

STANDARD (1) One: PROFESSIONAL KNOWLEDGE

Teacher “LOOK FORS”

1.1 Effectively addresses appropriate curriculum standards

- The objective(s) is aligned with the lesson being taught and is visible for all students.
- The objective(s) are posted and stated in the lesson and includes condition(s), behavior(s) and criteria. (Students can recall what they will be learning, how they will learn it and know the criteria for success).
- Vocabulary used among students is directly related to the curriculum framework.
- Utilizes current VDOE resources (ESS, blueprints, curriculum framework, standards).
- Instruction is evidenced by lesson plans and observations and are aligned with and utilize:
 - the curriculum framework
 - include SOL objectives that are written with a behavior, condition, and criteria
 - appropriate vocabulary, knowledge and skills, big ideas and questions
 - blueprints, scope and sequence, ESS, blueprints, curriculum framework
 - essential knowledge/ skills
 - appropriate resources, (state and division resources – wiki, pacing guides, outlines)
 - the instruction relates to SOL objectives.

1.2 Integrates key content elements and facilitates students’ uses of higher level thinking skills instruction

- The teacher provides learning experiences that are appropriate for all learning needs.
- Instruction is aligned with the content and cognitive level of the essential knowledge and skill.
- Instruction reflects scaffolding of prerequisite skills moving from foundational to rigorous.
- Teacher uses a variety of planned questions and a variety of questioning techniques to include multiple choice, multiple responses, TEIs, short answers and higher level questions.
- Observations of
 - 21st Century Learning Skills to include:
 - engage in problem solving,
 - oral and written communication,
 - critical thinking skills,

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- math process goals
- and the use of higher order thinking and questioning based on Blooms Taxonomy, Webb's, depth of knowledge and Marzano
- demonstrates an understanding of key terminology and elements
- students explain and justify their thinking and responses

1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications

- Activate prior knowledge using probing questions concerning past content.
- Create an anticipatory set
- Daily warm-ups that spiral back for review
- Use of content specific reading material that relates to real world experiences and application
- Reading text that correlates with multiple content areas
- Making connections to relevant real life situations using real world examples
- Uses accurate knowledge to integrate concepts across the curriculum
- Establishes relevancy to the lesson
- Wide range of pedagogical knowledge and anticipates student's misconceptions
- Questions showing relationships to other content areas
- Students are engaged in real world learning experiences and are applying metacognition strategies to include but not limited to making connections, generating questions and summarizing.
- Evidence of review/linkage of previously learned content in the form of Do Nows, bell ringers, oral review, mindset, and exit tickets

1.4 Demonstrates an accurate knowledge of the subject matter.

- Feedback provided to student shows depth of knowledge
- Accuracy of content
- Selecting relevant resources
- Accepts multiple ways that students may respond
- Addresses misconceptions, common errors
- Relate the content to the big idea
- Posting of the essential questions showing correlation to the big idea
- Relevant resources were made available for students
- Uses appropriate content area vocabulary and that is reflective of vocabulary in the curriculum framework
- Can answer student questions and extends their thinking
- Uses a variety of strategies and resources to present information to all students

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- Differentiated content activities that may include: small group, independent, student choice, and various resources
- Teacher demonstrates
 - Ability to clearly explain processes/strategies to students,
 - students' ability to explain processes,
 - multiple delivery method of same content,
 - fluency,
 - starting with the end result in mind
- Students create and use learning tools such as concept maps, graphic organizers, technology, manipulatives and other creations.

1.5 Demonstrates skills relevant to the subject area(s) taught.

- Models appropriate examples and connections
- Models effectively applicable research-based process skills in lessons relevant to subjects taught
- Bridges the gap from one discipline to another, using designated transitions
- Shows ability to:
 - communicate and clearly articulate content,
 - model,
 - facilitate, and
 - demonstrate appropriate content to students
- Content specific look fors:
 - Justifies steps to finding mathematics solutions
 - Teacher knows the writing process and follows the six traits of writing
 - Sorts words for teacher-prepared and correctly leveled Word Study
 - Uses CRA in math class (Concrete, Representational, Abstract)
 - Uses tools of science and applies the experimental design

1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.

- Introduces and models concepts using concrete materials before moving to representational, and finally abstract (Concrete, Representational, Abstract)
- Clearly identifies learning goals for students
- Demonstrates connection between the instruction and objectives
- Goals/expectations include:
 - progression of skills/scaffolding,
 - higher order thinking questions based on levels of Blooms,
 - essays, open ended questions

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- small group lists, times, skill, rotational schedule, procedure for grouping students

1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.

- Selects and uses age appropriate content, materials, activities and research-based strategies
- Uses assessed vocabulary
- Differentiates instruction to meet all student's needs
- Promotes cooperative learning through flexible grouping
- Uses manipulatives to find solutions
- Incorporates movement in lesson
- Provides students with appropriate wait time
- Varies levels of difficulty and duration of learning activities depending upon student needs
- Facilitates learning experiences that address different modalities
- Facilitates learning experiences that address diversity
- Allows for personal choice and voice of the student

1.8 Communicates clearly and checks for understanding.

- Sustained formative assessments
- Provides continuous and clear feedback to students
- Uses language appropriate for the learner (standard English)
- Responds to student feedback
- Uses appropriate questioning techniques
- Provides clear directions
- Provides closure to the lesson