



## Domain: Planning

### Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

### Pedagogical Skills Relevant to the Subject Area

#### High School Spanish, Ms. Sandra Buitrago, "Vocabulary Introduction" 9:53

[http://www.montgomeryschoolsmd.org/departments/development/resources/spanish\\_wheatonhs/02.shtm](http://www.montgomeryschoolsmd.org/departments/development/resources/spanish_wheatonhs/02.shtm)

This Spanish 3 class is beginning a unit on wellness. Many of the vocabulary terms are quite similar to their English equivalents (cognates or near-cognates). Ms. Buitrago has students activate prior knowledge in this area, and then define the new vocabulary by matching terms and their English equivalents in an activity with a partner. She speaks in fluent Spanish to provide full emersion in the target language for her students.

### Relevant Learning Experiences

#### Grade 6 Science, "Alternate Energy" 10:20

[http://www.montgomeryschoolsmd.org/departments/development/resources/Alternative\\_Energy/01.shtm](http://www.montgomeryschoolsmd.org/departments/development/resources/Alternative_Energy/01.shtm)

In this video, the teacher models how to introduce an Alternative Energy unit. The lesson occurs after instructional sequences on electricity, magnetism, and electromagnetism and sets the stage for an Energy Summit. The use of classroom technology and knowledge of current events help this teacher make learning relevant to students and links the lesson to real-world experiences.

### Making Inferences

*Note: A free account must be created to access this video.*

#### Teacher Development > Content Strategies > Making Inferences > Featured Video

#### Grade 7 Language Arts, Ms. Farrell, "Preparing Students to Read: Word and Inference Walls" 6:36

[http://successatthecore.org/teacher\\_development\\_featured\\_video.aspx?v=27](http://successatthecore.org/teacher_development_featured_video.aspx?v=27)

This middle school language arts teacher uses a word wall to review vocabulary with her middle school students who are reading *The Outsiders*. She correlates story elements to the daily lives of students and designs an assignment that requires students to use story clues to make predictions. The teacher's narrative indicates her awareness of the need for students to learn to make inferences in science, and she incorporates this skill into her language arts lesson.

### Posing a Challenge

*Note: A free account must be created to access this video.*

#### Teacher Development > Content Strategies > Posing a Challenge > Featured Video

#### Grade 8 Math, Mr. Ivy, "Challenging Students to Discover Pythagoras" 8:50

[http://successatthecore.org/teacher\\_development\\_featured\\_video.aspx?v=23](http://successatthecore.org/teacher_development_featured_video.aspx?v=23)

This teacher combines the use of classroom technology with math content to design a challenging lesson for students focused on the Pythagorean Theorem. The teacher's commentary indicates his thoughtfulness about best practices in lesson delivery.

### Links Content to Real-World Experiences and Applications

#### High School Technology Class, Ms. Davis 4:25

<http://www.edutopia.org/digital-generation-teachers-vicki-davis-video>

Vicki Davis leverages wikis, blogs, podcasts, virtual worlds, and other new media tools to connect students in rural Georgia to the world. She uses technology to facilitate the intellectual, social, and emotional growth of her students. She exhibits pedagogical skills that are relevant to the subject area of technology and uses best practices based on current research.

### Integrates Key Content Elements and Links Content to Real-World Application

#### Elementary School Integrated Studies 2:53

<http://www.edutopia.org/integrated-studies-introduction-video>

This video highlights an integrated learning project at an elementary school. The project, called the Ironworks Project, includes the curriculum standards in five content areas which teachers integrate through real-world applications.

