

Resource A

Extended List of Professional Teacher Behaviors

CLASSROOM MANAGEMENT AND CLIMATE

- Does the teacher make clear the procedures that are needed to have a well-run classroom? If so, how? Do students seem to know what to do
 - when they sit down (bell work),
 - when they hand in a paper,
 - when they are done working,
 - when they move around the room, and
 - when they move into groups?
- How does the teacher greet the students and begin the class session? How does the teacher build community at the start of the lesson? Does the teacher check in after the weekend or holidays?
- Do you hear the students asking questions about the process they are using? If so, how? Has the teacher put the directions or procedures in writing as well as stating them verbally?
- When doing transitions, how does the teacher move students effectively and efficiently from floor to desk or have students move into groups? What types of directions are given?
- Does the teacher model procedures, such as how to line up correctly or how to take a test?
- Is the teacher mindful from where she is teaching? Does she move around the room instructing from the place that will most benefit student learning?
- Does the teacher place an agenda on the board or is there a schedule up so students know what is coming?
- Does the teacher have a ritual so it is easy for students to understand what to do when they come into the room for the class or after recess? Do they have a way of ending the day or the class?
- Does the teacher have a discipline plan and is he consistent with it? Has it been reviewed and do students know the consequences of certain actions?

- Does the teacher keep track of time? If so, how? Does she verbally announce times for processing activities in order to keep students moving at an appropriate pace? Does she check in to see whether students need more time?
- Does the teacher have equipment and materials logically located? If so, how? Can the students get to the garbage can or wire baskets or locations in the room to pick up materials? Can they see the notes on the board? Can the teacher get to everyone and monitor easily?
- Does the teacher move the students around effectively to support the instruction? If so, how? Do students move easily from group to lecture to partner processing?
- Does the teacher work with the classroom aides in the room? If so, how? Are the aides able to sit near the students they work with or find space to sit?
- Does it appear on a syllabus or on the walls that agreements are made with regard to listening to each other, self-management, and so forth? If so, how?
- How does the teacher attract the attention of the class before starting instruction? Does the teacher have signals for moments like this? If so, what are they, and are they effective?
- Does the teacher end the class or does the bell end the class? Does the teacher seem in control of the time as the bell rings? If so, how?
- If you witness a student saying something disrespectful or derogatory, do you notice the teacher dealing with the student and the comment in a way that makes the class feel safe? If so, how?
- Does the teacher know when certain students might be confused and is he proactive about addressing the misconception in a way that doesn't allow the whole group to derail the lesson due to frustration?
- When you walk in the room, do you hear the students talking and working or do you hear the teacher? For how long? Is it the same students talking one by one or do all students get an opportunity to process the material?
- When you hear the students talking, is it asking about how to do something with the content or is it about the content itself? Do the students steer and shape the conversation about the content, helping themselves progress?
- Do you see covert and overt active participation of all students? If so, how?
- Do you see the teacher use wait time deliberately so more students get a chance to think about the question? If so, how?
- Does the teacher smile or laugh? Does the teacher have eye contact with students (if culturally appropriate)?
- Is the teacher aware of tone and body language and use an approachable and a credible voice in the right situations?
- Does the teacher appear comfortable in the presence of all students? If so, how?

