



Examples of Professional Growth Priority Areas and Evidence

Aligned to the Delaware Teacher Classroom Observation Framework Performance Areas and Indicators

Performance Areas and Indicators	Examples of Professional Growth Priority Areas of Focus	Examples of Possible Evidence to Collect for Professional Growth Priority Areas
Performance Area #1 Learning Environment		
1.1 Structures for Learning	1. <i>I will learn about and implement clear processes and procedures for cooperative group work to increase student engagement and group time on task by <u>(date)</u>. (1.1)</i>	• Posted classroom routines and procedures (aligned with group routines and procedures) • Posted classroom routines and procedures specifically for group lessons • Posted classroom and group behavior expectations • Ground rules established for groups • Group roles created, communicated, taught, and practiced • Alignment of posted behavior expectations for classroom and school level expectations • Group Self-Assessment Reflection process for how the group functioned/data • Group Self-Assessment Reflection for deadlines and task structure • Examples of students functioning effectively in groups/student work samples • Communication of routines and procedures and/or classroom behavioral expectations to students and/or families • Classroom discipline/incident data trends • Non-instructional records of student progress (participation, behavior, engagement, motivation, etc.) • System used to track behavior (collect data during group work) • Management systems for instructional groups, centers, transitions, classroom materials, etc.
	2. <i>I will acquire the knowledge needed to collect data, develop materials, and put into place individualized learning/behavior plans that are appropriate for individual children by _____. (1.1)</i>	• Examples of individual learning plans/charts/etc. • Examples of the types of materials/resources used to develop plans • Pre/Post student data regarding changes in student behaviors/self-regulation • Notes from “problem-solving team” • Baseline data/A-B-C Analysis of student needs • Examples of student input into goals in plan (what they are working on) • Examples of teaching appropriate responses for behaviors included in the plan • Written examples of teacher/student conferencing about what behaviors improved (or did not) and next steps • Professional learning experiences • Student Feedback or Surveys

1.2 Positive Classroom Climate	1. <i>I will learn about and implement effective classroom management techniques related to Restorative Practices emphasizing the importance of fostering positive, healthy school climates and helping students to learn from their mistakes by _____. (1.2).</i>	● Implementation timeline/lessons/etc. of Restorative Practices ● Representative sample of student work related to Restorative Practices ● Morning Meeting Routines established/notes ● Community-building circles established/notes ● Goal setting/goal-setting conferences established/notes ● Restorative Chats/Questions/Discussions established/notes ● Problem-solving think sheet and next steps ● Evidence of charts or other tools posted or available in classroom that provide a visual reference or resource for students ● Self-rating forms in use by students ● Student reflections on their growth over time ● Climate Survey results ● Student work is visible throughout classroom ● Students take on active leadership roles within the classroom that promote learning ● Professional Learning experiences ● PLC Meeting Agendas/Minutes ● Student Feedback or Surveys
	2. <i>I will increase my knowledge and understanding of a “growth mindset” and implement strategies that help link student effort to achievement in my classroom by _____. (1.2)</i>	● Examples of explicit teaching of differences between “growth” mindset and “fixed” mindset ● Examples of definitions or “growth” mindset statements ● Examples of “growth” mindset visuals/posters/Anchor Charts posted in classroom ● Lesson plans/explicit teaching/daily discussion or practice routines ● Examples of using the power of “YET” ● Examples of personal stories or people who have overcome challenges because of a “growth” mindset ● Examples of the power of the brain and its ability to grow “the brain is like a muscle” ● Visual displays as everyday reminders ● Examples of discussions/activities around how “growth” mindset looks, feels, and sounds ● Examples of “mindfulness” and how to persist when things are challenging ● Examples of students setting personal goals (i.e.; Things I would like to get better at...If I accomplish this I will be very proud, etc.) ● Examples of ways to monitor “growth” mindset such as praise for perseverance, positive self-talk, etc.) ● Examples of ways to encourage productive struggle and/or reframe mistakes ● Lesson Plans ● Climate Survey Results ● Pre/Post Survey Results around “growth” mindset ● Professional Learning experiences ● PLC Meeting Agendas/Minutes