# Teacher Assessment on Performance Standards Video Vignettes

## Standard 2: Instructional Planning

The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

### Elementary Teacher Planning Meeting

#### Analyzes and Uses Student Learning Data to Inform Instruction 32:47

[http://www.montgomeryschoolsmd.org/departments/development/resources/MSTAT\\_HighlandES/index.shtm](http://www.montgomeryschoolsmd.org/departments/development/resources/MSTAT_HighlandES/index.shtm)

(see Planning Session 2)

This video illustrates how a team of teachers plan together for reading and writing instruction in fifth grade. The planning session is co-facilitated by Meredith Mc Nerney (Reading Specialist) and Robin Weber (fifth grade team leader) at Highland Elementary School. They are joined by the fifth grade team, the ESOL teacher, the resource teacher, and the SDT. All participants are invited to actively engage in the discussion of how to support student achievement. The team discusses when to schedule formative and summative assessments following a class study of big idea and theme.

### Common Formative Assessments

#### Leadership Development > Modules > Common Formative Assessments > Videos

#### Middle School Mathematics, “Guiding Instruction through CFAs” 9:32

*Note: A free account must be created to access this video.*

[http://successatthecore.org/leadership\\_development\\_video.aspx?v=1](http://successatthecore.org/leadership_development_video.aspx?v=1)

Teachers in this middle school start with the assessments that are published with their texts and then make adjustments to those assessments to ensure an accurate reading on students’ progress. They use the information gained from these samples of student work to identify specific teaching strategies that need to be adjusted and which concepts need more work. They not only share strategies with each other, they explain their steps to the students and involve them in the process.

### Instructional Expertise

#### Leadership Development > Modules > Instructional Expertise > Videos

#### 8<sup>th</sup> Grade Science, “Using Expertise to Regroup Students” 8:12

*Note: A free account must be created to access this video.*

[http://successatthecore.org/leadership\\_development\\_video.aspx?v=13](http://successatthecore.org/leadership_development_video.aspx?v=13)

Teachers collaborate to effectively plan lessons and use flexible grouping to enhance student mastery. The narrative stresses the importance of team dynamics in the process of planning for instruction and sharing a common responsibility for all students, i.e., “not my students or your students, but our students”.

### Effectively Plans and Aligns Lesson Objectives to Standards and Develops/Adapts Plans as Needed

#### Mesquite Elementary “How Teachers Collaborate Online and in School” 3:00

<http://www.edutopia.org/stw-differentiated-instruction-budget-resource-collaboration-video>

This video highlights a district’s focus on the importance of effective planning. The development of a Wiki and other practices allow teachers to creatively and efficiently plan and adjust instruction to meet the unique needs of their students.

**Teacher Assessment on Performance Standards  
Video Vignettes**

**Domain: Instructional Delivery**

**Standard 3: Instructional Strategies**

The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.

**Differentiating Content, Process, Product, & Learning Environment**

**Grade 5 Math, Mr. David Fry, “Math Labs Program: Probability”**

(Guided Groups & Guided Groups 1) 3:23 and 11:32

[http://www.montgomeryschoolsmd.org/departments/development/resources/math\\_lab\\_waterslanding2/03.shtm](http://www.montgomeryschoolsmd.org/departments/development/resources/math_lab_waterslanding2/03.shtm)

[http://www.montgomeryschoolsmd.org/departments/development/resources/math\\_lab\\_waterslanding2/04.shtm](http://www.montgomeryschoolsmd.org/departments/development/resources/math_lab_waterslanding2/04.shtm)

This video highlights a teacher differentiating the instructional content, process, product, and learning environment to meet individual learner needs. The teacher uses flexible grouping strategies and provides developmentally appropriate activities to develop critical and creative thinking and to challenge students to achieve their learning goals.

**Writing with Detail**

**Teacher Development > Instructional Strategies > Writing with Detail > Descriptive Writing**

**Grade 7 ELA, Mr. Allen, “A Descriptive Writing Experience” 7:14**

*Note: A free account must be created to access this video.*

[http://www.successatthecore.com/teacher\\_development\\_featured\\_video.aspx?v=37](http://www.successatthecore.com/teacher_development_featured_video.aspx?v=37)

In this video, the teacher builds upon students’ existing knowledge and skills to teach students how to use sensory details in their writing. The teacher engages students in authentic learning by providing real-life examples, engages students in active learning, and sustains student interest throughout the lesson.

