

Understanding Teacher Skill and Teacher Will

CONSIDER	KEY QUESTION	INDICATORS OF HIGH SKILL	INDICATORS OF HIGH WILL
Observational Data	<i>What does the teacher's instructional practice look like?</i>	<ul style="list-style-type: none"> • Posts objectives and essential questions. • Uses classroom management strategies that are effective and consistent. • Uses instructional strategies effectively. 	<ul style="list-style-type: none"> • Interacts well with students (responding to questions, supporting a range of learners, using motivational strategies, and encouraging student engagement.)
Feedback	<i>How does the teacher respond to feedback?</i>	<ul style="list-style-type: none"> • Implements suggestions or otherwise acts on feedback. 	<ul style="list-style-type: none"> • Engages in reflective conversations about feedback.
Teacher artifacts	<i>What instructional materials has the teacher produced, and how do they align with the standards, the curriculum, and the learning needs of students?</i>	<ul style="list-style-type: none"> • Designs lesson plans, assessments, and assignments that align with standards, are appropriate for students' ability levels, and reflect sound pedagogy. 	<ul style="list-style-type: none"> • Communicates with parents and comments on student papers and products. • Sets and follows classroom rules, policies, and procedures that support student progress.
Classroom formative assessment tools and data	<i>How does the teacher create/use formative assessment?</i>	<ul style="list-style-type: none"> • Uses student data/results to improve instruction and practice. • Aligns assessments with instructional goals and unit objectives. 	<ul style="list-style-type: none"> • Adjusts instruction based on assessment data. • Follows up with individual students regarding their performance and supports students accordingly.
Classroom summative assessment	<i>How many of the teacher's students have mastered the standards?</i>	<ul style="list-style-type: none"> • Analyzes data/ results and targets areas for improvement (students and instructional practice). 	<ul style="list-style-type: none"> • Takes ownership of data/results and uses them to improve instruction.
Informal conversations	<i>How does the teacher view his/her practice?</i>	<ul style="list-style-type: none"> • Understands where students are and what they need to do to move forward. • Has a good sense of pedagogy; instruction is driven by overarching, instructionally sound principles. 	<ul style="list-style-type: none"> • Takes ownership of student progress. • Shows enthusiasm for new ideas. • Likes/enjoys students and families.
Participation on teams and committees	<i>How does the teacher interact with colleagues?</i>	<ul style="list-style-type: none"> • Makes valuable contributions; shares resources. 	<ul style="list-style-type: none"> • Seeks input from colleagues and is appreciative of support and feedback. • Shares ideas and the work of the team.