

Woodstock Community Unit School District #200

D200 Essential Teaching Practices

The expectations listed below are designed to help teachers new to the profession (new teachers with three years or less teaching experience) understand the progression of teaching practices that are all considered essential by all administrators. The essential teaching practices described above are designed to be cumulative. The entire set of essential practices is expected to be demonstrated by new teachers at the end of their first year of employment.

Teachers new to Woodstock CUSD 200 with more than three years of experience are expected to demonstrate the entire set of essential practices by the conclusion of their first administrative observation.

	Planning and Preparation (Domain 1)	Classroom Environment (Domain 2)	Classroom Instruction (Domain 3)	Professional Responsibilities (Domain 4)
Beginning of the Year (November)	<ul style="list-style-type: none"> • Teacher displays accurate understanding of the typical developmental characteristics of the age group. • Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning • Daily lesson plans with clear targets are prepared in advance with attention to short term and unit goals and state standards. • Teacher is aware of students' special learning and medical needs. • Progression of activities is even, with reasonable time allocations • Attendance & Posting Grades 	<ul style="list-style-type: none"> • Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. • Students exhibit respect for the teacher. • The classroom is safe, and learning is accessible to all students. • Standards of conduct are clear and visible to all students and have been developed with student participation. • Teacher discusses the purpose of school wide rules and expects students to follow them. • Work stoppages due to off task behavior are minimal. • Full use of instructional period 	<ul style="list-style-type: none"> • Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development. • Targets are clearly stated and made explicit to students. • Usually allows five seconds or more of silence after asking a question. • Rephrase instructions • Check for understanding 	<ul style="list-style-type: none"> • Attendance and punctuality positively affect performance on all standards and indicators. • Relationships with colleagues are supportive and cooperative. • Teacher's system for maintaining information on student completion of assignments is fully effective. • Teacher promptly completes all non-instructional paperwork. • Teacher attends all required meetings. • Promptly returns parent communication. • Completes assigned supervision duties around the building and halls • Interaction and involvement with students outside the classroom building relationships

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<p>Middle of the Year (February)</p>	<ul style="list-style-type: none"> • Teacher recognizes the value of understanding of individual student interests and cultural heritage. • Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students. • All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. • The lesson or unit has a clearly defined structure around which activities are organized.. 	<ul style="list-style-type: none"> • Encourages students to respect differences and teaches strategies to solve problems. • Builds caring, friendly rapport with students. Models equitable and respectful relationships. • Routines are reviewed before lessons and debriefed afterward. • Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. • Lesson plans, pacing and instructional strategies are structured to prevent misbehavior. 	<ul style="list-style-type: none"> • Begins to engage students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues. • Varies instructional strategies to increase student participation. • Most lessons are planned purposefully to include accommodations for students. • Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. • Transition between activities • Lesson closure checking objectives completed 	<ul style="list-style-type: none"> • Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. • The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. • Teacher solicits input from parents. Parents are welcome to contact the teacher or to visit the classroom.

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<p>End of the Year (May/June)</p>	<ul style="list-style-type: none"> • Uses formative and summative assessments to inform instruction. • Begins to collect data on students throughout the day or period. • Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. • Is able to use knowledge of subject matter, student development and academic needs to develop clear and appropriate lesson targets. • Outcomes are based on a comprehensive assessment of student learning and begin to take into account the varying needs of individual students or groups. • Learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. • Reading and writing is purposefully included in lessons. 	<ul style="list-style-type: none"> • There is evidence of a community of learners. • Students understand the connection between routines/procedures and success/accomplishment. • Students show ownership of routines and procedures. • After group work, students debrief, connecting group behaviors to success and accomplishments. • The teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology. 	<ul style="list-style-type: none"> • Students are frequently engaged • Teacher uses a variety of questioning strategies to elicit responses from all students. • Uses a gradual release of responsibility model releasing students to work independently after sufficient modeling and practice. • The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. • The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. • Paces instruction to maintain engagement and to include reflection, assessment and closure. • Uses a variety of techniques to re-teach material and uses information from assessments to plan learning activities. • Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. • Engagement of students with purposeful higher order knowledge questions 	<ul style="list-style-type: none"> • Reflects on practice on a regular basis. • Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. • In addition to attending required meeting, becomes involved in activities that contribute to the profession such as: mentoring teachers, making presentations, taking summer classes, reading books and articles about instruction, attending workshops, taking classes.