**Cooperative Learning**

**Teacher Development > Instructional Strategies > Cooperative Learning > Big Brain**

**Grade 7 Math, Ms. Cleveland, “Teaching as Facilitation: CMP Problem Big Brain Cooperative Learning”**

*Note: A free account must be created to access this video.* 8:10

[http://www.successatthecore.com/teacher\\_development\\_featured\\_video.aspx?v=28](http://www.successatthecore.com/teacher_development_featured_video.aspx?v=28)

The video highlights the teacher’s employment of the cooperative learning protocol, Big Brain, to promote sharing ideas, higher-order thinking, and problem-solving. The teacher uses appropriate instructional technology to enhance student learning and engages students in active learning to sustain their interest.

**Inquiry-based Learning**

**Teacher Development > Instructional Strategies > Promoting Inquiry**

**Grade 7 ELA, Ms. Fansler, “Inquiry-based Discussion: *To Kill a Mockingbird*”**

*Note: A free account must be created to access this video.* 9:33

[http://www.successatthecore.com/teacher\\_development\\_featured\\_video.aspx?v=31](http://www.successatthecore.com/teacher_development_featured_video.aspx?v=31)

The video highlights the teacher’s use of inquiry-based strategies to engage students in a discussion about their learning. The teacher uses questioning techniques to check for understanding and promote higher-order thinking.

**Integrating Technology**

**High School Science, Aaron Sams, “Flipped Classroom” 2:15**

<http://www.youtube.com/watch?v=2H4RkudFzlc>

In this video, the teacher uses instructional technology and research-based instructional strategies to deliver direct-instruction asynchronously and dedicates classroom time to facilitate student-centered instruction, activities that promote higher-order thinking and problem-solving, and provide opportunities for discovery, support, remediation, and enrichment.

## Teacher Assessment on Performance Standards Video Vignettes

### **Standard 4: Differentiated Instruction**

The teacher challenges students by providing appropriate content and developing skills which address individual learning differences.

#### **Guided Groups**

**Teacher Development > Assessment Strategies > Guiding Self-Assessment > Guided Groups**

**Grade 8 ELA , Ms. Shawna Moore, “Guided Groups” 5:44**

*Note: A free account must be created to access this video.*

[http://www.successatthecore.com/teacher\\_development\\_featured\\_video.aspx?v=38](http://www.successatthecore.com/teacher_development_featured_video.aspx?v=38)

In this video, the teacher facilitates a mini-lesson reviewing similes, metaphors, and analogies to ascertain students' understanding of the concepts prior to providing them opportunity to apply their learning. Through the use of student self-assessment, the teacher differentiates the learning process to meet students individual learning needs. In addition, the teacher employs flexible grouping strategies providing for remediation and enrichment to further student understanding of the material and to accommodate learning needs/goals.

#### **Differentiating Process and Product to Accommodate for Diverse Learning Needs**

**Teacher Development > Support Structures Strategies> Differentiating Instruction**

**Grade 7 ELA, Mr. Allen, “The Workshop Model” 14:02**

*Note: A free account must be created to access this video.*

[http://www.successatthecore.com/teacher\\_development\\_featured\\_video.aspx?v=43](http://www.successatthecore.com/teacher_development_featured_video.aspx?v=43)

In this video, the teacher implements flexible grouping using the Workshop Model to encourage appropriate peer interaction and to accommodate learner needs. The teacher also uses this strategy to develop critical and creative thinking skills by providing the appropriate level of challenge for students.

#### **Remediation and Enrichment**

**Mesquite Elementary School, “Re-teach and Enrich: How to Make Time for Every Student” 4:53**

<http://www.edutopia.org/stw-differentiated-instruction-budget-assessment-video>

This school encourages and supports innovative collaboration to identify and accommodate the needs of all students. Teachers use formal and informal assessment strategies to plan and provide remediation and enrichment activities to further students' understanding of critical concepts.

