	The teacher designs, enacts, and assists in challenging activities that demonstrate skillful integration of multiple standards simultaneously.
Instructional Conversation* <i>Teaching Through Conversation</i>	<i>Instructional Conversation is not observed.</i>	With individuals or small groups of students, the teacher (a) responds in ways that are comfortable for students, OR (b) uses questioning, listening or rephrasing <i>to elicit student talk</i> , OR (c) converses on a nonacademic topic.	The teacher converses with a small group of students on an academic topic AND <i>elicits student talk</i> with questioning, listening, rephrasing, or modeling.	The teacher: designs and enacts an instructional conversation (IC) with a clear academic goal*; listens carefully to assess and assist student understanding; AND questions students on their views*, judgments, or rationales. Student talk occurs at higher rates than teacher talk.	The teacher designs, enacts, and assists in instructional conversations that demonstrate skillful integration of multiple standards simultaneously.

- See Glossary.

Glossary of Terms

Academic goal: In an Instructional Conversation, the academic goal is the development of thematic or conceptual understanding.

Assistance: Assistance is a two part process in which the teacher first assesses student knowledge and skills, then responsively assists development. Types of assistance may include: (a) Modeling -- Providing a demonstration; (b) Feeding Back -- Providing information about student performance as compared with a standard; (c) Contingency Management: -- Providing rewards or punishments contingent on student performance; (d) Questioning -- Providing questions that guide students to advance their understanding; (e) Instructions -- Providing clear verbal directions for performance; (f) Cognitive Structuring -- Providing explanations or rules for proceeding; or (g) Task Structuring -- Providing assistance by segmenting or sequencing portions of the task.

Complex Thinking Activities - Activities that advance student understanding to more complex levels: (a) the 'why' is addressed, not merely the 'what' or the 'how to;' (b) the activity requires that students generate knowledge, or *use* or *elaborate on* information provided (apply, interpret, categorize, order, evaluate, summarize, synthesize, analyze, explore, experiment, determine cause and effect, formulate and solve problems, explore patterns, make conjectures, generalize, justify, make judgments); (c) the teacher connects the content or activity to a broader concept or abstract idea to advance student understanding; or (d) the teacher provides instruction in critical thinking, or problem solving or metacognitive strategies.

Collaboration: Joint activity that results in shared ownership, authorship, use, or responsibility for a product. It can also include division of labor for coordinated sub-sections. However, mere turn taking does not constitute division of labor and, to be considered collaboration, an activity must include interaction between participants. Coordinated activities such as morning calendar, round robin reading, choral responses or calisthenics are rated at the Emerging level for JPA.

Content vocabulary: Language development may occur in the context of literacy or English language lessons. Therefore, we broadly define content vocabulary to include (a) academic language use in literacy lessons, or (b) standard English language when that is the goal of instruction.

Instructional Conversation (IC): ICs are inclusive of all participants whose contributions are connected to, or extend, the comments and ideas of other participants. In contrast, directed-discussions focus less on developing conceptual understanding and more on known-answer questions and skill development. Instructional conversation focuses on broad topics, main ideas, themes or concepts, is responsive to student contributions, includes participation structures that are familiar to students, and includes open-ended questions and sustained dialogue on a single topic. A precondition or precursor of conversation is discourse between teacher and student(s) that is extended to at least two speech turns each, with each turn consisting of more than just providing an answer or providing a fact (responses to convergent teacher questions).

Incidental connections: The teacher (a) makes connections between students' experience or knowledge from home, school, or community and the new activity/information on an ad hoc basis to assist understanding, or (b) prompts students to make connections.

Integrates the new activity/information with what students already know from home, school, or community: (a) students' knowledge or experience is integrated with new information, (b) the basis of the activity is personally relevant to students' lives; or (c) students apply school knowledge in an authentic activity.

Integration: A single activity integrating three or more standards at the enacting level.

