TUCSON UNIFIED SCHOOL DISTRICT

MODIFIED 2013 DANIELSON FRAMEWORK FOR TEACHING

EVALUATION INSTRUMENT

Revised June 2015

DOMAIN 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global and cultural awareness. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particular pedagogical approaches and culturally responsive instruction that are best suited to each discipline.

The elements of component 1a are:

- Knowledge of content and the structure of the discipline
  Every discipline has a dominant structure that may vary from different cultural perspectives, with smaller components or strands, as well as central concepts and skills.
- *Knowledge of prerequisite relationships*
  Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.
- Knowledge of content-related pedagogy
  Different disciplines have "signature pedagogies" that have evolved over time and been found to be most effective in teaching.

Indicators include:

- Lesson and unit plans that reflect important concepts in the discipline from multiple cultural perspectives.
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students' questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

	Unsatisfactory	Basic	Proficient	Distinguished
1a: **Demonstrating Knowledge of Content and Pedagogy**	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to stud	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject including culturally responsive pedagogy	The teacher displays extensive knowledge of the important concepts in the discipline and how these concepts relate both to one another and to other disciplines; and how each discipline had a dominant structure that may vary from different cultural perspectives. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with pedagogical approaches including culturally responsive instruction. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, particularly for students from different racial, ethnic, cultural, and linguistic backgrounds.
Critical Attributes	• *The teacher makes content errors.* • *The teacher does not consider prerequisite relationships when planning.* • *The teacher's plans use inappropriate strategies for the discipline.*	• *The teacher's understanding of the discipline is rudimentary.* • *The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.* • *Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.*	• *The teacher can identify important concepts of the discipline and their relationships to one another.* • *The teacher provides clear explanations of the content.* • *The teacher answers students' questions accurately and provides feedback that furthers their learning.* • *Instructional strategies in unit and lesson plans are entirely*	In addition to the characteristics of "proficient," • *The teacher cites intra- and interdisciplinary content relationships.* • *The teacher plans demonstrate awareness of possible student misconceptions and how they can be addressed.* • *The teacher's plans reflect recent developments in content-related pedagogy.*

			suitable to the content.	
Possible Examples	*The teacher says, "The official language of Brazil is Spanish, just like other South American countries."* *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."* *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.*	*The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.* *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.* *The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, and test on Friday.*	*The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.* *The teacher has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurements.* *The teacher plans to expand a unit on civics by having students simulate a court trial. And others...*	*Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.* In a lesson on 19th century literature in a high school American Literature class, the teacher incorporates slave narratives, early feminist literature, and Native American oral histories.

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1b: Demonstrating Knowledge of Students

Teachers don't teach content in the abstract; they teach it to *students*. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. Teacher must also understand the research in the social and cultural context of teaching and learning that confirms that student learning is influenced by issues such as culture, race, ethnicity, gender, and social class. While there are patterns in cognitive, social, cultural, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources in the home and community to ensure that all students will be able to learn.

The elements of component 1b are:

- Knowledge of child and adolescent development
  Children learn differently at different stages of their lives.
- Knowledge of the learning process
  Learning requires active intellectual engagement.
- Knowledge of students' skills, knowledge, English and dominant language proficiency, and home dialects.
  What students are able to learn at any given time is influenced by their level of knowledge and skill.
- Knowledge of students' interests, cultural heritage, and their community and family funds of knowledge.
  Children's backgrounds influence their learning.
- Knowledge of students' special needs
  Children do not all develop in a typical fashion.

Indicators include:

- Formal and informal information about students gathered by teacher for use in planning instruction
- Student interests and needs learned by teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their perspectives about the curriculum
- Database of students with special needs

	Unsatisfactory	Basic	Proficient	Distinguished
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources about students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks and acquires information about students' levels of development and their racial, ethnic, cultural, and linguistic backgrounds. Students have lives beyond the classroom, and teachers include students' families and community members in instructional planning. They also systematically acquire knowledge of students' English language proficiency and home dialects.
Critical Attributes	• *Teacher does not understand child development characteristics and has unrealistic expectations for students.* • *Teacher does not try to ascertain varied ability levels among students in the class.* • *Teacher is not aware of student interests or cultural heritages.* • *Teacher takes no responsibility to learn about students' medical or learning disabilities.*	• *Teacher cites developmental theory, but does not seek to integrate it into lesson planning.* • *Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."* • *The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.* • *The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.*	• *The teacher knows, for groups of students, their levels of cognitive development* • *The teacher is aware of the different cultural groups in the class.* • *The teacher has a good idea of the range of interests of students in the class.* • *The teacher has identified "high," "medium," and "low" groups of students within the class.* • *The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.* • *The teacher is aware of the special needs represented by students in the class.*	In addition to the characteristics of "proficient," • *The teacher uses ongoing and appropriate methods to assess students' skill levels and designs instruction that considers students'' racial, ethnic, cultural and linguistic backgrounds.* • *The teacher seeks out information from all students about their racial, ethnic, cultural, and linguistic backgrounds.* • *The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.*
Possible Examples	• *The lesson plan includes a teacher presentation for an entire 30 minute period*	• *The teacher's lesson plan has the same assignment for the entire class, in spite*	• *The teacher creates an assessment of students' levels of cognitive development.*	• *The teacher plans his lesson with three different follow-up activities, designed to meet the*