#### **Differentiating Content, Process, Product**

**Forest Lake Elementary, “Differentiated Instruction Ignites Elementary School Learning”**

<http://www.edutopia.org/stw-differentiated-instruction-south-carolina> 5:13

This video highlights a school where differentiated instruction is the expectation and the use of assessment data is the norm. Teachers use a variety of instructional tools, including technology, to differentiate content, process, and product to accommodate student learning needs and goals. Through partnerships with NASA and the use of web-based activities, students at all grade and learning levels are challenged to think critically and creatively. The school staff has high expectations for all stakeholders.

# Teacher Assessment on Performance Standards Video Vignettes

## Domain: Assessment of and for Learning

### Standard 5: Assessment Strategies

The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

### Uses Formal and Informal Assessments for Diagnostic, Formative, and Summative Purposes

**Grade 5 Math, Mr. David Fry, “Math Lab Program: Probability”,(Overview and Warm Up) 1:52 2:00**

[http://www.montgomeryschoolsmd.org/departments/development/resources/math\\_lab\\_waterslanding2/01.shtm](http://www.montgomeryschoolsmd.org/departments/development/resources/math_lab_waterslanding2/01.shtm)

In this video, the teacher describes how he plans for differentiated instruction. He explains how he determines which students to place in which of two groups: re-teach group or accelerate group. During the warm up, the teacher quickly assesses student responses and uses them to place students into one of three guided groups.

### Elementary School Teacher Planning Session

### Uses Formal and Informal Assessments for Diagnostic, Formative, and Summative Purposes

**Grade 2 Planning Team, Highland Elementary School, (Planning Session 1) 30:31**

[http://www.montgomeryschoolsmd.org/departments/development/resources/MSTAT\\_HighlandES/index.shtm](http://www.montgomeryschoolsmd.org/departments/development/resources/MSTAT_HighlandES/index.shtm)

This video illustrates how a team of teachers plan together for reading instruction in second grade at Highland ES. The planning session is facilitated by Meghane Vaughan (Focus Teacher). She is joined by the second grade team, the ESOL teacher, the resource teacher, and the SDT. All participants are invited to actively engage in the discussion of how to support student achievement in written response to reading. The team uses their instructional guides to plan for the upcoming study of informational text. Each teacher shares her professional expertise with her colleagues in a team effort to advance student growth in reading.

### Middle School Common Assessments

*Note: A free account must be created to access this video.*

### Leadership Development > Modules > Common Formative Assessments > Videos

**Wilson Middle School, “Guiding Instruction through CFAs” 9:24**

[http://successatthecore.org/leadership\\_development\\_video.aspx?v=1](http://successatthecore.org/leadership_development_video.aspx?v=1)

Teachers in this middle school start with the assessments that are published with their texts and then make adjustments to those assessments to ensure an accurate reading on students’ progress. They use the information gained from these samples of student work to identify specific teaching strategies that need to be adjusted and which concepts need more work. They not only share strategies with each other, they explain their steps to the students and involve them in the process.

### Middle School Team Planning

### Leadership Development > Modules > Instructional Expertise > Videos

**Grade 8 Science ,Covington Middle School, “Using Expertise to Regroup Students” 7:52**

*Note: A free account must be created to access this video.*

[http://successatthecore.org/leadership\\_development\\_video.aspx?v=13](http://successatthecore.org/leadership_development_video.aspx?v=13)

Teachers collaborate to effectively plan lessons and use flexible grouping to enhance student mastery. The narrative stresses the importance of team dynamics in the process of planning for instruction and sharing a common responsibility for all students, i.e., “not my students or your students, but our students”.

### Secondary Authentic Assessment

### Collaborates to Develop Common Assessments and Aligns Assessment with Curriculum

**New York School of the Future, “What is ‘Authentic Assessment?’” 3:49**

<http://www.edutopia.org/stw-assessment-school-of-the-future-introduction-video>

Educators at New York's School of the Future have enjoyed great success at teaching and assessing their students. Both efforts are squarely focused on student understanding of fundamental concepts and real-life learning. Making these efforts relevant and authentic has been the cornerstone of their success.