1.3 Equitable Access	1. <i>I will learn more about equitable opportunities to encourage participation of all students by using Every Pupil Response (EPR) and random calling patterns in the classroom by _____. 1.3</i>	• Examples of high expectations introduced and discussed creating the expectation that all students are accountable for responding to all questions, etc. • Examples of opportunities where all students respond using EPR (Every Pupil Response) techniques (Call and Response, Choral Response, Whiteboards, Quick Writes, etc.) • Examples of cues/signals used for EPR • Posted Anchor Chart stating explanation of calling practices/EPR strategies • Examples of explicitly teaching the calling practices used in the classroom so students know what it is and why you are using it • Examples of “pre-alert” so students know you are about to select someone to respond using a particular calling practice • Review of strategies that might be most successful (calling sticks, calling cards, online, talking with a partner, etc.) • Sample pre and post student implementation data • Climate survey results data • Student surveys regarding engagement/value
Performance Area #2 Engagement in Learning		
2.1 Objectives for Learning	1. <i>I will enhance my understanding of criteria for success and incorporate this strategy into my daily lesson planning process. In addition, I will introduce and refer to the criteria for success during my lessons to help students measure their own progress towards learning objectives beginning _____. (2.1)</i>	• Evidence that the criteria for success is visible • Lesson Plan samples/Evidence that the criteria for success are linked/aligned to the Learning objectives • Examples of working with students to “co-construct” the criteria for success • Criteria for Success examples are easy to understand and written in student friendly language • Criteria for Success describes what success “looks like” • Criteria for Success are focused on the specific features of the work and what the students are learning • Examples of how it is shared and referred to • Examples of pre and post student work before and after implementation • Examples of how the criteria for success was used as the basis for feedback • Examples of how the criteria for success was used by students to self-reflect on progress towards the learning objective • Pre/Post Student Data • Student Feedback/Surveys • Professional learning experiences • PLC Meeting Agendas/Minutes
2.2 Learning Experiences	1. <i>I will extend and expand strategies used to summarize learning for all students’ academic needs with a focus on the following groups by _____. (2.2)</i> • English Language Learners • Special Education students	• Student data to more clearly identify specific needs related to summarizing • Student IEP Goals • ELLs Proficiency Levels • Examples of 1-2 strategies selected for use for summarizing as an area of focus that will support ELLs and Special Education students (frames or diagrams, working in pairs, collaborative summarizing, etc.) • Examples of student work using the selected strategies • Examples of student work using the strategies with different content areas (ELA, Social

		Studies, Science, etc.) • Timeline for implementation of the strategies • Lesson plans that incorporate implementation of the strategies • Pre/Post Student Data • Student Feedback/Surveys • Professional learning experiences • PLC Meeting Agendas/Minutes
2.3 Checks for Understanding and Feedback	1. <i>I will continue to develop proficiency in technology that supports strategies to check for student understanding during the lesson to adjust instruction as needed by ____.</i> (2.3)	• Student data to more clearly identify student needs before implementation • Selection of specific technology tool to incorporate into classroom lessons (Nearpod, Pear Deck, Mentimeter, Formative, Plickers, etc.) • Lesson plans incorporating the technology • Examples of questions embedded into instructional lessons or units • Reports from technology tool with student data and examples of how the teacher might use the data to inform instruction • Examples of types of questions, types of data, etc. for selected technology tool • Timeline for implementation • Student data from responses during lessons demonstrating understanding of content/lesson objectives • Student data regarding progress or improvement based on use of technology tool • Teacher notes on changes or modifications to lesson as a result of the implementation of technology • Teacher notes on how using the technology tool changed her lesson design or development • Student Surveys (Did use of the technology help them develop better understanding of the content or to self-assess more effectively?) • Pre/Post Student Data • Professional learning experiences • PLC Meeting Agendas/Minutes

Performance Area #3 Maximizing Learning

3.1 Rigorous Assignments

1. *I will design and implement two high-quality performance task learning activities in (content area) that require transfer and application of new learning by _____. (3.1)*

- Student data identifying need for more rigorous learning related to application and transfer of knowledge in particular content area
- Process of selection of units in particular content area to develop the two performance tasks
- Model of template design to be used to incorporate transfer and application of new learning
- Examples of how the performance task taps into higher-order thinking-is open-ended, has more than one response, involves supporting evidence, involves writing, projects, or presentations, etc.
- Timeline for implementation
- Lesson plans demonstrating alignment of new performance tasks to content and standards
- Pre/Post student data
- Examples of tangible tasks/products that will serve as evidence of student transfer and application of new knowledge
- Examples of how the performance task is open-ended
- Examples of how the performance task utilizes an authentic context for transfer and application of new knowledge
- Examples of how the performance task provides evidence of understanding via transfer of new information and application of skills in context and aligned criteria
- Examples of clearly defined scoring guides to measure student transfer and application of new knowledge
- Professional learning experiences
- PLC Meeting Agendas/Minutes