- Does the teacher appear to like all students? Does she show favorites? Do you hear positive comments for some students and not for others?
- Does the teacher listen to all students? Does he interrupt students or certain groups of students?
- What is on the walls of the room? Are they distracting or over- or understimulating? Are the messages the walls send positive and do they engage students?
- Does the teacher have student work up on the walls? If so, is there something up from all students? If so, is it clear that it isn't graded work or evaluated in some way?
- How does the teacher redirect students who are off task? Is it done in a respectful manner, for example, cuing students nonverbally? If so, how?
- What happens when a student makes a mistake? How does the teacher respond? What is the climate like with regard to risk taking and sharing in whole group moments? Does the teacher acknowledge her mistakes as well? If so, how?
- Does the teacher articulate that there are a variety of ways of what it means to be smart, not just knowing content well?
- Does the teacher acknowledge feelings of students along with teaching content? If so, how? Does he state this acknowledgment in a respectful manner versus being patronizing (e.g., "I know some of you are nervous about this test . . ." versus "You shouldn't be freaked out. If you had studied. . .")?
- Does the teacher stop and address homophobic, racist, or sexist and other judgmental or bullying comments (physical appearance or disability) and do so in a way that makes it clear that those types of comments are not to be said again in the classroom and then explain why? Is she consistent with this message through what is on the walls and what is said?
- Does the teacher model courteous behavior and good citizenship? If so, how?

MEETING THE NEEDS OF A VARIETY OF LEARNERS

- Does the teacher strive to learn about the personalities and social backgrounds of her students? If so, how? Does the teacher talk with counselors, support staff, students themselves, and parents?
- Does the teacher know enough about the students to know which students can relate to certain material based on gender, culture, immigration status, or socioeconomic status? If so, how?
- Does the teacher show an understanding of strategies to support those students who need support through special education services? If so, how?

- Is the teacher aware of who in his classroom is an English language learner (ELL) and who speaks another language as his or her primary language?
- Does the teacher show an understanding of ELL strategies in order to engage ELL students effectively? Does the teacher offer additional supports or use specially designed academic instruction in English (SDAIE) strategies? Do ELL students feel engaged and safe in the classroom? If so, how?
- Does the teacher allow opportunities for ELL students to speak in their primary language in order to understand the course content? Do students feel safe speaking no matter the language they use?
- Does the teacher know the students and the school cultures well enough to be able to add examples and illustrations that will connect to the students' lives? If so, how?
- Does the teacher feel comfortable acknowledging and soliciting students' experiences and histories when appropriate to the classroom discussion and content?
- Does the teacher pick up on day-to-day "messages" from students? Is she attentive to revealing messages in classroom work or responses? If so, how?
- Does the teacher show respect for all students? If so, how? Does he speak to them courteously, acknowledging their opinions and values, even if they are different from the teacher's opinion?
- Does the teacher use language that validates and respects all home cultures and family structures?
- Does the teacher provide opportunities for *all* students to learn, process, share, and participate, not just those who have their hands up? If so, how? And when students do participate, does the teacher listen and look at all students?
- Does the teacher seem to positively presuppose that all kids can learn and achieve in her classroom? If so, how? Does she speak to the potential of students and presuppose they can do the work or does she speak to their deficits or their inability to accomplish a task?
- Does the teacher recognize his role goes beyond the teaching of content to the teaching of students? If so, how? Does this teaching include how to learn, how to live, and how to be with others?
- Does the teacher provide opportunities for students to discuss their lives, their hopes, and dreams for themselves? If so, how?
- Does the teacher understand how physical and emotional development at certain ages impacts student learning? Does she "understand" the middle schooler, the kindergartener, the senior? If so, how?
- Does the teacher feel he is a "text person" and does he take on the responsibility of being a role model for the students to "read"? If so, how?
- Is the teacher mindful of motivational techniques? Does she increase or decrease the level of concern to assist students to do the work at

hand (e.g., offering time limits, solo work, or no resources versus all the time in the world, a partner, and an open notebook)