## Teacher Assessment on Performance Standards Video Vignettes

### **Standard 6: Assessment Strategies**

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both student, and parents.

#### **Adjusts Instruction After Informal Assessment**

**Grade 5 Math, Mr. David Fry, “Math Labs Program: Probability”  
(Warm Up and Guided Group) 2:00 3:23**

[http://www.montgomeryschoolsmd.org/departments/development/resources/math\\_lab\\_waterslanding2/01.shtm](http://www.montgomeryschoolsmd.org/departments/development/resources/math_lab_waterslanding2/01.shtm)

In this video, the teacher describes how he plans for differentiated instruction. He explains how he determines which students to place in which of two groups: re-teach group or accelerate group. During the warm up, the teacher quickly assesses student responses and uses them to place students into one of three guided groups.

#### **Guides Students in Assessing Their Own Learning**

**Teacher Development > Assessment Strategies > Guiding Self Assessment**

**Grade 7 Math, Mr. Egger, “Quality Evidence Rubrics” 4:41**

*Note: A free account must be created to access this video.*

[http://successatthecore.org/teacher\\_development\\_featured\\_video.aspx?v=40](http://successatthecore.org/teacher_development_featured_video.aspx?v=40)

Students score themselves on standard mastery using a rubric. The teacher highlights that students must give specific, standards-based reasons for their scores on the rubric. He emphasizes quality in explaining that the rubric will serve as a guide for their commentary. He guides students into articulating their own next steps toward standard mastery.

#### **Middle School Common Assessments**

*Note: A free account must be created to access this video.*

**Leadership Development > Modules > Common Formative Assessments > Videos**

**Grade 7 ELA, Covington Middle School, “Using CFAs to Improve Teaching and Learning” 6:17**

[http://successatthecore.org/leadership\\_development\\_video.aspx?v=2](http://successatthecore.org/leadership_development_video.aspx?v=2)

This video illustrates how an English language arts team at Covington Middle School makes use of the essential capacities to refine their instructional approaches. In developing, using, and analyzing common formative assessments, the English language arts content team: appreciates a range of data, articulates its learning goals, analyzes assessment data, uses data to modify instruction, and embraces collaboration.

#### **Elementary School Assessment**

**Uses Relevant Data to Measure Student Progress**

**Forest Lake Elementary, “How Differentiated Instruction and Formative Assessment Work at Forest Lake Elementary” 5:44**

<http://www.edutopia.org/stw-differentiated-instruction-learning-styles-video>

Educators use frequent formative assessments to determine the needs of each student at Forest Lake Elementary School, and then leverage technology to tap into their learning styles. Students are frequently assessed using current technology for the purpose of devising individual learning targets.

#### **Middle School Assessment**

**Designs Appropriate Interventions and Provides Frequent Feedback to Students**

**Grade 6 Humanities, Ms. Kaufman, “Make Sure They Are Learning” 4:50**

<http://www.edutopia.org/stw-assessment-authentic-reading-skills-teacher-video>

Sticky notes coalesce into high-level analytical thinking in Sarah Kaufman's 6th grade humanities class, where complex concepts are broken down into manageable pieces that help students master challenging assignments.

**Teacher Assessment on Performance Standards  
Video Vignettes**

**Domain: Learning Environment**

**Standard 7: Positive Learning Environment**

The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

**Fostering a Warm & Supportive Classroom Environment**

**Teacher Development > Content Strategies > Writing for Different Purposes**

**Ms. Fansler, Grade 7 ELA, “Understanding Author’s Purpose” 10:56**

*Note: A free account must be created to access this video.*

[http://www.successatthecore.com/teacher\\_development\\_featured\\_video.aspx?v=24](http://www.successatthecore.com/teacher_development_featured_video.aspx?v=24)

In this video, the teacher promotes a warm and supportive classroom environment and arranges the classroom and materials to facilitate group and individual activities. The teacher models caring, fairness, and enthusiasm for learning. Through small group and whole class discussions and activities, the teacher creates a climate of trust and teamwork.