2. *In order to improve my students' reading comprehension of complex, informational text, I will design and implement unit writing assignments through which students demonstrate their understanding of complex text by supporting their answers with text-based evidence from multiple sources in (content area). (3.1)*

- Student data to identify student needs in providing text-based evidence in particular content area
- Identify units to include the writing assignments
- Model or template that will be used to design the writing assignments
- Examples of the template or model and how they include evidence from multiple sources
- Unit Plans/Lesson plans incorporating the new assignments
- Evidence of how teacher introduces the new writing assignments and explicitly models the process for completing the assignments
- Evidence of guided practice opportunities with feedback from teacher
- Evidence of model student responses shared with students
- Evidence of Anchor Charts or other tools posted or available in classroom that provides a visual reference or resource for students
- Timeline for implementation
- Pre/Post student data
- Professional learning experiences
- PLC Meeting Agendas/Minutes

3.2 Questioning and Discussion	1. <i>In order to improve my ability to teach argumentation in <u>(content area)</u>, I will embed the language and practices of Socratic Seminar within each unit of <u>(content area)</u> beginning _____. (3.2)</i>	• Student data to more specifically determine student areas of need • Identify a high-quality Socratic Seminar model for implementation • Identify appropriate units/lessons for implementation • Examples of clearly designed and integrated Socratic Seminars into units/lesson plans • Unit design of Socratic Seminars include text-based conversations/expectations • Anchor Charts that teach, model, and reinforce target vocabulary and group expectations • Evidence that Socratic Seminar has been explicitly taught, modeled, and practice using gradual release of responsibility • Evidence that group expectations, routines, and process have been clearly established • Evidence of discussion and modeling of explicit text-based questioning and discussion with students • Prompts that are available to students to ask higher level questions grounded in text • Opportunities for student self-reflection/group reflection on the Socratic Seminar process • Feedback to students related to progress using the strategy • Timeline for implementation • Pre/Post student data • Professional learning experiences • PLC Meeting Agendas/Minutes
3.3 Academic Language and Vocabulary	1. <i>In order to explicitly teach academic vocabulary, I will incorporate the close-reading of complex texts into my lessons on a weekly basis with a focus on academic language starting _____. (3.3)</i>	• Student data to more specifically determine student areas of need related to academic language and complex texts • Selection of one to two strategies to implement during a close reading (<i>shades of meaning, key words, etc</i>) • Identify appropriate complex texts within specific units/content areas to implement the strategies • Design lesson plans that integrate the strategies within the complex texts within the units/content areas • Evidence that the strategies have been explicitly taught, modeled and reinforced for students • Anchor Charts that support students and provide a visual reference tool are visible in classroom • Strategies explore small, subtle difference in meaning between similar words or phrases • Strategies allow students to highlight key words and identify how they are central to the meaning of the text • Strategies allow students to consider why the author chose this particular word instead of another and students defend their choices • Timeline for implementation • Pre/Post students data • Professional learning experiences • PLC Meeting Agendas/Minutes • Teacher notes regarding implementation • Formal/informal assessment data • Improved use of academic vocabulary in writing assignments

	2. <i>In order to make complex texts accessible to ELL students, I will incorporate daily vocabulary activities that are scaffolded according to language proficiency and focused on increasing academic language by _____. (3.3)</i>	• Student data to more specifically address ELLs proficiency levels • Use of the Marzano 6-Step strategy for explicit vocabulary instruction for ELLs • Select appropriate units of study/content to implement the 6-Step model • Design lesson plans using the 6-Step template • Evidence that teacher explicitly teaches the meaning using student friendly language, students have been taught to describe or explain the new vocabulary and represent the term with a picture or symbolic representation • Evidence that students engage in practice over time of the identified vocabulary • Evidence that student have vocabulary notebooks and words are added to the notebooks • Evidence that students have opportunities to use the words and discuss the vocabulary in context • Pre/Post vocabulary assessment dataPLC Meeting Agendas/Minutes • Teacher notes regarding implementation • Formal/informal assessment data • Improved use of academic vocabulary in writing assignments
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This document is designed to be used as a ***tool to provide examples of possible Priority Areas and possible evidence***. Teachers do **NOT** have to use the possible Priority Areas **AND/OR** evidence. The chart includes **possible examples** of both **ideas** and **evidence** that **might** be collected as a part of the Professional Growth Priority Area of Focus.