PLANNING LESSONS AND INSTRUCTIONAL DELIVERY

- Does the teacher tell the students what they will be doing to show him that they understand the material in the lesson? If so, how? Does he put it on the board or verbalize it?
- Does the teacher have a syllabus that sets some long-range goals for students or have a unit cover sheet or a lesson plan book or set of benchmarks that she is working from?
- Does the teacher work with others at his grade level or in his course area to align with the timing and pacing of others and determine to cover essential key learning as a group?
- Does the teacher strive to create lessons and experiences for students that help them learn autonomy, choice, and how to deal with others? If so, how?
- Does the teacher know her objectives and is she able to differentiate the objectives by shifting the parts of an objective to accommodate for individual differences? If so, how?
- Does the teacher teach to what he is going to ultimately grade? If so, how? Is he able to articulate what students will need to know and be able to do on a given assignment and then teach those components and skills to the students so they will be successful?
- Does the teacher have a background in the subject area?
- Does the teacher continually expand her content knowledge by attending conferences, participating in collegial discussions about her course, and reading professional journals?
- Does the teacher know how to creatively adapt the textbook to meet the needs of her students? If so, how?
- Is the teacher aware of the big ideas and how and why they fit together? Can the teacher design lessons with these key ideas in such a way that students are successful? If so, how?
- Does the teacher know the state frameworks and the content and expectations of the given course, and can he design lessons that address both those needs? If so, how?
- Does the teacher integrate her subject matter with other disciplines when appropriate? If so, how?
- Does the teacher design lessons with adequate amounts of active participation in his class in order to facilitate learning for the students? If so, how?
- If and when the teacher lectures or offers direct instruction to the students, does the teacher plan active participation strategies that will allow her to monitor and assess the understanding of the students with regard to the subject? If so, how?

- Does the teacher use a variety of strategies to engage students? If so, how? Do these include videos, audio recordings, small group discussions, whole group discussions, manipulatives, photography, games, realia (such as maps, real life models, or objects), technology, and other resources?
- Does the teacher use technology effectively in his classes? Does he access Web resources, use PowerPoint, Smart Boards, Think Pads, and so forth?
- Does the teacher urge students to think critically and design lessons that require them to work at the higher levels of Bloom's taxonomy (application, analysis, synthesis, evaluation)? If so, how?
- Does the teacher physically write out a lesson plan or notes or slides for a given lesson?
- Does she stick to that lesson plan and if not, could she articulate her reasons for not moving forward with that specific plan?
- Is the teacher mindful of the objective at hand, and if students get him off topic does he bring the conversation back to the objective? If not, can the teacher explain why he decided to "birdwalk"?
- Does the teacher use an anticipatory set to bring forward the students' prior knowledge and connect them to the current learning?
- Is the teacher aware of how long a given activity will take and make adjustments based on the level of understanding the group has?
- Does the teacher plan for smooth transitions between activities?
- Does the teacher instruct using wait time and the phrase, "Everybody think . . ." instead of saying, "Who can tell me . . . ?" and only having one student at a time responding?
- Does the teacher model for the students whatever process or format the students will need to use? If so, how? Does the teacher show sample papers, go through an example of an assignment, or do a demonstration of the lab before the students are required to do it independently?
- When you hear the teacher providing instruction, do you hear specific examples being given? If so, how? Does the teacher reference connections that seem to make sense to the students?
- Does the teacher allow for accommodations so that in a given assignment students are offered options or a change of conditions? If so, how?
- Does the teacher attempt to use all the modalities, visual, aural, and kinesthetic? Does she work outside her comfort zone to meet these needs? If so, how?
- Does the teacher use a combination of competition, individual performance, and collaborative teamwork in his active participation strategies? If so, how?
- Does the teacher teach cooperative learning strategies, especially if she is grading a student on specific group work behaviors or having a student peer assess?
- Does the teacher offer relevant and novel assignments that engage students in applying their knowledge in a way that is meaningful for them? If so, how?

- Does the teacher not only teach knowledge about the subject but also teach the knowledge arts—the skills required to work in the given subject? If so, how?
- Does the teacher help the students learn problem-solving strategies? If so, how?
- Does the teacher help students see the connections of their learning to real life situations? If so, how?
- Does the teacher pace the lesson to allow for review, synthesis, or closure of the lesson?