**Maintaining High Expectations for Student Learning**

**Teacher Development > Instructional Strategies > Facilitating Student-Centered Discussion**

**Grade 8 Science, Mr. English, “Facilitating Academic Discourse” 8:39**

*Note: A free account must be created to access this video.*

[http://www.successatthecore.com/teacher\\_development\\_featured\\_video.aspx?v=29](http://www.successatthecore.com/teacher_development_featured_video.aspx?v=29)

This video depicts the teacher’s facilitation of small group and whole class discussions to refine students’ understanding of content-area concepts. The teacher actively listens and responds to students’ learning needs and promotes a climate of trust and teamwork.

**Promoting Teamwork and Respecting Diversity**

**Various Physical Education Teachers, “The New PE Runs on Fitness, Not Competition” 9:03**

<http://www.edutopia.org/new-physical-education-movement-video>

This video highlights several teachers, who through the use of collaborative games and cooperative challenges, promote respect for and understanding of students’ diversity as well as a climate of trust and teamwork in the classroom.

**Arranging the Classroom Environment to Facilitate Learning**

**Grade 6 Science, Mr. Rob Olagasti, “Thinking Big about the Environment” 4:28**

<http://www.edutopia.org/stw-assessment-authentic-student-engagement-video>

This video depicts a teacher modeling caring, respect, and enthusiasm for learning. The teacher creates an attractive, inviting, and supportive environment that encourages creativity, promotes discovery, and affords students the opportunity to be facilitators of learning. The video also highlights performance behaviors relative to the Academically Challenging Environment standard as the teacher encourages students to explore new ideas and take risks in their learning.

**Modeling Caring, Fairness, and Respect**

**Mr. Chris Opitz, Grade 5 Math, Alaska “Cooperative Learning Fits into the Calculations” 8:30**

<http://www.edutopia.org/math-social-activity-cooperative-learning-video>

In this video, the teacher integrates social and emotional learning in the subject area, promoting consensus building with students to establish clear expectations of classroom routines, rules, and procedures and works with the students to enforce them consistently and appropriately. The teacher creates a supportive environment and also models caring, respect, and enthusiasm for learning.

## Teacher Assessment on Performance Standards Video Vignettes

### **Standard 8: Academically Challenging Environment**

The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

#### **Challenging & Relevant Assignments**

##### **Teacher Development > Instructional Strategies > Conducting Investigations**

##### **Grade 8 Math, Mr. Ivy, “Challenging Students to Discover Pythagoras” 8:50**

*Note: A free account must be created to access this video.*

[http://www.successatthecore.com/teacher\\_development\\_featured\\_video.aspx?v=23](http://www.successatthecore.com/teacher_development_featured_video.aspx?v=23)

In this video, the teacher provides academic rigor and challenges students to explore new ideas and take risks as he guides students to discover new concepts. The teacher maximizes instructional time and encourages productivity by providing students with appropriately challenging and relevant material and assignments.

#### **Maximizing Instructional Time with Challenging & Relevant Assignments**

##### **Teacher Development > Support Structures Strategies > Scaffolding a Lesson**

##### **Grade 8 Science, Mr. Olive, “Preparing for Mineral Identification” 11:54**

*Note: A free account must be created to access this video.*

[http://www.successatthecore.com/teacher\\_development\\_featured\\_video.aspx?v=36](http://www.successatthecore.com/teacher_development_featured_video.aspx?v=36)

This video highlights a teacher uses real world-connections to encourage students to think critically, learn complex concepts and language, and achieve learning goals. The teacher maximizes instructional time transitioning seamlessly from whole to small group discussions and activities.

#### **Providing Academic Rigor: Encouraging Creative & Critical Thinking**

##### **High School Geometry, Eveea Reader, “Applying Math Skills to Real-World Problems” 10:35**

<http://www.edutopia.org/mountlake-terrace-geometry-real-world-video>

In this video, the teacher provides students with challenging and relevant assignments involving architectural design that enhances their understanding of geometry concepts. Through the project-based learning assignment, the teacher communicates high but reasonable expectations for all learners, providing academic rigor, encouraging critical and creative thinking, and pushing students to achieve learning goals. The video also highlights performance behaviors relevant to the Communication standard; for example, the teacher establishes networks with the architectural community to support teaching, learning, and assessment along the way.

