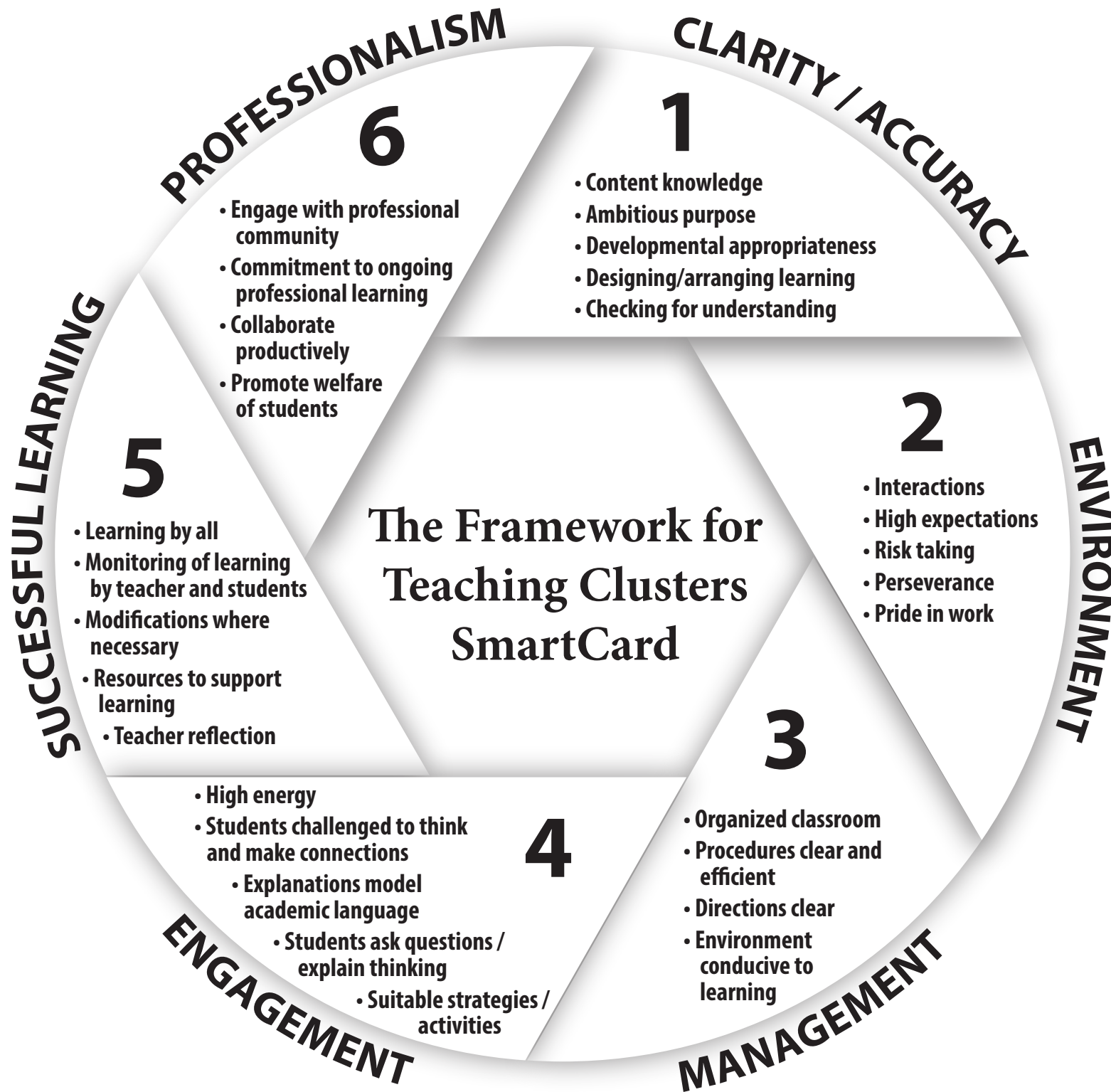


Cluster Considerations

FfT Components/Elements

<p>1. Clarity of Instructional Purpose and Accuracy of Content</p> <ul style="list-style-type: none"> To what extent does the teacher demonstrate depth of important content knowledge and conduct the class with a clear and ambitious purpose, reflective of the standards for the discipline and appropriate to the students' levels of knowledge and skill? To what degree are the elements of a lesson (the sequence of topics, instructional strategies, and materials and resources) well designed and executed, and aligned with the purpose of the lesson? To what extent are they designed to engage students in high-level learning in the discipline? To what extent did the teacher make adaptations to the lesson? To what extent did the teacher use formative assessment to check for student understanding? 	<p>1a, 1b, 1c, 1d, 1f: Knowledge of content, clarity, and appropriateness for students of instructional outcomes; resources for classroom use, assessments aligned to instructional outcomes</p> <p>1e: Planned activities aligned to instructional purpose</p> <p>3a: Expectations for learning, accuracy of content, clarity of explanations, use of academic language</p> <p>3b, 3c: Questions, activities, and assignments aligned to instructional purpose</p> <p>3d: use of formative assessments aligned to instructional goals</p>
<p>2. Safe, Respectful, Supportive, and Challenging Learning Environment</p> <ul style="list-style-type: none"> To what extent do the interactions between teacher and students, and among students, demonstrate genuine caring and a safe, respectful, supportive, and also challenging learning environment? Do teachers convey high expectations for student learning and encourage hard work and perseverance? Is the environment safe for risk taking? Do students take pride in their work and demonstrate a commitment to mastering challenging content? 	<p>2a: All elements</p> <p>2b: Expectations for learning and achievement, student perseverance in challenging work, and pride in that work</p>
<p>3. Classroom Management</p> <ul style="list-style-type: none"> Is the classroom well run and organized? Are classroom routines and procedures clear and carried out efficiently by both teacher and students with little loss of instructional time? To what extent do students themselves take an active role in their smooth operation? Are directions for activities clearly explained so that there is no confusion? Do students not only understand and comply with standards of conduct but also play an active part in setting the tone for maintaining those standards? How does the physical environment support the learning activities? 	<p>2c: All elements</p> <p>2d: All elements</p> <p>2e: All elements</p>