Product: Products may be tangible or intangible. Examples of tangible products: worksheet, essay, report, pottery, word-web, a math problem solved on the blackboard, play, skit, game, debate. Intangible products may be found in such activities as 'story time,' introductory lectures, or some ICs (the product is an accurate or elaborated understanding of a concept, procedure, idea), or some PE activities (increased physical fitness is the product, though not joint). The intangible products are an achieved physical, psychological, or social state that integrates a series of actions.

Standards for student performance: performance standards go beyond *what* to do and address the *quality* of student work. Standards may be in the form of a checklist or a rubric, or may be implicitly expressed through teacher expectations.

Students' views (questions students on their views): In an Instructional Conversation, questioning students on their views is inclusive of students' prior knowledge or experience related to the goal of the conversation.

Appendix B

Teacher Background Survey

CREDE Hawai'i

Please answer the following questions.

1. Are you male or female?

Male
Female

2. How old are you? _____

3. How long has it been since you last enrolled in a University course?

Within the last year
1-2 years ago
2-3 years ago
More than 3 years ago

4. Please list the most recent courses that you have completed, including those that did not lead to a degree (e.g., professional development or summer school courses).

5. What is the highest level of schooling that you have completed (circle one)?

Associate's degree
Bachelor's degree
Master's degree
Doctoral degree
Teaching certificate

6. What grade level(s) and subject(s) will you be teaching in Fall, 2008?

7. What grades have you taught in the past?

8. If you are a high school teacher, what subjects have you taught?

9. Are you currently teaching in a public, private, or charter school?

Public
Private
Charter

10. How many years have you been teaching? _____**11. How many years have you lived in Hawai'i (e.g., 1, 2, . . . 5, 20, born and raised)? _____****12. When did you decide to become a teacher?**

As a child
In high school
In college
While working in another career field

13. What was your PRIMARY reason for becoming a teacher?

Schedule (summers off)
Enjoy working with children
Inspired by a family member who was a teacher
Inspired by one of your own teachers
Job security

14. Did you attend a public or private elementary school?

Public (including charter schools)
Private
Other (e.g., home school): _____

15. Did you attend a public or private middle or intermediate school?

Public (including charter schools)
Private
Other(e.g., home school): _____

16. Did you graduate from a public or private high school?

Public (including charter schools)
Private
Other(e.g., home school): _____

17. How many teacher professional development workshops or training sessions did you participate in during the last full school calendar year (e.g. June-May; July-May; August-June, etc...)? _____**18. How many of the workshops/sessions that you participated in were**

Required? _____

Voluntary? _____

19. Rate the overall quality of the workshop(s) or training session(s) that you attended, in terms of how you modified your teaching practices based on the new information that you learned.

Significantly influenced my teaching
Moderately influenced my teaching
Minimally influenced my teaching
Did not influence my teaching

20. How many of the workshop(s) or session(s) that you participated in during the last full school calendar year influenced your teaching practices?

1
2
3
4
More than 4
None

21. Do you have a teaching certificate?

Yes
No
In progress

Mahalo for taking the time to complete this survey

Appendix C

Teaching Practices Item Constructs Using the Five Standards for Effective Pedagogy

Joint Productive Activity	Language and Literacy Development	Contextualization	Complex Thinking	Instructional Conversation
1. I organize lessons so that students can work together in small groups.	2. I ask students to explain the statements that they make.	5. I make connections between what I am teaching and students' home environments.	10. I use rote and repetitive drills in my teaching.	3. I lecture in class.
8. I lecture to students.	6. When you walk into my classroom, it is typically quiet.	9. My lessons incorporate some aspect of what students already know from their home, school, or community.	11. I focus my attention on students constructing their own knowledge.	4. On an average day, the ratio of teacher talk to student talk is about _____.
21. Once students are working in groups, I leave them alone.	7. I require in call writing assignments.	12. I focus my instruction on students' linking prior knowledge with new facts and concepts.	15. I focus my instructions on having students remember facts and concepts.	13. In classroom activities students draw their own conclusions.
34. Most of my students prefer working individually, than in small groups. (ATTS)	23. I require writing assignments for homework.	14. I check with my students to see that they know the criteria by which I will judge their	17. I focus my instruction on defining concepts and facts to students.	24. For most lessons I have 10-15 minute conversations with each small group of students