#### **Exploring New Ideas & Taking Academic Risks**

##### **Kindergarten Teachers, Auburn Early Education Center, “Five year-olds Pilot Their Own Project-Based Learning”**

<http://www.edutopia.org/kindergarten-project-based-learning-video> 8:39

In this video, kindergarten teachers encourage productivity by providing students with challenging and authentic learning experiences. High expectations are communicated for all students. Through simulations and project-based learning experiences, teachers provide academic rigor and encourage students to explore new ideas and take academic risks.

#### **Climate of High Expectation and Collaboration**

##### **Elementary School Teachers, “High Expectations: Students Learn to Rise to the Occasion” 8:26**

<http://www.edutopia.org/high-expectations-elementary-assessment-video>

In this video, Faubion Elementary School teachers work collaboratively to plan and implement lessons that challenge students to meet learning goals. Teachers expect excellence, and through student-centered classroom instruction and support from community and parents, students meet expectations.

#### **Maximizing Instructional Time**

##### **High School Spanish 3, Ms. Sandra Buitrago, “Spanish Vocabulary” 8:26**

<http://www.edutopia.org/high-expectations-elementary-assessment-video>

In this video, the teacher maximizes instructional time by engaging students in activities that challenge them to explore new ideas. The teacher uses verbal and non-verbal communication techniques to support student collaboration and provide transitions that minimize loss of instruction.



**Teacher Assessment on Performance Standards  
Video Vignettes**

**Domain: Professionalism & Communication**

**Standard 9: Professionalism**

The teacher demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.

**Participates in Ongoing Professional Growth**

**Leadership Development > Modules > Instructional Expertise > Videos**

**Grade 8 ELA, Sylvester Middle School, "Learning Among Teachers" 7:51**

*Note: A free account must be created to access this video.*

[http://successatthecore.org/leadership\\_development\\_video.aspx?v=14](http://successatthecore.org/leadership_development_video.aspx?v=14)

Emphasis is placed on the professional learning that occurs when teachers observe each other and share their "problems of practice" openly. Fridays are reserved for peer observations on areas of focus selected by the teachers themselves. The Math and Literacy Coaches assist in the process by helping to identify experts from within the building and helping to cover classes in order to free teachers to visit each other.

**Identifies Areas of Personal Weaknesses Related to Professional Skills and Their Impact on Learning**

**Leadership Development > Modules > Professional Development > Videos**

**Grade 7 Math, Wilson Middle School, "Supporting Individual Professional Development" 6:48**

*Note: A free account must be created to access this video.*

[http://successatthecore.org/leadership\\_development\\_video.aspx?v=11](http://successatthecore.org/leadership_development_video.aspx?v=11)

The teachers participate in the selection of professional development activities in accordance with the SMART goals for the school. Each department after reviewing their data identifies a goal to monitor and measure during the course of the coming year. The video features clips of teachers working through this selection process.

**Elementary School Teacher Collaborative Planning**

**Sets Goals for Improvement and Participates in Ongoing Professional Growth**

**Grade 4 ELA, Ms. O'Brien, Flower Valley Elementary 6:00**

(Best practices for grading Rubrics/content specific statement)

[http://www.montgomeryschoolsmd.org/departments/development/resources/OARS\\_planning/index.shtm](http://www.montgomeryschoolsmd.org/departments/development/resources/OARS_planning/index.shtm)

In order to deliver curriculum through instruction that is informed by assessment of student learning it is more critical than ever to implement effective planning. This video follows a staff development teacher and a fourth grade teacher engaging in a professional dialogue about instruction including choosing a learning goal, making decisions about the nature of the learning experiences, selecting appropriate activities, determining formative and summative assessment strategies before, during and after the lesson and finally selecting the tools and resources needed.

