

Standard 1: Professional Knowledge

1.1 The teacher effectively addresses appropriate curriculum standards.

- Lesson plan is aligned with curriculum standards in both content and cognitive level and adheres to the district pacing guide and/or curriculum map.
- Learning goal/objective is posted and written in age-appropriate language, including behavior, conditions, and criteria for success.
- Students articulate what they are expected to know and be able to do. (Example: I CAN statement).
- The learning goal/objective is referred to by teacher and students throughout the lesson.
- The essential questions are posted and referred to throughout the lesson.
- Standard is presented in appropriate segments (chunks) to support student learning.
- Materials and resources used during the lesson are aligned to curriculum standards and support the learning objective.
- The assignments and homework are aligned to the SOL taught in both content and cognitive level.
- Lesson plans are available with learning objectives aligned to the Standards of Learning in both content and cognition.
- Teacher plans and implements activities that provide evidence that the standard has been unpacked.

1.2 The teacher integrates key content elements and facilitates students' use of higher level thinking skills in instruction.

- Lesson plan includes prepared essential questions aligned with key content elements and at the cognitive level(s) indicated in the standard.
- Learning activities clearly incorporate multiple levels of Bloom's Taxonomy and enable students to progress to or beyond the cognitive level of the standard.
- Questions posed are at (or above) the cognitive level of the standard and reflect higher levels of Bloom's Taxonomy.
- Content specific academic vocabulary is integrated into the lesson and is used by teacher and students.
- Student-generated anchor charts and graphic organizers are displayed and highlight key vocabulary.

1.2 The teacher integrates key content elements and facilitates students' use of higher level thinking skills in instruction. (continued)

- Students articulate 'big ideas' and justify and/or provide evidence as to how they arrive at their conclusion/response.
- Teacher models "Thinking Aloud" (metacognition) and asks students to reflect on whether they have met the learning objective/goal.
- Students reflect on their own thinking/learning through activities such as response journals, shoulder talks, "If or What If" statements, and practice with specific thinking models and maps.
- Research-based strategies (such as QAR—Question-Answer Relationships, summarization, non-linguistic representations, generating and testing hypotheses) are used across content areas.
- Teacher preplans questions that reflect higher levels of Bloom's taxonomy.
- Teacher uses effective questioning strategies to challenge student thinking.
 - Teacher asks students to make predictions based on available information.
 - Teacher probes students with "why do you think" questions.
 - Teacher poses open-ended questions that require students to transfer their learning to other problems or situations.
 - Teacher re-directs students' questions to other students to encourage peer-to-peer learning.
 - Teacher allows think time for student reflection and response.
- Teacher structures learning experiences in a manner that challenges students to use high level thinking skills. Examples:
 - Student-led groups
 - Student-created products
 - Student-generated graphic organizers and anchor charts
 - Project-based learning projects (by which students solve, create, explain or demonstrate/model "how to" inquire and reach a conclusion)
 - Student presentations and demonstrations
- Students are challenged by the work and can extend their learning to other situations.

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1.3 The teacher demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.

- Teacher uses the anticipatory set/hook to link prior learning experiences/activate prior knowledge from other subject areas or real world experiences to the present learning objective.
- Teacher uses appropriate tools to assess prior knowledge (such as K-W-L charts, manipulatives, and graphic organizers).
- Teacher links the current concept to past learning experiences through questioning, use of a variety of texts, semantic webs, K-W-L charts, graphic organizers and/or group discussions.
- Teacher cites examples and links between the learning objective and relevant real-world experiences, selecting materials and visuals that reflect real applications (such as voting ballots from local elections as part of a civics lesson or photographs/videos of geometric shapes seen in the neighborhood or places beyond the community as part of a mathematics lesson).
- Teacher and students share and discuss real-world experiences to make the learning relevant.
- Teacher and/or students make cross-curricular connections during the lesson.
- Local, national, global and/or cultural connections are evident in the lesson.
- Students articulate to other students the connections they have made in their learning.
- Teacher uses artifacts and/or student investigations to connect learning across content areas or to real-world applications.

1.4 The teacher demonstrates an accurate knowledge of the subject matter.

- Instructional strategies, activities, materials and resources selected by the teacher reflect an understanding of the key concepts as well as alignment with the standards and curriculum framework.
- Teacher uses accurate vocabulary relative to the content of the lesson.
- Teacher provides accurate models and examples during the lesson:
- Statements presented as fact are verifiably true.
- Teacher accepts student demonstration of knowledge in multiple formats.
- Teacher identifies and corrects student misconceptions.
- Teacher provides accurate and specific feedback to students who have questions or concerns with the skill or content of the lesson.

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1.4 The teacher demonstrates an accurate knowledge of the subject matter. (continued)

- Teacher provides alternate examples, models, or strategies to provide clarity and to differentiate instruction to meet needs of all students.
- Knowledge of vertical alignment in the content area is seen in the selection of models and materials for differentiating instruction.