Appendix C

Teaching Practices Item Constructs Using the Five Standards for Effective Pedagogy

Joint Productive Activity	Language and Literacy Development	Contextualization	Complex Thinking	Instructional Conversation
		performance.		(5-7) about the activity they are engaged in.
	29. During class discussions, I make “in-flight” changes to my teaching plan in response to students’ comments.	16. I spend time learning about local norms by talking to students, parents, family members, or community members.	18. I adapt my feedback to all students depending on their performance.	27. In whole group discussions, I generally talk my students.
	34. I ask students to justify the statements that they make. (TPS)	22. I don’t spend time reviewing information that I have already covered in previous lessons.	19. I give students who perform well on standardized tests more challenging assignments than students who do not perform well.	33. In small group discussion, I generally talk _____ my students.
		25. When I teach, I take into account my students’ culture.	20. I tell my students the criteria by which I will judge their performance.	

Appendix C

Teaching Practices Item Constructs Using the Five Standards for Effective Pedagogy

Joint Productive Activity	Language and Literacy Development	Contextualization	Complex Thinking	Instructional Conversation
		30. In planning lessons, I take into account my students' culture.	26. I provide feedback to all students as to how they can improve their performance.	
			28. I assess students' performance.	
			31. My students figure out their own strategies for approaching a problem or task.	
			32. In classroom activities students establish their own academic goals.	

Appendix D

Teaching Practices Survey

CREDE Hawai'i

Please circle the answer that best describes your current teaching practices.

1. I organize lessons so that students can work together in small groups.

Never 1-2 times per week 3-4 times per week Daily

2. I ask students to explain the statements that they make.

Never 1-2 times per week 3-4 times per week Daily

3. I lecture in class.

Never 1-2 times per week 3-4 times per week Daily

4. On an average day, the ratio of teacher talk to student talk is about ____.

0/100 25/75 50/50 75/25 100/0

5. I make connections between what I am teaching and students' home environments.

Never 1-2 times per week 3-4 times per week Daily

6. When you walk into my classroom, it is typically quiet.

Never 1-2 times per week 3-4 times per week Daily

7. I require in class writing assignments.

Never 1-2 times per week 3-4 times per week Daily

8. I lecture to students.

Never 1-2 times per week 3-4 times per week Daily

9. My lessons incorporate some aspect of what students already know from their home, school, or community.

Never 1-2 times per week 3-4 times per week Daily

10. I use rote and repetitive drills in my teaching.

Never 1-2 times per week 3-4 times per week Daily

11. I focus my attention on students constructing their own knowledge.

Never	1-2 times per week	3-4 times per week	Daily
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12. I focus my instruction on students' linking prior knowledge with new facts and concepts.

Never	1-2 times per week	3-4 times per week	Daily
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13. In classroom activities students draw their own conclusions.

Never	1-2 times per week	3-4 times per week	Daily
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14. I check with my students to see that they know the criteria by which I will judge their performance.

Never	1-2 times per week	3-4 times per week	Daily
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15. I focus my instruction on having students remember facts and concepts.

Never	1-2 times per week	3-4 times per week	Daily
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16. I spend time learning about local norms by talking to students, parents/family members, or community members.

Never	Monthly	Weekly	Daily
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17. I focus my instruction on defining concepts and facts to students.

Never	1-2 times per week	3-4 times per week	Daily
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18. I adapt my feedback to all students depending on their performance.

Never	1-2 times per week	3-4 times per week	Daily
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19. I give students who perform well on standardized tests more challenging assignments than students who do not perform well.

Never	1-2 times per week	3-4 times per week	Daily
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20. I tell my students the criteria by which I will judge their performance.

Never	1-2 times per week	3-4 times per week	Daily
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21. Once students are working in groups, I leave them alone.