	to a group of 7-year olds. • *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.* • *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented amongst his students.*	*of the fact that one activity is beyond the reach of some students.* • *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.* • *Lesson plans make only peripheral reference to students' interests.* • *The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.*	• The teacher examines students' *previous year's folders to ascertain the proficiency levels of groups of students in the class,* • *The teacher administers a student interest survey at the beginning of the school year.* • *The teacher plans activities based on student interests.* • *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.* • *The teacher realizes that not all of his students are Christian, so he plans to read a Hanukah story in December.* • *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.*	*varied ability levels of his students.* • *The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.* • *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.* • *The teacher regularly creates adapted assessment materials for several students with learning disabilities.* • *An elementary teacher who is teaching children of immigrant farm workers collaborates with a labor leader and a parent to plan a unit about local agriculture.*

DOMAIN 1: Planning and Preparation

1c: Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.

The elements of component 1c are:

- Value, sequence, and alignment
  Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core Standards.
- Clarity
  Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment, including performance assessment
- Balance
  Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.
- Suitability for diverse students
  Outcomes must be appropriate for all students in the class and take into consideration that students learn differently and their learning is influenced by their experiences and cultural background.

Indicators include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting a variety of assessment strategies to measure student attainment
- Outcomes differentiated for students of varied ability

	Unsatisfactory	Basic	Proficient	Distinguished
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs and cultural diversity of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment, including alternatives like performance assessments. Outcomes are appropriate for all students in the class and take into consideration that learning for students from different racial, ethnic, cultural and linguistic backgrounds is influenced by their unique experiences. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes are differentiated in whatever way is needed for individual students.
Critical Attributes	• Outcomes lack rigor. • *Outcomes do not represent important learning in the discipline.* • *Outcomes are not clear or are stated as activities.* • *Outcomes are not suitable for many students in the class.*	• *Outcomes represent a mixture of low expectations and rigor.* • *Some outcomes reflect important learning in the discipline.* • *Outcomes are suitable for most of the class.*	• *Outcomes represent high expectations and rigor.* • *Outcomes are related to "big ideas" of the discipline.* • *Outcomes are written in terms of what students will learn rather than do.* • *Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.* • *Outcomes are suitable to groups of students in the class, differentiated where necessary.*	In addition to the characteristics of "proficient," • *Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.* • *Teacher connects outcomes to previous and future learning* • *Outcomes are differentiated to encourage individual students to take educational risks.* • *Outcomes are based on a comprehensive assessment of student learning*
Possible Examples	• *A learning outcome for a fourth grade class is to make a poster illustrating a poem.* • *All the outcomes for a ninth grade history class*	• *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.* • *The outcomes are written*	• *One of the learning outcomes is for students to "appreciate the aesthetics of 18th century English poetry."* • *The outcomes for the history unit include some factual information,*	• *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.* • *Students will develop a concept*

	are factual knowledge. • *The topic of the social studies unit involves the concept of "revolutions" but the teacher only expects his students to remember the important dates of battles.* • *Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.*	*with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students struggle.*	*as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.* • *The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.*	*map that links previous learning goals to those they are currently working on.* • *Some students identify additional learning.* • *Students connect current learning to his/her life experiences*

DOMAIN 1: Planning and Preparation

1d: Demonstrating Knowledge of Resources

Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging as well as culturally relevant for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for instructional resources, including the students' community and family, to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

The elements of component 1d are:

- Resources for classroom use
  Materials must align with learning outcomes.
- Resources to extend content knowledge and pedagogy
  Materials that further teachers' professional knowledge must be available.
- Resources for students
  Materials must be appropriately challenging and culturally relevant.

Indicators include:

- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Materials suggested by the community and students' families
- Ongoing participation by teacher in professional education courses or professional groups
- Guest speakers

	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of educational, community, and cultural resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, the students' home and community, professional organizations and universities, and on the Internet. Teachers recognize the importance of selecting resources that align with the learning outcomes and are appropriate and challenging for all students including students from different racial, ethnic, cultural, and linguistic backgrounds.
Critical Attributes	• *The teacher only uses district-provided materials, even when more variety would assist some students.* • *The teacher does not seek out resources available to expand his/her own skill.* • *Although aware of some student needs, the teacher does not inquire about possible resources.*	• *The teacher uses materials in the school library, but does not search beyond the school for resources.* • *The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.* • *The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.*	• *Texts are at varied levels.* • *Texts are supplemented by guest speakers and field experiences.* • *Teacher facilitates Internet resources.* • *Resources are multi-disciplinary.* • *Teacher expands knowledge with professional learning groups and organizations.* • *Teacher pursues options offered by universities.* • *Teacher provides lists of resources outside the class for students to draw on.* • *Teacher displays awareness of resources to enhance culturally responsive pedagogy through the school or district.*	In addition to the characteristics of "proficient," • *Texts are matched to student skill level.* • *The teacher has ongoing relationship with colleges and universities that support student learning.* • *The teacher maintains log of resources for student reference.* • *The teacher pursues apprenticeships to increase discipline knowledge.* • *The teacher facilitates student contact with resources outside the classroom.* • *The teacher views students, parents and community as a viable resource to extend learning opportunities*
Possible Examples	• *For their unit on China, the students accessed all of their information from the district-supplied textbook.* • *Mr. J is not sure how to*	• *For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow.* • *The teacher knows she*	• *The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of*	• *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.* • *The teacher spends the summer at Dow Chemical learning more*