ASSESSMENT

- Does the teacher help the student become more self-directed, self-monitoring and self-modifying? If so, how? Does he help student self-review and set goals?
- Do you see the teacher walking around the room to check on student progress?
- Is the teacher able to gauge students' progress and, if asked, able to do a quick analysis of how the student is doing in class, possibly without a look at the grade book?
- Does the teacher provide one-on-one feedback to the students at that time or does she come back to the front to give an "I saw a lot of" so students know how they are doing? If so, how?
- Does the teacher have rubrics, clear assignment sheets, and clear directions? Are the assignments posted as well as offered to the students?
- Does the teacher have a wide variety of formative assessments in the classroom?
- Can the teacher articulate to you how and why he weights his grades a certain way?
- Does the teacher allow for makeup work or retaking of exams and tests? If so, what is his process and grading standard for those redos?
- When designing assignments, is the teacher aware of structural barriers (e.g., no computer at home, difficulty in finding someone to interview, etc.) that might limit some students from doing the work?
- Does the teacher have a grade reporting system that she uses? If so, how does it work?
- Does the teacher accept incomplete or late work? How frequently? What procedures are in place to collect the work?
- Does he share updates on grades and current progress so students are aware of how they are doing? If so, how?
- Does the teacher have in place a self-assessment system that helps students identify learning goals and use the information to improve their achievement?
- Does the teacher have an evaluation system that allows for feedback around effort and not just academic competency?

- Does the teacher use a wide variety of appropriate assessments? If looking at the grade book, could you see projects, journals, tests, and essays in a mix versus one type of grade only?
- Do you hear the teacher giving feedback to students in whole group and small group instruction? If so, how? Is the feedback positive and specific?
- Does the teacher have the students check work with each other and does she have a process for doing so?
- Does the teacher ask the students to keep track of their own assignments? If so, how?
- Does the teacher communicate responsively with parents in a timely fashion, such as answering calls, meeting with parents, or showing up to back-to-school night? If so, how?

DEVELOPING AS A PROFESSIONAL EDUCATOR

- Does the teacher attend workshops, afternoon sessions, weekend retreats, staff development days, and collaborative/grade level planning sessions? If so, which ones, and why?
- Does the teacher read journals, subject-specific books, and professional reading? Does she have “teacher books” on her desk? Does she make use of what is in the principal’s office, on the instructional supervisor’s desk, in the staff library, and in the professional development library? If so, can she explain her choices of reading?
- Does the teacher read articles sent around the school or put in his box for review?
- Does the teacher go to the staff lounge or the main office or the grade level areas? Does she talk to colleagues about teaching techniques or ask for ideas or support? If so, how?
- Does the teacher have a sense of what he wants to learn and take proactive steps to have that learning take place? Does he ask for professional development funds, plan to observe peers, and ask for a substitute to allow for professional learning time?
- Is the teacher aware of her teaching philosophy (content deliverer, social-emotional development of students, democratic society skills, career skills, etc.) and the strengths and limitations of that specific frame?
- Is the teacher willing to stretch to support and include teaching experiences and student opportunities that are outside what the teacher might feel should be taught?
- Does the teacher apply knowledge gained from these experiences into her teaching? If so, how? Do you see evidence of school- or districtwide initiative content or skills applied in her teaching?
- Does the teacher consistently reflect and analyze his teaching?
- When she reflects on a class, does it result in an adjustment to practice on her end? If so, how? Can she see what the “takeaways” are and what she might change for the next class session given the learning?