Never	1-2 times per week	3-4 times per week	Daily
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22. I don't spend time reviewing information that I have already covered in previous lessons.

Never	1-2 times per week	3-4 times per week	Daily
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23. I require writing assignments for homework.

Never 1-2 times per week 3-4 times per week Daily

24. For most lessons I have 10-15 minute conversations with each small group of students (5-7) about the activity they are engaged in.

Never 1-2 times per week 3-4 times per week Daily

25. When I teach, I take into account my students' cultures.

Never 1-2 times per week 3-4 times per week Daily

26. I provide feedback to all students as to how they can improve their performance.

Never 1-2 times per week 3-4 times per week Daily

27. In whole group discussions, I generally talk ____ my students.

Much more than more than about the same as less than much less than

28. I assess students' performance.

Never 1-2 times per week 3-4 times per week Daily

29. During class discussions, I make "in-flight" changes to my teaching plan in response to students' comments.

Never 1-2 times per week 3-4 times per week Daily

30. In planning lessons, I take into account my students culture.

Never 1-2 times per week 3-4 times per week Daily

31. My students figure out their own strategies for approaching a problem or task.

Never 1-2 times per week 3-4 times per week Daily

32. In classroom activities students establish their own academic goals.

Never 1-2 times per week 3-4 times per week Daily

33. In small group discussion, I generally talk ____ my students.

Much more than more than about the same as less than much less than

34. I ask students to justify the statements that they make.

Never 1-2 times per week 3-4 times per week Daily

Appendix E

Attitudes Toward Teaching Survey

CREDE Hawai'i

Please circle the answer that best describes your attitudes toward teaching.

1. It is important for me to organize lessons so that students can work together in small groups.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

2. It is important for me to ask students to explain the statements that they make.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

3. Lecturing in class is an important part of my instruction.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

4. It is important for me to make connections between what I am teaching and students' home environments.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

5. A quiet classroom is an efficient learning environment.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

6. In-class writing assignments are an important part of my regular instruction.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

7. Lecturing to my students is important to the success of their learning.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

8. It's important for me to incorporate some aspect of what students already know from their home, school, or community into my lessons.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

9. I believe rote and repetitive drills are an important part of my teaching.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

10. It's important to me that my students construct their own knowledge.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

11. I believe that it is important for me to focus my instruction on students linking prior knowledge with new facts and concepts.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

12. I believe that it is important for my students to draw their own conclusions while working on classroom activities.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

13. It is important for me to check with my students to see that they know the criteria by which I will judge their performance.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

14. It is important for me to focus my instruction on students remembering facts and concepts.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

15. It is important for me to learn about local norms by talking to students, parents/family members, or community members.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

16. It's important for me to focus my instruction on defining concepts and facts to students.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

17. It is important for me to adapt my feedback to all students depending on their performance.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

18. I believe that it is important for me to give students who perform well on standardized tests more challenging assignments than students who do not perform well.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

19. It is important for me to tell my students the criteria by which I will judge their performance.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

20. Once students are working in groups, it is important for me to leave them alone.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

21. It is not important for me to spend time reviewing information that I have already covered in previous lessons.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

22. It is important for me to require writing assignments for homework.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

23. For most lessons, it is important that I have 10-15 minute conversations with each small group of students' (5-7) about the activity they are engaged in.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

24. When I teach, it is important for me to take into account my students culture.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

25. It is important to me to provide feedback to all students as to how they can improve their performance.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

26. It is important to me to talk more than my students when we have whole group discussions.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

27. It is important for me to assess students' performance.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

28. During class discussions, I believe that it is important for me to make "in-flight" changes to my teaching plan in response to students' comments.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

29. In planning lessons, it is important to me to take into account my students' cultures.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

30. It is important to me that my students figure out their own strategies for approaching a problem or task.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

31. It is important to me that during classroom activities students establish their own academic goals.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

32. When we are having small group discussions, I generally talk more than my students.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

33. It is important for me to ask students to justify the statements that they make.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