	teach fractions, but doesn't know how he's expected to learn it by himself. • *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."*	*should learn more about teaching literacy, but the school only offered one professional development day last year.* • *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*	*important concepts.* • *The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.* • *The teacher explores local and regional museums, libraries, cultural centers, and archives devoted to the history of ethnic groups.* • *The teacher attends professional conferences to increase his/her knowledge of multicultural instructional resources, for example, the National Association of Multicultural Education.*	*about current research so she can expand her knowledge base for teaching Chemistry.* • *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.*

DOMAIN 1: Planning and Preparation

1e: Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources, including those that are culturally relevant. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the student's racial, ethnic, cultural, and linguistic backgrounds, they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities that take into account the specific learning needs and cultural perspectives of students, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.

The elements of component 1e are:

- Learning activities
  Instruction is designed to engage students and advance them through the content.
- Instructional materials and resources
  Aids to instruction are appropriate to the learning needs of the students' racial, ethnic, cultural, and linguistic backgrounds.
- Instructional groups
  Teachers intentionally organize instructional groups to support student learning.
- Lesson and unit structure
  Teachers produce clear and sequenced lesson and unit structures to advance student learning.

Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied culturally relevant resources
- Thoughtfully planned learning groups
- Structured lesson plans

	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation and tier one interventions for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage all students in high-level cognitive activity. These are differentiated for individual learners with particular attention to students from different racial, ethnic, cultural, and linguistic backgrounds. The teacher plans engaging instruction that take into account the specific learning needs and cultural perspectives of students and solicits ideas from students on how best to structure the learning activity
Critical Attributes	• *Learning activities are boring and/or not well aligned to the instructional goals.* • *Materials are not engaging nor meet instructional outcomes.* • *Instructional groups do not support learning.* • *Lesson plans are not structured or sequenced and are unrealistic in their expectations.*	• *Learning activities are moderately challenging.* • *Learning resources are suitable, but there is limited variety.* • *Instructional groups are random or only partially support objectives.* • *Lesson structure is uneven or may be unrealistic in terms of time expectations.*	• *Learning activities are matched to instructional outcomes.* • *Activities provide opportunity for higher-level thinking and designed to engage all students in meaningful learning* • *Teacher provides a variety of appropriately challenging and culturally relevant materials and resources.* • *Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.* • *The plan for the lesson or unit is well structured, with reasonable time allocations.*	In addition to the characteristics of "proficient," • *Activities permit student choice.* • *Learning experiences connect to other disciplines.* • *Teacher provides a variety of appropriately challenging and culturally relevant resources that are differentiated for students in the class.* • *Lesson plans differentiate for individual student needs.*
Possible Examples	• *After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet.*	• *After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.*	• *The teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase the challenge level.*	• *The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.*

	• *Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit.* • *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.* • *The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.*	• *The teacher found an atlas to use as a supplemental resource during the geography unit.* • *The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with.* • *The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*	• *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.* • *The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.* • *The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.*	• *While completing their projects, the teacher's students will have access to a wide variety of resources, including culturally relevant ones that she has coded by reading level so they can make the best selections.* • *After the cooperative group lesson, students will reflect on their participation and make suggestions.* • *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned. The teacher examines his plans and indicates where plans reflect attention to students from different racial, ethnic, cultural, and linguistic backgrounds.*

DOMAIN 1: Planning and Preparation

1f: Designing Student Assessments

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.

The elements of component 1f are:

- Congruence with instructional outcomes
  Assessments must match learning expectations.
- Criteria and standards
  Expectations must be clearly defined.
- Design of formative assessments
  Assessments for learning must be planned as part of the instructional process.
- Use for planning
  Results of assessment guide future planning and address achievement gap issues, particularly for students from diverse racial, ethnic, and ELL groups.

