

<i>Legal Requirement</i>	<i>Subtopic</i>	<i>Tulsa</i>	<i>Marzano</i>	<i>Danielson</i>
<b>Organizational and Classroom Management Skills</b>	<i>Planning and Preparation</i>			
	<i>Alignment with Standards</i>	<ul style="list-style-type: none"> <li>Lesson Plans: Aligned with state/Common Core standards and address student diversity and learning styles</li> <li>Preparation: Plans instructional strategies to develop critical thinking, problem solving, and performance skills</li> </ul>	<ul style="list-style-type: none"> <li>Planning &amp; Preparation for appropriate attention to established content standards</li> </ul>	<ul style="list-style-type: none"> <li>Setting instructional outcomes</li> <li>Demonstrating knowledge of resources</li> </ul>
	<i>Instructional Design</i>	<ul style="list-style-type: none"> <li>Preparation: Plans lessons relative to short- and long-term objectives</li> <li>Lesson Plans: Revises plans according to student data analysis</li> <li>Preparation: Collaborative planning</li> </ul>	<ul style="list-style-type: none"> <li>Providing clear learning goals and scales (rubrics)</li> <li>Planning &amp; Preparation for lessons within units that progress toward a deep understanding and transfer of content</li> <li>Planning &amp; Preparation for effective scaffolding of information within lessons</li> </ul>	<ul style="list-style-type: none"> <li>Designing coherent instruction</li> <li>Knowledge of content and pedagogy</li> </ul>
	<i>Procedures</i>	<ul style="list-style-type: none"> <li>Preparation: Materials &amp; equipment ready</li> <li>Lesson Plans: Developed consistently and on time</li> <li>Lesson Plans: Provides substitute plans, rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups</li> </ul>	<ul style="list-style-type: none"> <li>Organizing the physical layout of the classroom</li> <li>Planning &amp; Preparation for use of available traditional resources</li> </ul>	<ul style="list-style-type: none"> <li>Organizing physical space</li> </ul>

Organizational and Classroom Management Skills (Continued)	<i>Classroom Management</i>			
	<i>Classroom Procedures</i>	<ul style="list-style-type: none"> <li>• Discipline: Establish and post standards of conduct; implement with consistency</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing classroom rules and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Managing classroom procedures</li> </ul>
	<i>Student Behavior</i>	<ul style="list-style-type: none"> <li>• Discipline: Ensures that students are engaged and clear about expectations</li> <li>• Discipline: Monitors student behavior during activities and transitions</li> <li>• Discipline: Stops inappropriate behavior promptly and consistently, maintaining student dignity</li> <li>• Building-wide climate responsibility: Participates in school initiatives promoting orderly behavior</li> <li>• Building-wide climate responsibility: Follows procedures to keep students healthy &amp; safe</li> </ul>	<ul style="list-style-type: none"> <li>• Noticing when students are not engaged</li> <li>• Demonstrating "withitness"</li> <li>• Acknowledging adherence</li> <li>• Applying consequences for lack of adherence</li> <li>• Displaying objectivity &amp; control</li> </ul>	<ul style="list-style-type: none"> <li>• Managing student behavior</li> </ul>
<i>Relationships with Students</i>	<ul style="list-style-type: none"> <li>• Student Relations: Optimizes the learning environment</li> <li>• Student Relations: Convey high expectations for all students</li> <li>• Student relations: Communications with students are considerate &amp; respectful</li> <li>• Student Relations: Consistently conveys a positive view of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Using verbal &amp; nonverbal behaviors that indicate affection for students</li> <li>• Demonstrating value &amp; respect for low-expectancy students</li> <li>• Demonstrating intensity &amp; enthusiasm</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing a culture for learning</li> <li>• Create an environment of respect and rapport</li> </ul>	

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<b>Ability to Provide Effective Instruction</b>	<i>Cognitive Complexity</i>	<ul style="list-style-type: none"> <li>• Literacy: Embeds literacy into all content</li> <li>• Common Core: Participates in conversion process</li> <li>• Common Core: Uses aligned instructional strategies and content focus</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying critical information</li> <li>• Organizing students for cognitively complex tasks</li> <li>• Engaging students in cognitively complex tasks involving hypothesis generation &amp; testing</li> <li>• Chunking content into digestible "bites"</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning and discussion techniques</li> </ul>
	<i>Instructional Strategies: Engagement</i>	<ul style="list-style-type: none"> <li>• Involves All Learners: Engages all students in active learning experiences</li> <li>• Involves All Learners: Incorporates students' skills and interests</li> <li>• Involves All Learners: Scaffolding higher-level thinking</li> <li>• Involves All Learners: Checking to ensure involvement of all learners</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining a lively pace</li> <li>• Managing response rates</li> <li>• Using academic games</li> <li>• Presenting unusual or intriguing information</li> <li>• Using physical movement</li> <li>• Using friendly controversy</li> <li>• Understanding students' interests and backgrounds</li> <li>• Providing opportunities for students to talk about themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging students in learning</li> <li>• Demonstrating knowledge of students</li> <li>• Communicating with students</li> </ul>
	<i>Instructional Strategies: Giving Directions</i>	<ul style="list-style-type: none"> <li>• Explains Directions: Gives directions that are clearly stated and relate to the learning objective</li> <li>• Explains Directions: Gives directions using a variety of delivery modes</li> <li>• Explains Directions: Gives directions for transitions</li> <li>• Explains Directions: Includes transitions in planning to optimize academic learning time</li> </ul>		