34. Most of my students prefer working individually, than in small groups.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

35. Most of my students are willing to work hard and do well in school.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

36. Many of my students are not interested in learning what I am trying to teach them.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

37. Many of my students have poor organizational skills.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

38. Most students are interested in learning what I am trying to teach them.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

39. If more of my students were motivated, greater learning would occur in my classroom.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

40. I have at least one student in my classroom that makes teaching the class difficult.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

41. I find it frustrating that some of my students' parents do not support their child's education.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

Appendix F

Classroom Vignette Survey
CREDE Hawai'i

Directions: First read through each of the following scenarios and then rate each one by circling the degree to which you believe a particular Standard is being implemented. When reading the scenarios, first think about the *BEST* Standard that each example represents based on the information provided, and rate this Standard using the 0-3 Scale listed beside it. Any additional Standards that you think may be present, record on the line below what you've listed as the *BEST* Standard. Note: The numeric rating should be for the *BEST* Standard listed on the FIRST line.

Standard	Scenario	Degree to which teacher is implementing the Five Standards for Effective Pedagogy			
		Not observed	Emerging	Developing	Enacting
Best _____ _____	1. Ms. Takei is a 3 rd grade teacher who has 24 students in her classroom. Many of them are mixed-ethnicities, coming from different cultural backgrounds. For today's mathematics lesson Ms. Takei has asked her students to work together in pairs, having students take turns drilling each other on multiplication and division problems using flashcards.	0	1	2	3
Best _____ _____	2. On one of the Hawaiian islands where there is great community opposition toward land development, Ms. Lima decides to incorporate the community's concerns into one of her science lessons. Her goal is to challenge students to talk with their families about their reasons for supporting or not supporting the issue and to be prepared to talk about some of their findings during the next class. She is hoping that this exercise will transition students into the next unit covering water, following their discussion about land development.	0	1	2	3

Degree to which teacher is implementing the Five Standards for Effective Pedagogy

Best _____ _____	3. In English, a class of high school juniors is having a discussion with their teacher about Shakespeare’s, <i>A Midsummer Night’s Dream</i> . They have been discussing the themes of the play, the characters, and settings. When the teacher asks the students when the climax occurred in the play, no students responded. The teacher asked the students if they remembered when the climax occurred in <i>Romeo and Juliet</i> . One student replied, “when Romeo kills Tybalt and was banished.”	0 1 2 3
Best _____ _____	4. Emily is a curious second grader. Today her teacher is teaching the class about fractions. The teacher begins by explaining to the class the idea of “wholes” and “parts of wholes.” As the teacher continued her lesson, Emily raised her hand and said, “I don’t get it. What does a hole have to do with math?” Emily’s question elicits an in-depth discussion, in which the teacher uses the dry erase board to illustrate the concept of “whole” using pictures to help explain the idea, while exchanging questions and responses with Emily and other students in the class.	0 1 2 3
Best _____ _____	5. The end of the school year is approaching and the fifth graders at William Elementary will be introduced to sex education. To introduce the topic, the teacher decides to show the students a “Magic School Bus” video, which talks about the human body using cartoon-like images.	0 1 2 3
Best _____ _____	6. As students are working individually on a mathematics worksheet, the teacher roams around the room, looking over students’ shoulders and stopping occasionally to talk with them, asking them questions about their answers, especially when she notices that some answers are incorrect.	0 1 2 3
Best _____ _____	7. A class of high school seniors is preparing to present their senior research projects at a special assembly for their parents, teachers, and several community members. To help students prepare, the teacher has asked them to read each other’s papers and then talk with one another about their papers for the entire ninety-minute period.	0 1 2 3

Degree to which teacher is implementing the Five Standards for Effective Pedagogy