Indicators include:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed and attention is given to alternative assessments that address the learning outcomes that are meaningful for students from different racial, ethnic, cultural, and linguistic backgrounds.
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

	Unsatisfactory	Basic	Proficient	Distinguished
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction to minimize the achievement gap for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of a full range of student learning. Assessment methodologies have been adapted for individual students and attention is given to alternative assessments that address the learning outcomes for students from different racial, ethnic, cultural, and linguistic backgrounds. The assessment is well designed and includes student as well as teacher use of the assessment information. Teacher uses assessment results to modify or adapt instruction as needed to ensure student understanding. Teacher plans future instruction and assessments that address achievement gap issues, particularly for students from diverse racial, ethnic, and ELL groups.
Critical Attributes	• *Assessments do not match instructional outcomes.* • *Assessments have no criteria.* • *No formative assessments have been designed.* • *Assessment results do not affect future plans.*	• *Only some of the instructional outcomes are addressed in the planned assessments.* • Assessment criteria are vague. • *Plans refer to the use of formative assessments, but they are not fully developed.* • *Assessment results are used to design lesson plans for the whole class, not individual students.*	• *All the learning outcomes have a method for assessment.* • *Assessment types match learning expectations.* • *Plans indicate modified assessments for some students as needed.* • *Assessment criteria are clearly written.* • *Plans include formative assessments to use during instruction.* • *Lesson plans indicate possible adjustments based on formative assessment data.*	In addition to the characteristics of "proficient," • *Assessments provide opportunities for student choice.* • *Students participate in designing assessments for their own work.* • *Teacher-designed assessments are authentic with real-world application, as appropriate.* • *Students develop rubrics according to teacher-specified learning objectives.* • *Students are actively involved in collecting information from formative assessments and provide input.*
Possible Examples	• *The teacher marks papers*	• *The district goal for the*	• *Mr. K knows that his students will*	• *To teach persuasive writing, Ms.*

	on the foundation of the U.S. constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc. • *After the students present their research on Globalization, the teacher tells them their letter grade; when students asked how he arrived at the grade, he responds, "After all these years in education, I just know what grade to give."* • *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"* • *The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."*	*Europe unit is for students to understand geo-political relationships; the teacher plans to have the students memorize all the country capitals and rivers.* • *The teacher's students received their tests back; each one was simply marked with a letter grade at the top. The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done.* • *A student says, "If half the class passed the test, why are we all reviewing the material again?"*	*write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.* • *Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined.* • *Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson's activities.* • *Based on the previous morning's formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.*	*H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class.* • *Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics and they will refer to those as they create a rubric of their own.* • *After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.* • *Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.*

DOMAIN 2: The Classroom Environment

2a: Creating an environment of respect and rapport

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students of racial, ethnic, cultural, and linguistic backgrounds feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

"Respect" shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an environment of respect and rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing student behavior).

The elements of component 2a are:

- Teacher interactions with students, including both words and actions
  A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.
- Student interactions with other students, including both words and actions
  As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

Indicators include:

- Respectful talk, active listening, and turn-taking
- Acknowledgement of students' racial, ethnic and cultural and linguistic backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students is cultural sensitive to students as individuals and as members of racial, ethnic, cultural, and linguistic groups.
- Physical proximity
- Politeness and encouragement

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultural, and developmental levels of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher takes into account the cultural and ethnic and linguistic diversity of the students and responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, ~~but~~ and affirming	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and cultural sensitivity to students as individuals and as members of racial, ethnic, cultural, and linguistic groups. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that all students feel valued, safe, and are comfortable taking intellectual risks.
Critical Attributes	• *Teacher uses disrespectful talk towards students.* • *Student body language indicates feelings of hurt or insecurity.* • *Students use disrespectful talk towards one another with no response from the teacher.* • *Teacher displays no familiarity with or caring about individual students' interests or personalities.*	• *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.* • *Teacher attempts to respond to disrespectful behavior among students, with uneven results.* • *Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.*	• *Talk between teacher and students and among students is uniformly respectful.* • *The teacher successfully responds to disrespectful behavior among students.* • *Students participate willingly but may be somewhat hesitant to offer theoretical ideas in front of classmates.* • Teacher makes general connections with individual students • Students exhibit respect for the teacher	In addition to the characteristics of "proficient," • *Teacher demonstrates knowledge and caring about individual students' lives beyond school.* • *, Students respectfully correct one another* • *There is no disrespectful behavior among students.* • *The teacher's response to a student's incorrect response with respects and patience.*
Possible Examples	• *A student slumps in his/her chair following a comment by the teacher.* • *Students roll their eyes at a classmate's idea; the teacher does not respond.*	• *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* • *A few students do not engage with others in the*	• *Teacher greets students by name as they enter the class or during the lesson.* • *The teacher gets on the same level with students, such as kneeling beside a student working*	• *Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies) and finds ways to incorporate the student's experiences in instruction.*

	• *Many students talk when the teacher and other students are talking; the teacher does not correct them.* • *Some students refuse to work with other students.* • *Teacher does not call students by their names.*	*classroom, even when put together in small groups.* • *Students applaud half-heartedly following a classmate's presentation to the class.* • *Teacher says "Don't talk that way to your classmates," but student shrugs his/her shoulders*	*at a desk.* • *Students attend fully to what the teacher is saying.* • *Students wait for classmates to finish speaking before beginning to talk.* • *Students applaud politely following a classmate's presentation to the class.* • *Students help each other and accept help from each other.* • *Teacher and students use courtesies such as "please/thank you, excuse me."* • *Teacher says "Don't talk that way to your classmates," and the insults stop.*	• *Students say "Shhh" to classmates while the teacher or another student is speaking.* • *The teacher publically praises a student who demonstrates tolerance and acceptance of new immigrant students.* • *The teacher says: "That's an interesting idea, Josh, but you're forgetting…"* • *A student questions a classmate, "Didn't you mean _____?" and classmate reflects and responds, "Oh, maybe you are right!"* • *The teacher designs cooperative learning groups that take in to account diversity in gender, ethnicity, and access to academic English language.*