- When the teacher reflects on his instruction, does the tone seem blaming of kids and their abilities (“They can’t do it”) or less defensive and more self-aware (“I don’t think I was clear enough with them here and here”)?
- Is the teacher capable of articulating her strengths? If so, how? Which content areas are strong? What instructional techniques does she do well? And does she know her gaps and her biases, and how does she manage those weaknesses?
- Is the teacher self-managing, self-monitoring, and self-modifying? If so, how?
- Can the teacher draw from his prior knowledge and data to refine his instruction?
- Does she display a sense of resourcefulness and humor as she adjusts her instruction? If so, how? Or is it just “another thing I need to do now because of THIS year’s class,” or “just another initiative from the district . . .”?
- Does the teacher seek the perspectives of others and innovative ideas? If so, how? Do you hear the teacher say, “What do you think of . . .?” or “Do you have an idea for . . .?”
- When offered a suggestion for change, does the teacher use a “Yeah, but” response or does he “take it in” and think about its application in the classroom?
- When offered a suggestion that isn’t clear enough to the teacher, does she ask for more clarification so it can be implemented? If so, how? Does she ask for support from others to try it?
- When offered a suggestion, does the teacher willingly try it and share results with colleagues?
- Does the teacher hold himself to a high standard for what he does and produces? If so, how?
- Does the teacher continually refine lessons and units and work to improve her teaching? If so, how?
- Is the teacher able to stand outside himself and see how he might be impacting others or be seen by others? If so, how?
- If the teacher is given feedback, does she listen to it and react appropriately, changing behavior if necessary? If so, how?
- Is the teacher open to rational *and* intuitive ways of thinking? If so, how?
- Is the teacher open to doing things in a way other than his way?
- Is the teacher open to hearing all perspectives? If so, how? And when hearing all perspectives, does she honor them or shut down?

PARTICIPATION IN SCHOOL COMMUNITY

- Does the teacher “show up”? Show up on time or late? Does she show up at staff meetings, department meetings, on staff development days, and at team meetings? Does the teacher show up at events that are related to school improvement?

- Does the teacher know, understand, respect, and follow the learning outcomes and course descriptions of his classes? If so, how? Does he follow the objectives for the department and the goals of the school?
- If asked to complete some paperwork or attend a meeting on behalf of the department or do some work for the team, does it get done?
- Does the teacher share an enthusiasm for the “pursuit of teaching excellence”? If so, how?
- Does the teacher look like she enjoys teaching, enjoys the school, and enjoys her colleagues? If so, how?
- Is the teacher aware of the school values, norms, and the way the school sees itself? Does the teacher work well within those values? If so, how? Does he embody them or just give them lip service?
- Does the teacher seem to understand the implicit or explicit code of dress for the teachers and other professionals in the school and wear appropriate clothing for the age of the students and the school culture? If so, how?
- Does the teacher hone her communication and process skills as well as work on her classroom instruction? If so, how?
- Does the teacher show consideration for the feelings of others? Say “Hello,” say “Thank you,” say “I’m sorry,” say “What can I do to help?”
- Does the teacher gossip? Does he talk poorly of colleagues in your presence or to students?
- Is the teacher aware of her assumptions and values and know when they are getting in the way of moving forward with her colleagues, parents, and the school community?
- Does the teacher cooperate with special education staff so that services are provided to the students? Does she fill out the progress reports and do the required or suggested accommodations with a positive attitude?
- Does he work with counselors or administrators when there is a problem? Does he attend student study teams and do so in a “willing” way?
- Does the teacher manage her anxiety in a way that is appropriate, such as not yelling at staff or students?
- Does the teacher know of the hierarchy of positions in the school? Does he go to the appropriate person for the appropriate concern? Does the teacher go to someone at all and look for solutions rather than sit with the problem?
- Does the teacher want to work in a group and shows that by body language, contributions, and attitude? Does she seek to understand the other’s point of view?
- When communicating with other adults, does the teacher ask for other perspectives?
- Does the person show an ability to listen for understanding and empathy?
- Does the teacher manage impulsivity or interrupt more often, inserting his point of view?

- Does the teacher use positive presuppositions when coming together with a group?
- Does the teacher seem to have a sense of humor? Can she laugh at herself?
- Is the teacher aware that he is not allowing equitable participation by talking too much at meetings or talking too little and not contributing?
- Does the teacher have a sense of personal space, body language, and appropriate sense of decorum in a given setting?