Best _____ _____	8. In their Hawaiian history class, fourth graders are learning about ancient navigational practices. They have read books about ancient Hawaiians who would use the sky, stars, and birds to travel across waters. The teacher invites an expert in the field to teach his class. When the day arrives for the expert to come in, the teacher listens to the presentation along with his students.	0 1 2 3
Best _____ _____	9. Grades are due, so while the teacher works on finalizing students semester grades, students are asked to spend 15 minutes writing in their journals. Some students are concentrating on what they are writing, while others are talking quietly amongst themselves.	0 1 2 3
Best _____ _____	10. Mr. Tom has been teaching music at the same high school for 23 years. Although much of the class-time is usually spent having students practice their instrument, either individually or in small groups, Mr. Tom has learned over the years that it is equally important for students to learn about music in a more “academic” activity setting. To do this, he has carefully developed many lesson topics relating to music, ranging from the fundamentals, to creativity and independence, for which he talks with small groups of students, questioning their ideas and beliefs about music.	0 1 2 3
Best _____ _____	11. A combined kindergarten-first grade class is reading <i>Corduroy</i> , a book about a little bear that is waiting to be purchased from a department store. The teacher is reading the story aloud, while holding up the book for students to see and for those who can, to follow along, pausing intermittently to check students understanding by asking them questions and responding to their statements and inquiries.	0 1 2 3
Best _____ _____	12. Fourth grade students attending a rural public school have been learning about the natural food chain in their science class. Today the teacher has asked students to work together in small groups to classify parts of an owl pellet.	0 1 2 3

Degree to which teacher is implementing the Five Standards for Effective Pedagogy

<p>Best _____ _____</p>	<p>13. A ninth grade history teacher has prepared for class by writing out the entire lesson for the day on her dry erase board. When class begins, the teacher goes through the instructions for the activity with students, telling them that she will collect everyone’s work at the end of the class and that anyone who doesn’t finish the activity must stay in for recess.</p>	<p>0 1 2 3</p>
<p>Best _____ _____</p>	<p>14. In a seventh grade physical science class, students are learning about sinking and floating. They are experimenting by placing various objects into different types of liquids (water, water/oil, oil), recording their observations in their lab notebooks. When the activity is finished, the teacher instructs students to develop some hypotheses of their own that might help explain their observations, asking them to record them in their notebooks.</p>	<p>0 1 2 3</p>
<p>Best _____ _____</p>	<p>15. Mr. Marks starts his social studies lesson by telling students that the topic they will be discussing today is about “social change.” But before he begins, he asks students what they remember from their last class meeting. One student says, “politics,” another shouts out “political parties.” Then a few voices speak simultaneously, “radicals,” “liberals,” and “conservatives.”</p>	<p>0 1 2 3</p>
<p>Best _____ _____</p>	<p>16. As Ms. Souza roams amongst the four groups of students who are working on developing a classroom newspaper, she notices that there is little to no discussion amongst students in the group that is responsible for the classified section of the newspaper. Ms. Souza pulls up a chair and sits down with the group, asking students what they have come up with so far. One student tells her that they don’t know how to get started. After a series of question-answer response-exchanges with the teacher, the students are confident and continue working together on their group’s assigned task.</p>	<p>0 1 2 3</p>
<p>Best _____ _____</p>	<p>17. In an 8th grade science class, students are learning about flight – lift, thrust, drag, and weight. The teacher has developed three rotational activity settings, one in which students will use index cards and paper clips to examine flight patterns, another group will experiment with dihedral angles, and the last group will work with the teacher to understand Bernoulli’s Principle.</p>	<p>0 1 2 3</p>

Appendix G
Classroom Observation Rubric (COR)

An Instrument to Measure Use of the CREDE Standards (revised, 5/3/11)