**Demonstrates Flexibility in Adapting to School Change and Evaluates Personal Strengths and Weaknesses**

**7<sup>th</sup> Grade Science, Ms. Underwood 2:45**

<http://www.edutopia.org/stw-replicating-teachers-story-video>

Science teacher Michelle Underwood once described herself as a "death-by-PowerPoint" lecturer. Today her classroom hums with the energy of students absorbed in collaborative learning projects. Her personal transformation helped change her school.

**Elementary School Collaborative Planning and Participates in Professional Growth**

**Teachers Support Differentiated Learning Through Technology**

**Forest Lake Elementary 4:38**

<http://www.edutopia.org/stw-differentiated-instruction-teacher-development-support-video>

In order to keep up with the latest technology and successfully personalize learning for each student, teachers at Forest Lake Elementary plan lessons together, build a strong support network, and collaborate on professional development.

## Teacher Assessment on Performance Standards Video Vignettes

### **Standard 10: Communication**

The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

#### **Collaborates with Colleagues to Enhance and Promote Student Learning**

##### **Leadership Development > Modules > Instructional Expertise > Videos**

##### **Middle School Coaching Team, “Effective Coaching Systems” 7:15**

*Note: A free account must be created to access this video.*

[http://successatthecore.org/leadership\\_development\\_video.aspx?v=15](http://successatthecore.org/leadership_development_video.aspx?v=15)

Content coaches lead content teams in professional learning and inquiry. Best practices are shared as a matter of routine to help build teachers’ capacity and to ensure the aligned use of formative assessments. Job-embedded professional learning is enhanced through this model. Coaches teach model lessons and co-teach lessons as well as facilitate team growth.

#### **Communicates Effectively With School Personnel in Ways that Enhance Student Learning**

##### **“Schools that Work! Making Art and Politics- Integrated Studies in High School”**

##### **High School AP Government and Art, Ms. Laur and Ms. Wolfgang 4:42**

<http://www.edutopia.org/stw-integrated-studies-york-resources-video>

Teachers Dayna Laur (AP government) and Katlyn Wolfgang (art) at Central York High School in York, Pennsylvania, share their strategies for creating successful integrated studies projects. The effective communication between these two teachers enhances student learning.

#### **Collaborates with Community to Enhance Student Learning**

##### **High School Geometry, Ms. Reeder, “Applying Math Skills to a Real-World Problem” 10:35**

<http://www.edutopia.org/mountlake-terrace-geometry-real-world-video>

Every spring at Mountlake Terrace High School, near Seattle, students in geometry classes work feverishly to complete an architectural challenge: Design a 2,000-student high school to meet learning needs in 2050, fitting it on a given site. In a period of six weeks, students must develop a site plan, a scale model, floor plans, a perspective drawing, a cost estimate, and a written proposal. They must then make an oral presentation to local school architects who judge the projects and "award" the contract -- all making use of geometric and mathematical concepts. The teacher created the project in order to provide a real-life context for geometry.

#### **Secondary School Book Fair and Uses Home Visits as a Mode of Communication**

##### **Yep Prep School, “Yep Prep Cultivates Parent Engagement” 5:07**

<http://www.edutopia.org/stw-yes-prep-parent-involvement-video>

The rigors of this college-prep education place demands on families too. Teachers use home visits and parent and student contracts to communicate learning goals for students. Parent visits to the school often include student presentations of content and other creative exhibitions.

#### **Elementary School Community Outreach**

##### **Creates a Climate of Accessibility for Parents and Students Responds With Cultural Awareness**

##### **CP. Squires Elementary, “A Commonly Collab in Ed” 6:03**

<http://www.edutopia.org/literacy-community-collaboration-squires-video>

C.P. Squires Elementary School harnesses parents, businesspeople, and retirees for academic and financial support and to staff after-school programs. Activities such as *Bagels and Books* enrich the before and after school programs. Literacy is the school’s primary focus for this high poverty, high ELL school.