1.5 The teacher demonstrates skills relevant to the subject area(s) taught.

- Teacher provides a variety of learning activities based on relevance to the subject and alignment to the curriculum standards.
- Teacher selects and uses appropriate high-yield instructional strategies (such as Marzano, Hattie, and others) to promote student engagement with the content.
- Teacher chooses appropriate manipulatives, resources and strategies for alignment to the standard and to support the learning objective.
- Teacher uses different representations and techniques to model the essential knowledge or skill during the lesson.
- Teacher selects effective examples, using them to explain and model sequential steps for any process(es) or skill(s) taught during the lesson.
- Teacher effectively uses the tools relevant to the subject (writing teacher models the writing process, geometry teacher uses graphing software, history teacher selects primary sources, science teacher models scientific method, and so on).
- Questions (selected based on the instructional goal) are incorporated throughout the lesson to monitor student learning and to adjust instruction accordingly.
- Teacher uses subject-specific and academic language and displays important vocabulary as a reference for student learning.
- Teacher accurately presents the content of the standard without over-reliance on textbook or script.
- Teacher spirals instruction to build increasing student proficiency with the skills embedded in the standard.
- Teacher facilitates learning through multiple modalities (tactile, visual, auditory) and provides exemplars for student reference.

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1.6 The teacher bases instruction on goals that reflect high expectations and an understanding of the subject.

- Teacher uses student work, student observation and other formative data (such as pre- and post-assessments) to set rigorous instructional goals, select teaching strategies, and inform groupings that will appropriately challenge each student.
- The learning objective clearly defines the expected learning target (conditions, behavior, and conditions) for all students.
- Teacher delivers instruction and provides differentiated assignments that reflect high expectations for all students.
- Teacher uses higher-order questioning to determine student's depth of understanding in the subject and to further develop and extend student thinking.
- Student assignments are at the appropriate level of difficulty to challenge student's thinking.
- Student questions, responses, and visual evidence (such as posted work samples and work products) confirm high expectations for student learning.
- Teacher serves as facilitator, providing opportunity for student-centered instruction and/or inquiry-based learning.

1.7 The teacher demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.

- Teacher develops anticipatory set and structures the lesson to create a scaffold for learning that is appropriate for cognitive and developmental levels of all students.
- Teacher uses age-appropriate language, tone of voice, and instructional strategies throughout the lesson.
- Teacher selects strategies and teaching materials that are relevant to student's age, cognitive level, cultural background and interest level.
- The learning environment is arranged to facilitate age-appropriate learning interactions and to address multiple student learning styles.
- Classroom routines are clearly established, communicated, and followed by teacher and students, and are tailored to the specific intellectual, social and emotional characteristics of the particular age group.
- Teacher selection of grouping strategies (whole v. group), transitions (seat time v. movement), activities (collaborative v. independent), and use of modalities (visual, auditory, kinesthetic) reflects sensitivity to age, developmental, cognitive, and interest level of students.

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1.7 The teacher demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. (continued)

- Teacher and student interactions demonstrate mutual respect.
- Teacher maintains student interest and focus on learning by providing engaging, age-appropriate learning activities for all students.
- Teacher uses knowledge of students to anticipate learning problems.
- Teacher and students support constructive discourse during instruction, creating a culture wherein all learners may:
 - ask questions,
 - make claims,
 - support their own claims, and/or
 - critique or provide feedback to claims of others.
- Teacher incorporates student interests and cultural heritage in classroom artifacts, books, posters, and instruction (materials, resources, assignments).
- Teacher provides accommodations identified in student’s IEP/instructional plan.
- Learning experiences (including questioning and problem-solving tasks) challenge the thinking of all students at high cognitive levels.

1.8 The teacher communicates clearly and checks for understanding.

- Teacher communicates the learning goal/objective (with behavior, conditions, and criteria) to students, revisiting it during the lesson to check progress.
- Students can articulate the learning goal in terms of what they must know and be able to do.
- Teacher articulates the lesson content accurately and clearly, from opening to closure, facilitating activities and asking questions that stimulate students to engage and extend learning.
- Teacher gives clear oral and written directions.
- Teacher maintains proximity to students, observing and monitoring student learning (walkabout and quick check) and adjusting instruction appropriately.
- Teacher uses a variety of strategies to check student understanding throughout the lesson (including but not limited to questioning with wait time, prompting, probing, signaling, “dipsticking”, “parking lot notes”, quick writes, exit tickets).

1.8 The teacher communicates clearly and checks for understanding. (continued)

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- Teacher paces lesson appropriately, adjusting (based on checks for understanding) to ensure closure/summarization.
- Teacher models use of summarization and paraphrasing.
- Prior to the end of the lesson, teacher discusses 'next steps' with students in order to extend learning.
- Teacher provides opportunity for summarization of the lesson (by students and teacher) during closure.
- Teacher conferences with students (increasing communication and supporting student participation in own learning.)
- At end of lesson, students demonstrate that they have met the learning goal/objective for the lesson.