<p>4. Student Intellectual Engagement</p> <ul style="list-style-type: none"> To what extent are students intellectually engaged in a classroom of high intellectual energy? What is the nature of what students are doing? Are they being challenged to think and make connections through both the instructional activities and the questions explored? Do the teacher's explanations of content correctly model academic language and invite intellectual work by students? Are students asked to explain their thinking, to construct logical arguments citing evidence, and to question the thinking of others? Are the instructional strategies used by the teacher suitable to the discipline, and to what extent do they promote student agency in the learning of challenging content? 	<p>1e: Design of instruction</p> <p>2b: Importance of the content</p> <p>3a: Explanations of content: their rigor and invitations for thinking</p> <p>3b: Quality of questions/discussions, student discourse</p> <p>3c: Intellectual challenge</p>
<p>5. Successful Learning by All Students</p> <ul style="list-style-type: none"> To what extent does the teacher ensure learning by all students? Does the teacher monitor student understanding through specifically designed questions or instructional techniques? To what extent do students monitor their own learning and provide respectful feedback to classmates? Does the teacher make modifications in presentations or learning activities where necessary, taking into account the degree of student learning? Has he or she sought out other resources (including parents) to support students' learning? In reflection, is the teacher aware of the success of the lesson in reaching students? 	<p>1b: Knowledge of students</p> <p>1d: Resources for students</p> <p>1f: Design of summative and formative assessments aligned to outcomes</p> <p>3d: Monitoring of student learning, feedback to students, student self-assessment</p> <p>3e: Persistence, lesson adjustment</p> <p>4a: All elements</p> <p>4b: All elements</p> <p>4c: All elements</p>
<p>6. Professionalism</p> <ul style="list-style-type: none"> To what extent does the teacher engage with the professional community (within the school and beyond) and demonstrate a commitment to ongoing professional learning? Does the teacher collaborate productively with colleagues and contribute to the life of the school? Does the teacher engage in professional learning and take a leadership role in the school to promote the welfare of students? 	<p>1d: Resources to extend professional knowledge</p> <p>4d: All elements</p> <p>4e: All elements</p> <p>4f: All elements</p>



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