<b>Ability to Provide Effective Instruction (Continued)</b>	<i>Instructional Strategies: Teaching Content</i>	<ul style="list-style-type: none"> <li>• Explains Content: Uses cooperative learning, advance organizers &amp; other strategies to foster participation &amp; understanding</li> <li>• Explains Content: Uses a variety of activities to support instructional outcomes &amp; meet varied student needs (learning styles, intelligences, etc)</li> <li>• Modeling: Demonstrates or models the desired skill or process</li> <li>• Establishes closure: Ends activity by summarizing or asking students to summarize</li> <li>• Establishes closure: Students are able to reflect on own learning</li> <li>• Establishes closure: Connects to prior and future learning</li> </ul>	<ul style="list-style-type: none"> <li>• Previewing new content</li> <li>• Organizing students to practice and deepen knowledge</li> <li>• Recording and representing knowledge</li> <li>• Examining similarities and differences</li> <li>• Organizing students to interact with new knowledge</li> <li>• Processing new information</li> <li>• Practicing skills, strategies &amp; processes</li> <li>• Examining errors in reasoning</li> <li>• Revising knowledge</li> <li>• Using homework</li> <li>• Reviewing content</li> <li>• Reflecting on learning</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Demonstrates flexibility &amp; responsiveness</li> </ul>
	<i>Instructional Strategies: Using Technology &amp; Other Resources</i>	<ul style="list-style-type: none"> <li>• Explains Content: Incorporates technology in planning and instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Planning &amp; Preparation for use of available technology</li> <li>• Providing resources &amp; guidance</li> </ul>	

<p><b>Ability to Provide Effective Instruction (Continued)</b></p>	<p><i>Monitoring Student Progress</i></p>	<ul style="list-style-type: none"> <li>• Monitoring: Checks to determine if students are progressing toward objectives</li> <li>• Monitoring: Moves to all areas of the room</li> <li>• Monitoring: Provides opportunity for students to formulate thoughtful responses</li> <li>• Monitoring: Uses different types of student response techniques</li> <li>• Monitoring: Uses feedback to evaluate student understanding</li> <li>• Adjusts Based on Monitoring: Assesses mastery to determine if independent practice or reteaching is necessary</li> <li>• Adjusts Based on Monitoring: Reviews data from assessments to modify instruction</li> <li>• Assessment Practices: Formative &amp; summative assessments recorded &amp; consistently used to guide instruction</li> <li>• Assessment Practices: Recognizes student progress and encourages behaviors that result in success</li> <li>• Assessment Practices: Provides adequate &amp; timely feedback to student to reflect &amp; set goals</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking student progress</li> <li>• (Other instructional strategies cited above also applicable to monitoring &amp; adjusting)</li> <li>• Celebrating success</li> </ul>	<ul style="list-style-type: none"> <li>• Using assessment in instruction</li> <li>• Questioning and discussion techniques</li> <li>• Demonstrating flexibility &amp; responsiveness</li> <li>• Designing student assessments</li> <li>• Maintaining accurate records</li> </ul>
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<p><b>Ability to Provide Effective Instruction (Continued)</b></p>	<p><i>Teaching Students with Special Needs</i></p>	<ul style="list-style-type: none"> <li>• Student Achievement: Effective development &amp; use of modified assessments &amp; curriculum for students experiencing difficulty in learning</li> <li>• Student Achievement: Assures that all students have access to standard curriculum</li> <li>• Student Achievement: Accepts responsibility for the success of all students</li> <li>• Student Achievement: Provides frequent/timely feedback to students, teachers, parents</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions of low-expectancy students</li> <li>• Probing incorrect answers with low-expectancy students</li> </ul>	
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Focus on Continuous Improvement & Professional Growth	<i>Professional Growth &amp; Improvement</i>	<ul style="list-style-type: none"> <li>• Prof. Growth: Uses growth as a continuous improvement strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying specific areas of pedagogical strength &amp; weakness</li> <li>• Evaluating the effectiveness of individual lessons &amp; units</li> <li>• Evaluating the effectiveness of specific pedagogical strategies across different categories of students</li> <li>• Seeking mentorship for areas of need or interest</li> <li>• Developing a written professional growth &amp; development plan</li> <li>• Monitoring progress relative to the prof. growth plan</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Growing and developing professionally</li> </ul>
	<i>Professionalism</i>	<ul style="list-style-type: none"> <li>• Professionalism: Exhibits behaviors &amp; efficiencies associated with professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• Adhering to district rules &amp; procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in a professional community</li> </ul>

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<b>Interpersonal Skills</b>	<i>Interpersonal Skills</i>	<ul style="list-style-type: none"> <li>• Interpersonal Skills: Effective interactions &amp; communications with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting positive interactions about colleagues</li> <li>• Promoting positive interactions about students</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating with families</li> </ul>

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<b>Leadership Skills</b>	<i>Leadership Skills</i>	<ul style="list-style-type: none"> <li>• Exhibits positive leadership through varied involvements</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in school &amp; district initiatives</li> <li>• Mentoring other teachers &amp; sharing ideas</li> </ul>	