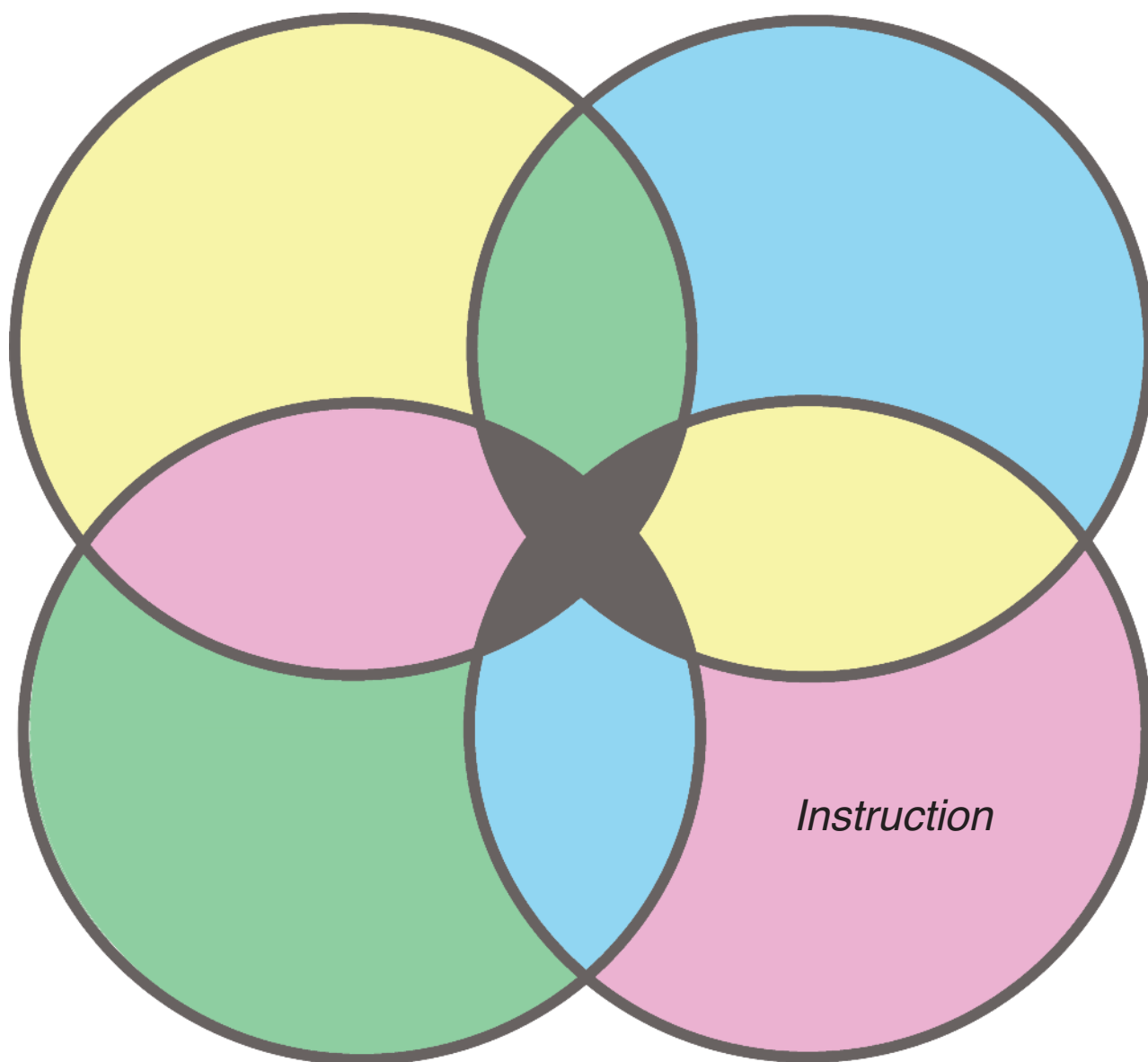


The Framework for Teaching Evaluation Instrument

DOMAIN 3 Instruction



3a Communicating with Students

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity, and imagination; when expanding upon the topic is appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry-based science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students. Elements of component 3a:

Expectations for learning

The goals for learning are communicated clearly to students. Even if goals are not conveyed at the outset of a lesson (for example, an inquiry-based lesson in science), by the end of the lesson students are clear about what they have been learning.

