

# Cluster #1 Clarity & Accuracy

**Cluster 1 Sources of Evidence: Planning documents:** \*Learning outcomes, Instructional activities; **Observation:** \*Statements to students about purpose, \*Conversation with student, \*Accuracy of presentation of content, \*Alignment of questions, activities, and \*Assignments to purpose; **Candidate Reflection on Cluster 1**

## QUICK NOTES:

### Cluster #1 Indicators

- Clarity of instructional outcomes, reflecting not only knowledge of content and of CCSS or other high-level standards and practices, but also suitability for the students in the class (1a, 1b, 1c)
- Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning and group work, analysis (1c)
- Planned resources and activities aligned to the instructional purpose (1d, 1e)
- Expectations for learning, accuracy of content, clarity of explanations, and use of academic language (3a)
- Activities and assignments, questions and student discussion, all aligned to the instructional purpose (3b, 3c)

# Cluster #2 Learning Environment

**Cluster 2 Sources of Evidence: Observation:** \*Interactions of students and teacher, \*Student Perseverance and Pride; **Candidate Reflection on Cluster 2**

## **QUICK NOTES:**

### **Cluster #2 Indicators**

- Language of caring and respect between teacher and students and among students, and teacher's awareness of students' interests in and beyond school (2a)
- High levels of cognitive energy (2b)
- A safe environment for student risk taking (2a)
- High expectations for students' capabilities for learning (2b)
- Productive student engagement in small group work (2c)
- Students persevere, even in the face of challenges (2b)

# Cluster #3 Classroom Management

**Cluster 3 Sources of Evidence: Observation:** \*Routines, \*Student conduct, \*Physical environment; **Candidate Reflection on Cluster 3**

## QUICK NOTES:

### Cluster #3 Indicators

- Efficient procedures for non-instructional activities: taking roll, distributing and collecting materials, making transitions, etc. (2c)
- Clear guidelines for student work when it is unsupervised, e.g., in small groups (2c)
- Evidence of clear standards of conduct, understood by the students, monitored by the teacher, corrected successfully (when necessary) by teacher or students, or both (2d)
- Physical environment supportive of learning activities (2e)
- Productive contribution to the class by volunteers and paraprofessionals (2c)

# Cluster #4 Intellectual Engagement

**Cluster 4 Sources of Evidence: Planning documents:** \*Learning outcomes, \*Instructional activities; **Observation:**

\*The nature of the work students are doing, \*The quality of teacher presentation of content, \*The nature of student discourse and class discussion, \*Student work products or activities; **Candidate Reflection on Cluster 4**

## QUICK NOTES:

### Cluster #4 Indicators

- The content is seen as worthwhile, important, and interesting (2b)
- Content is presented in a manner that engages students in thinking and reasoning (3a)
- Learning tasks require students to engage intellectually, to *think*; some may involve productive struggle (3c)
- Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind (3b)
- The lesson has a recognizable structure, with time for reflection and closure (3c)
- Students explain their thinking and question the thinking of others (3b)

# Cluster #5 Successful Learning For ALL

**Cluster 5 Sources of Evidence:** **Planning documents:** \*Planning documents for formative and summative assessments; **Observation:** \*Monitoring, \*Feedback, \*Adjustment; **\*Artifact Documentation:** \*Artifacts documenting both record keeping and communication with families; **Candidate Reflection on Cluster 5**

## QUICK NOTES:

### Cluster #5 Indicators

- Both summative and formative assessments, aligned to learning outcomes, have been planned (1f)
- The teacher monitors student learning during the lesson (individuals and groups) through a variety of means (3d)
- Students receive specific feedback on their work from the teacher, the activities themselves, or other students (3d)
- If necessary, the teacher modifies the lesson to ensure that students “get it,” drawing on other resources as needed (1d, 3e)
- The teacher’s records permit detailed analysis of learning by individuals and groups of students (4b)
- The teacher enlists, as appropriate, the engagement of families in student learning (4c)
- In reflection, the teacher assumes responsibility for student learning (4a)

# **Cluster #6 Professionalism**

**Cluster 6 Sources of Evidence: Artifact Documentation:** \*Contributions to professional culture, \*Engagement with professional learning, and \*Participation in other professional activities; **Candidate Reflection on Cluster 6**

## **QUICK NOTES:**

### **Cluster #6 Indicators**

- Collaboration with colleagues for joint planning, and school/district and community initiatives (4d)
- Active engagement in workshops, courses, and activities to improve practice (1d, 4e)
- Integrity and honesty in dealing with colleagues and parents on behalf of students (4f)