DOMAIN 2: The Classroom Environment

2b: Establishing a culture for Learning

A "culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students' natural energy toward the content of the curriculum. Teachers understand that students have different learning preferences and cultural experiences that should be recognized and accepted in the classroom. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture encourage students to acquire proficiency in the use of language. Teachers are particularly aware that ELL students may require more assistance in this area. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

The elements of component 2b are:

- Importance of the content and of learning
  In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.
- Expectations for learning and achievement
  In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard.
- Student pride in work
  When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators include:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for earning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students. Teachers understand that students have different learning preferences and racial, ethnic, and cultural experiences are recognized and accepted in the classroom. Students assume responsibility for high quality work by initiating improvements, making revision addling detail and/or assisting peers in their precise use of language. Teachers are aware that ELL student may require more assistance in learning outcomes related to language use.
Critical Attributes	• *The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.* • *The teacher conveys to at least some students that the work is too challenging for them.* • *Students exhibit little or no pride in their work.* • *Class time is devoted more to socializing than to learning*	• *Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."* • *The teacher conveys high expectations for only some students.* • *Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.* • *Many students indicate that they are looking for an "easy path."*	• *The teacher communicates the importance of learning, and that with hard work all students can be successful in it.* • *The teacher demonstrates a high regard for student abilities.* • *Teacher conveys an expectation of high levels of student effort.* • *Students expend good effort to complete work of high quality.* • The teacher encourages precise use of language by students.	In addition to the characteristics of "Proficient," • *The teacher communicates a genuine passion for the subject.* • *Students indicate that they are not satisfied unless they have complete understanding.* • *Student questions and comments indicate a desire to understand the content,* • *Students assist their classmates in understanding the content.* • *Students take initiative in improving the quality of their work.*
Possible Examples	• *The teacher tells students that they're doing a lesson because it's on the test, in the book, or is district*	• *Teacher says: "Let's get through this."* • *Teacher says: "I think most of you will be able to do*	• *Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."* • *Teacher says: "This idea is really*	• *The teacher asks students to generate alternative explanations that come from their home and community experiences.*

	directed. • *Teacher says to a student: "Why don't you try this easier problem?"* • *Students turn in sloppy or incomplete work.* • *Students don't engage in work and the teacher ignores it.* • *Students have not completed their homework and the teacher does not respond.* • *Almost all of the activities are "busy work."*	*this."* • *Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking.* • *Teacher does not encourage students who are struggling.* • *Some students get to work after an assignment is given or after entering the room.*	*important! It's central to our understanding of history."* • *Teacher says: "Let's work on this together: it's hard, but you are good students and will be able to do it well."* • *Teacher hands a paper back to a student, saying "I know you can do a better job on this." The student accepts it without complaint.* • *Students get right to work right away when an assignment is given or after entering the room.*	• *A student says, "I don't really understand why it's better to solve this problem that way."* • *Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation.* • *Students question one another on answers.* • *Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened.* • *Students work even when the teacher isn't working with them or directing their efforts.*

DOMAIN 2: The Classroom Environment

2c: Managing classroom procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself."

The elements of component 2c are:

- Management of instructional groups
  Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.
- Management of transitions
  Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.
- Management of materials and supplies
  Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.
- Performance of classroom routines
  Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.
- Supervision of volunteers and para-professionals
  Not every teacher has the benefit of assistance from volunteers and paraprofessionals, but those who do recognize that it takes both organization and management to help them understand their duties and acquire the skill to carry them out.

Indicators include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

	Unsatisfactory	Basic	Proficient	Distinguished
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	• *Students not working with the teacher are disruptive to the class.* • *There are no established procedures for distributing and collecting materials.* • *Procedures for other activities are confused or chaotic.*	• *Small groups are only partially engaged while not working directly with the teacher.* • *Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.* • *Classroom routines function unevenly.*	• *The students are productively engaged during small group work.* • *Transitions between large and small group activities are smooth.* • *Routines for distribution and collection of materials and supplies work efficiently.* • *Classroom routines function smoothly.* • *Volunteers and paraprofessionals work with minimal supervision.*	In addition to the characteristics of "proficient," • *Students take the initiative to ensure that their time is used productively.* • *Students themselves ensure that transitions and other routines are accomplished smoothly.* • *Students take initiative in distributing and collecting materials efficiently.* • *Volunteers and paraprofessionals take initiative in their work in the class.*
Possible Examples	• *When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.* • *There are long lines for materials and supplies or distributing supplies is time-consuming.* • *Students bump into one another lining up or sharpening pencils.*	• *Some students not working with the teacher are not productively engaged in learning.* • *Transitions between large and small group activities are rough but they are accomplished.* • *Students are not sure what to do when materials are being distributed or collected.* • Students ask some	• *Students get started on an activity while the teacher takes attendance.* • *Students move smoothly between large and small group activities.* • *The teacher has an established timing device, such as counting down, to signal students to return to their desks.* • *Teacher has an established attention signal, such as raising a hand, or dimming the lights.*	• *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.* • *A student reminds classmates of the roles that they are to play within the group.* • *A student re-directs a classmate to the table s/he should be at following a transition.* • *Students propose an improved attention signal.*