Standard	Not Observed (0)	Emerging (1)	Developing (2)	Advancing (3)	Enacting (4)	Exemplary (5)
<i>Joint Productive Activity</i>	Not observed	A small group of students contributes individual work (e.g.: round robin reading or turn-taking), not requiring collaboration to a joint product*.	Students are collaborating* with a partner or assisting one another (without teacher involvement), OR the teacher and student collaborate on a product* in a whole-class or large group setting.	A small group of students collaborate* on a joint product*. Teacher collaborates minimally floating to assist groups.	The teacher and a small group of students collaborate* on a joint product. The majority of the students participate in the product's* creation. The teacher assists collaboration using multiple forms of assistance*. Activity is mostly teacher-directed.	The teacher and a small group of students collaborate* on a joint product for a sustained amount of time* (about 10 minutes or more). The majority of the students participate in the creation of the product*. The teacher assists collaboration using multiple forms of assistance*. Collaboration includes interaction between peers.
<i>Language & Literacy Development</i>	Not observed	The teacher designs and enacts an instructional activity where students engage in brief, repetitive, or drill-like reading, writing, or speaking activities (such as worksheets, round robin reading, flashcards, etc.).	The teacher a) models appropriate language use highlighting vocabulary or ways of speaking and/or writing appropriate for the content area AND/OR b) provides opportunities for students to use academic language.	The teacher designs and enacts an instructional activity where one of the academic goals* is to generate language expression and/or literacy development. These activities are designed as sustained reading, writing, OR speaking activities.	The teacher designs and enacts an instructional activity where one of the academic goals* is to generate language expression and/or literacy development. The teacher provides extended assistance with language expression and/or literacy development.	The teacher designs and enacts an instructional activity with a clear academic goal*. These activities are designed with a focus on developing discourse within the content area. The teacher provides extended assistance with language expression and/or literacy development.
<i>Contextualization</i>	Not observed	The teacher (a) connects classroom activities by theme or builds on the current unit of instruction, OR (b) reviews previous academic content, OR (c) connects to prior	The teacher (a) includes some aspect of students' everyday experience in instruction through incidental* connections OR (b) responds to an incidental connection made by students OR (c)	The teacher designs and enacts instructional activities that integrates* knowledge of what students know from their home and community contexts (not <i>just</i> building on current unit	The teacher designs and enacts instructional activities that integrates knowledge of what students know from their home, school, or community. The	The teacher designs and enacts instructional activities that integrates knowledge of what students know from their home, school, or community. The

Standard	Not Observed (0)	Emerging (1)	Developing (2)	Advancing (3)	Enacting (4)	Exemplary (5)
		school knowledge, OR (d) uses materials that are familiar to students from their everyday experiences.	makes connections to home and community contexts (not <i>just</i> building on current unit of instruction).	of instruction) AND has students consider how the academic content and their experiences are related.	teacher assesses and assists students in making an academic connection to their experiences.	teacher assesses and assists students in making an academic connection to their experiences. The goal of the lesson is to help students reach a conceptual/ abstract understanding.
<i>Complex Thinking</i>	Not observed	The teacher designs activities that engage students in reviewing or recalling information. Students work independently from the teacher.	The teacher designs instructional activities that include complex thinking*. The teacher provides assistance towards task completion.	The teacher designs instructional activities that include complex thinking*. The teacher provides assistance towards task completion while assisting with concept development.	The teacher designs and enacts instructional activities and assists students as they use complex thinking* strategies. The teacher's focus is on concept development using the assess-assist-assess cycle with the goal of advancing students' thinking to higher levels	The teacher designs and enacts instructional activities and assists students as they use complex thinking* strategies. The teacher's focus is on concept development and uses probing questioning techniques that focus on uncovering the <i>why</i> of the activity.
<i>Instructional Conversation</i>	Not observed	The teacher converses with a large group of students on an academic topic for a sustained amount of time* AND elicits student talk with questioning, listening, rephrasing, or modeling.	The teacher converses with a small group of students on an academic topic for a sustained amount of time* AND elicits student talk with questioning, listening, rephrasing, or modeling.	The teacher designs and enacts an instructional conversation (IC)* with a small group of students with a clear academic goal* AND listens carefully to assess and assist student understanding.	The teacher designs and enacts an instructional conversation (IC)* with a small group of students with a clear academic goal*; listens carefully to assess and assist student understanding AND questions students on their views*, judgments or rationales in reaching the academic goal.	The teacher designs and enacts an instructional conversation (IC)* with a small group of students with a clear academic goal*; listens carefully to assess and assist student understanding AND questions students on their views*, judgments or rationales in reaching the academic goal. The teacher facilitates the conversation so that student talk occurs at a higher rate than teacher talk.