Directions and procedures

Students are clear about what they are expected to do during a lesson, particularly if they are working independently or with classmates, without direct teacher supervision. The directions for the lesson activities may be provided orally, in writing, or in some combination of the two.

Explanations of content

Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, when opportunity arises, anticipate possible student misconceptions.

Use of oral and written language

For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.

Indicators:

- Clarity of the purpose of the lesson
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts
- Students comprehension of content
- Correct and imaginative use of language

3a Communicating with Students—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A student asks: “What are we supposed to be doing?” but the teacher ignores the question.</p> <p>The teacher states that to add fractions they must have the same numerator.</p> <p>Students have a quizzical look on their faces; some may withdraw from the lesson.</p> <p>Students become disruptive, or talk among themselves in an effort to follow the lesson.</p> <p>The teacher uses technical terms with an elementary class without explaining their meanings.</p> <p>The teacher tends to say “ain’t.”</p>	<p>The teacher mispronounces some common words.</p> <p>The teacher says: “And oh, by the way, today we’re going to factor polynomials.”</p> <p>A student asks: “What are we supposed to be doing?” and the teacher clarifies the task.</p> <p>Students ask, “What do I write here?” in order to complete a task.</p> <p>Having asked students only to listen, the teacher says: “Watch me while I show you how to ...”</p> <p>A number of students do not seem to be following the explanation.</p> <p>Students are inattentive during the teacher’s explanation of content.</p>	<p>The teacher says, “By the end of today’s lesson, you’re all going to be able to factor different types of polynomials.”</p> <p>In the course of a presentation of content, the teacher asks students: “Can anyone think of an example of that?”</p> <p>The teacher uses a board or projection device so students can refer to it without requiring the teacher’s attention.</p>	<p>The teacher says: “Here’s a spot where some students have difficulty ... be sure to read it carefully.”</p> <p>The teacher asks a student to explain the task to other students.</p> <p>When help is needed, a student offers clarification about the learning task to classmates.</p> <p>The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold but sunny day or by the water in a hose that has been sitting in the sun.</p> <p>The teacher says: “Who would like to explain this idea to us?”</p> <p>The teacher pauses during an explanation of the civil rights movement to remind students that the prefix “in,” as in “inequality,” means “not” and that the prefix “un” means the same thing.</p>

UNSATISFACTORY	BASIC
<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher’s explanation of the content contains major errors.</p> <p>The teacher’s spoken or written language contains errors of grammar or syntax.</p> <p>The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.</p>

Critical Attributes

<p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>Students indicate through their questions that they are confused about the learning task.</p> <p>The teacher makes a serious content error that will affect students’ understanding of the lesson.</p> <p>Students indicate through body language or questions that they don’t understand the content being presented.</p> <p>Teacher’s communications include errors of vocabulary or usage.</p> <p>The teacher’s vocabulary is inappropriate to the age or culture of the students.</p>	<p>The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation.</p> <p>The teacher must clarify the learning task so that students can complete it.</p> <p>The teacher makes no serious content errors but may make a minor error.</p> <p>The teacher’s explanation of the content consists of a monologue or is purely procedural, with minimal participation by students.</p> <p>Vocabulary and usage are correct but unimaginative.</p> <p>Vocabulary is too advanced or too juvenile for the students.</p>
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PROFICIENT

DISTINGUISHED

The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.

Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.

During the explanation of content, the teacher invites student intellectual engagement.

Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.

The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.

The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.

Students contribute to extending the content and help explain concepts to their classmates.

The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

The teacher states clearly, at some point during the lesson, what the students will be learning.

If the tactic is appropriate, the teacher models the process to be followed in the task.

Students engage with the learning task, indicating that they understand what they are to do.

The teacher makes no content errors.

The teacher's explanation of content is clear and invites student participation and thinking.

The teacher's vocabulary and usage are correct and completely suited to the lesson.

The teacher's vocabulary is appropriate to the students' ages and levels of development.

In addition to the characteristics of "proficient":

The teacher points out possible areas for misunderstanding.

Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.

All students seem to understand the presentation.

The teacher invites students to explain the content to the class or to classmates.

Teacher uses rich language, offering brief vocabulary lessons where appropriate.