	• *Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.* • *Most students ask what they are to do or look around for clues from others.*	clarifying *questions about procedures* • *The attendance or lunch count consumes more time than it would need if the procedure were more routinized.*	• *One member of each small group collects materials for the table.* • *There is an established color-coded system indicating where materials should be stored.* • *In small group work, students have established roles, they listen to one another, summarize g different views, etc.* • *Clean-up at the end of a lesson is fast and efficient.*	• *Students independently check themselves into class on the attendance board.* • *Teachers use a variety of rituals, routines, and signals for gaining the attention and engagement of students from different racial, ethnic, cultural, and linguistic backgrounds.*

DOMAIN 2: The Classroom Environment

2d: Managing Student Behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

The elements of component 2d are:

- Expectations
  It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.
- Monitoring of student behavior
  Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.
- Response to student misbehavior
  Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends? is it a cultural or linguistic misunderstanding?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

	Unsatisfactory	Basic	Proficient	Distinguished
2d: Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher takes into account the cultural background of the students and response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. When misbehavior occurs, the teacher investigates the causes to determine if it is related to content, cultural, or linguistic misunderstandings. Even when their behavior is being corrected, students feel respected and their dignity is not undermined. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive.
Critical Attributes	• *The classroom environment is chaotic, with no apparent standards of conduct.* • *The teacher does not monitor student behavior.* • *Some students violate classroom rules, without apparent teacher awareness.* • *When the teacher notices student misbehavior, s/he appears helpless to do anything about it.*	• *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.* • *Teacher attempts to keep track of student behavior, but with no apparent system.* • *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.*	• *Standards of conduct appear to have been established and are clear to all students.* • *Student behavior is generally appropriate.* • *The teacher frequently monitors student behavior.* • *Teacher's response to student misbehavior is effective and culturally appropriate.* • *Teacher acknowledges good behavior.*	In addition to the characteristics of "proficient," • *Student behavior is entirely appropriate; no evidence of student misbehavior.* • *The teacher monitors student behavior without speaking – just moving about.* • *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.*
Possible Examples	• *Students are talking among themselves, with no attempt by the teacher to silence them.* • *An object flies through the air without apparent teacher notice.* • *Students are running around the room,*	• *Classroom rules are posted, but neither teacher nor students refers to them.* • *The teacher repeatedly asks students to take their seats; they ignore him/her.* • *To one student: "Where's your late pass? Go to the office." To another: "You*	• *Upon a non-verbal signal from the teacher, students correct their behavior.* • *The teacher moves to every section of the classroom, keeping a close eye on student behavior.* • *The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.*	• *A student suggests a revision in one of the classroom rules.* • *The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.* • *The teacher asks to speak to a student privately about*

	resulting in a chaotic environment. • *Phones and other electronics distract students/ teacher doesn't do anything*	*don't have a late pass? Come in and take your seat; you've missed enough already."*		*misbehavior.* • *A student reminds his/her classmates of the class rule about chewing gum.*

DOMAIN 2: The Classroom Environment

2e: Organizing physical space

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.

The elements of component 2e are:

- Safety and accessibility
  Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.
- Arrangement of furniture and use of physical resources
  Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are skillfully used, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.

Indicators include:

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

	Unsatisfactory	Basic	Proficient	Distinguished
2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	• *There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or the board.* • *Available technology is not being used, even if available and its use would enhance the lesson.*	• *The physical environment is safe, and most students can see and hear.* • *The physical environment is not an impediment to learning, but does not enhance it.* • *The teacher makes limited use of available technology and other resources.*	• *The classroom is safe, and all students are able to see and hear.* • *The classroom is arranged to support the instructional goals and learning activities.* • *The teacher makes appropriate use of available technology.*	In addition to the characteristics of "proficient," • *Modifications are made to the physical environment to accommodate students with special needs.* • *There is total alignment between the goals of the lesson and the physical environment.* • *Students take the initiative to adjust the physical environment.* • *Teachers and students make extensive and imaginative use of available technology*
Possible Examples	• *There are electrical cords running around the classroom.* • *There is a pole in the middle of the room; some students can't see the board.* • *A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.*	• *The teacher ensures that dangerous chemicals are stored safely.* • *The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.* • *The teacher tries to use a computer to illustrate a concept, but requires*	• *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.* • *Desks are moved to make tables so students can work together, or in a circle for a class discussion.* • *The use of an Internet connection enriches the lesson.*	• *Students ask if they can shift the furniture to better suit small group work, or discussion.* • *A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.* • *A student suggests an application of the white board for an activity.*

		several attempts to make it work.		