Glossary of Terms

Academic Goal: A projected or desired endpoint in understanding. Academic goals typically come from local or national educational standards, or as sub-sets of these.

Assess-Assist-Assess Cycle: This cycle begins with the teacher (a) assessing what his/her students know, understand, or can do related to a specific goal/objective, (b) assisting students in reaching a new understanding through questioning, feedback, modeling, instruction, etc. and then, (c) assessing students' comments for a change in their understanding. If the students have not grasped what the teacher intended them to learn, the teacher engages in the cycle again using alternative methods of assistance. This cycle is achieved when the students effectively achieve the teacher's intended goal.

Assistance: Types of assistance may include: (a) Modeling -- Providing a demonstration; (b) Feeding Back -- Providing information about student performance as compared with a standard; (c) Contingency Management: -- Providing rewards or punishments contingent on student performance; (d) Questioning -- Providing questions that guide students to advance their understanding; (e) Instructions -- Providing clear verbal directions for performance; (f) Cognitive Structuring -- Providing explanations or rules for proceeding; or (g) Sequencing -- Providing assistance by segmenting or sequencing portions of the task.

Collaboration: Joint activity that results in shared ownership, authorship, use, or responsibility for a product. It can also include division of labor for coordinated sub-sections. However, mere turn taking does not constitute division of labor and, to be considered collaboration, an activity must include interaction between participants. For example: collaboration on an intangible product could be a collective process of comprehension and building of understanding.

Complex Thinking-Activities that advance student understanding to more complex levels: (a) the 'why' is addressed, not merely the 'what' or the 'how to'; (b) the activity requires that students generate knowledge, or *use* or *elaborate on* information provided (apply, interpret, categorize, order, evaluate, summarize, synthesize, analyze, explore, experiment, determine cause and effect, formulate and solve problems, explore patterns, make conjectures, generalize, justify, make judgments); (c) the teacher connects the content or activity to a broader concept or abstract idea to advance student understanding; or (d) the teacher provides instruction in critical thinking, or problem solving or meta-cognitive strategies.

Instructional Conversation (IC): ICs are inclusive of all participants whose contributions are connected to, or extend, the comments and ideas of other participants. In contrast, directed-discussions focus less on developing conceptual understanding and more on known-answer questions and skill development. Instructional conversation focuses on broad topics, main ideas, themes or concepts, is responsive to students' contributions, includes participation structures that are familiar to students, and includes open-ended questions and sustained dialogue on a single topic.

Incidental connections: The teacher (a) makes connections between students' experience or knowledge from home, school, or community (prior knowledge) and the new activity/information on an ad hoc basis to assist understanding, or (b) prompts students to make connections.

Integrated connections: (a) students' knowledge or experience is integrated with new information, (b) the basis of the activity is personally relevant to students' lives (based on prior knowledge); or (c) students apply school knowledge in an authentic activity.

Product: Products may be tangible or intangible. Examples of tangible products: worksheet, essay, report, pottery, word-web, a math problem solved on the blackboard, play, skit, game, and debate. Intangible products may be found in such activities as 'story time,' introductory lectures, or some ICs (the product is an accurate or elaborated understanding of a concept, procedure, idea), or some PE activities (increased physical fitness is the product, though not joint). The intangible products are an achieved physical, psychological, or social state that integrates a series of actions.

Students' views (question students on their views): In an Instructional Conversation, questioning students on their views is inclusive of students' prior knowledge or experience related to the goal of the conversation.

Sustained amount of time: The teacher is engaged with the students for about 10 minutes or more. The approximate time of around 10 minutes is to allow enough time for quality collaboration, conversation, and assistance. However, this level of quality may occur at less than 10 minutes.