DOMAIN 3: Instruction

3a: Communicating with students

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson; skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests, prior knowledge, racial, ethnic, cultural, and linguistic experiences. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

The elements of component 3a are:

- Expectations for learning
  The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.
- Directions for activities
  Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.
- Explanations of content
  Skilled teachers, when explaining concepts and strategies to students, including those from different racial, ethnic, cultural, and linguistic backgrounds, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests, home, community, and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.
- Use of oral and written language
  For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.

Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge, background, and cultural experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests including those from different racial, ethnic, cultural, and linguistic backgrounds. Students from diverse racial, ethnic, cultural, and linguistic are encouraged to use their home and community knowledge to extend the content, by explaining concepts to their classmates and suggesting strategies that might be used. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. ELL students simultaneously engage with academic content while learning English, drawing on knowledge and language skills they already have in their dominant language
Critical Attributes	• *At no time during the lesson does the teacher convey to the students what they will be learning.* • *Students indicate through their questions that they are confused as to the learning task.* • *The teacher makes a*	• *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.* • *Teacher must clarify the learning task so students can complete it.* • *The teacher makes no*	• *The teacher states clearly, at some point during the lesson, what the students will be learning.* • *If appropriate, the teacher models the process to be followed in the task.* • *Students engage with the learning task, indicating that they understand what they are to do.*	In addition to the characteristics of "proficient," • *The teacher points out possible areas for misunderstanding.* • *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.* • *The teacher encourages students to share metaphors and examples that come from students' racial,*

	serious content error that will affect students' understanding of the lesson. • *Students indicate through body language or questions that they don't understand the content being presented.* • Teacher's *communications include errors of vocabulary or usage.* • *Vocabulary is inappropriate to the age or culture of the students.*	*serious content errors, although may make a minor error.* • *The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.* • *Vocabulary and usage are correct but unimaginative.* • *Vocabulary is too advanced or juvenile for the students.*	• *The teacher makes no content errors.* • *Teacher's explanation of content is clear, and invites student participation and thinking.* • *Vocabulary and usage are correct and completely suited to the lesson.* • *Vocabulary is appropriate to the students' ages and levels of development.*	*ethnic, cultural, and linguistic background* • *All students seem to understand the presentation.* • *The teacher invites students to explain the content to the class, or to classmates.* • *Teacher uses rich language, offering brief vocabulary lessons where appropriate.* • *Students suggest other strategies they might use in approaching a challenge or analysis.*
Possible Examples	• *A student asks: "What are we supposed to be doing?" but the teacher ignores the question.* • *The teacher states that to add fractions, they must have the same numerator.* • *Students have a quizzical look on their faces; some may withdraw from the lesson. Students become disruptive, or talk among themselves in an effort to follow the lesson.* • *The teacher uses technical terms with an elementary class without explaining their meanings.* • *The teacher says "ain't."*	• *The teacher mis-pronounces "..."* • *The teacher says: "And oh, by the way, today we're going to factor polynomials."* • *A student asks: "What are we supposed to be doing?" and the teacher clarifies the task.* • *Students ask "What do I write here?" in order to complete a task.* • *The teacher says: "Watch me while I show you how to …." with students asked only to listen.* • *A number of students do not seem to be following the explanation.* • *Students are inattentive during the teacher's explanation of content.*	• *"By the end of today's lesson, you're all going to be able to factor different types of polynomials."* • *In the course of a presentation of content, the teacher asks of students: "Can anyone think of an example of that?"* • *The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.*	• *The teacher says: "Here's a spot where some students have difficulty:…be sure to read it carefully."* • *The teacher asks a student to explain the task to other students.* • *When needed, a student offers clarification about the learning task to classmates.* • *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has been sitting in the sun.* • *The teacher says: "Who would like to explain this idea to us?"* • *Students from diverse racial, ethnic, cultural, and linguistic backgrounds are encouraged to explain an academic term to classmates using their home and community experiences.* • *The teacher pauses during an*

				explanation of the civil rights movement to explain the difference between equity and equality using examples from their city and/or community..

DOMAIN 3: Instruction

3b: Using questioning / prompts and discussion

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students) students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

The elements of component 3b are:

- Quality of questions/prompts
  Questions of high quality from different racial, ethnic, cultural, and linguistic perspectives cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.
- Discussion techniques
  Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.

- Student participation
  In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give and take with the teacher and with their classmates
- High levels of student participation in discussion

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using questioning / prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. When a few students tend to dominate the discussion, the teacher uses a range of techniques to encourage students from different racial, ethnic, cultural, and linguistic backgrounds to contribute to the discussion.	Teacher uses a variety or series of questions or prompts from different racial, ethnic, cultural, and linguistic perspectives to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, challenge one's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard and perspectives validated in the discussion.
Critical Attributes	• *Questions are rapid-fire, and convergent, with a single correct answer.* • *Questions do not invite student thinking.* • *All discussion is between teacher and students; students are not invited to speak directly to one another.* • *A few students dominate the discussion.*	• *Teacher frames some questions designed to promote student thinking, but only a few students are involved.* • *The teacher invites students to respond directly to one another's ideas, but few students respond.* • *Teacher calls on many students, but only a small number actually participate in the discussion.*	• *Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.* • *The teacher makes effective use of wait time.* • *The teacher builds on uses student responses, including the experiences of students from different racial, ethnic, cultural, and linguistic perspectives. to questions effectively.* • *Discussions enable students to talk to one another, without ongoing mediation by the teacher.* • *The teacher calls on most students, even those who don't initially volunteer.* • *Many students actively engage in the discussion.*	In addition to the characteristics of "proficient," • *Students initiate higher-order questions that draw on students' racial, ethnic, cultural, and linguistic experiences.* • *Students extend the discussion, enriching it.* • *Students invite comments from their classmates during a discussion and challenge one another's thinking.* • *Virtually all students are engaged in the discussion.* • *Students engage respectfully in academic dialogue.*
Possible Examples	• *All questions are of the*	• *Many questions are of the*	• *The teacher asks: "What might*	• *A student asks "How many ways*

	"recitation" type, such as "What is 3 x 4?" • *The teacher asks a question for which the answer is on the board; students respond by reading it.* • *The teacher only calls on students who have their hands up.*	*"recitation" type, such as "How many members of the House of Representatives are there?"* • The teacher asks: "Who has *an idea about this?" but the same three students offer comments.* • *The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.*	*have happened if the colonists had not prevailed in the American war for independence?"* • *The teacher uses the plural form in asking questions, such as: "What are some things you think might contribute to…?"* • *The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.* • *The teacher asks a question and asks every student to write a brief response, and then share with a partner before inviting a few to offer their ideas to the entire class.*	*are there to get this answer?"* • *A student says to a classmate: "I don't think I agree with you on this, because…."* • *A student asks of other students: "Does anyone have another idea as to how we might figure this out?"* • A student asks "What if" questions that are related to his/her home and community.

DOMAIN 3: Instruction

3c: Engaging students in learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important, challenging, and culturally relevant content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are "What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be "minds-on."

The elements of component 3c are:

- Activities and assignments
  The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.
- Grouping of students
  How students are grouped for instruction (whole class, small groups, pairs, and individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.
- Instructional materials and resources
  The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies; home, family, and community resources for relevancy.

Structure and pacing

No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging culturally relevant content, through well-designed learning tasks and activities that require complex thinking. , and The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry, and student contributions leading to the exploration of important content and future learning; students serve as cultural resources for one another. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. *Different and flexible grouping options are used for specific purposes and students of similar backgrounds and skills are not consistently grouped with the same classmates.*
Critical Attributes	• *Few students are intellectually engaged in the lesson.* • *Learning tasks require only recall or have a single correct response or method.* • *The materials used ask students only to perform rote tasks.* • *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.* • *Instructional materials*	• *Some students are intellectually engaged in the lesson.* • *Learning tasks are a mix of those requiring thinking and recall.* • *Student engagement with the content is largely passive, learning primarily facts or procedures.* • *Students have no choice in how they complete tasks.* • *The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.*	• *Most students are intellectually engaged in the lesson.* • *Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.* • *Students have some choice in how they complete learning tasks.* • *There is a mix of different types of groupings, suitable to the lesson objectives.* • *Materials and resources support the learning goals and require intellectual engagement, as appropriate.* • *The pacing of the lesson provides*	*In addition to the characteristics of "proficient,"* • *Students from all racial, ethnic, cultural, and linguistic backgrounds are highly engaged in the lesson.* • *Students from all racial, ethnic, cultural, and linguistic backgrounds take the initiative to improve the lesson by (1) Students take initiative to modify a learning task to make it more meaningful or relevant to their everyday lived experiences and needs.* • *(2)Students suggest modifications to the grouping patterns used.* • *(3)Students suggest modifications or additions to the materials being*

	used are unsuitable to the lesson and/or the students. • *The lesson drags, or is rushed.*	• *The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.* • *The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.*	*students the time needed to be intellectually engaged.*	*used.* • *Students have extensive choice in how they complete tasks.* • *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.* • *Different and flexible grouping options are used for specific purposes and students of similar backgrounds and skills are not consistently grouped with the same classmates* •
Possible Examples	• *Students are able to fill out the lesson worksheet without understanding what it's asking them to do.* • *The lesson drags, or feels rushed. Students complete "busy work" activities.*	• *Students are asked to fill in a worksheet, following an established procedure.* • *There is a recognizable beginning, middle, and end to the lesson.* • *Parts of the lesson have a suitable pace; other parts drag or feel rushed.*	• *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.* • *Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.* • *There is a clear beginning, middle, and end to the lesson.* • *The lesson is neither rushed nor drags.*	• *Students are asked to write an essay "in the style of Hemmingway."* • *Students are asked to write an essay in the style of an essayist reflective of their culture or community and to describe which aspects of the author's style the have incorporated* • *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.* • *Students identify or create their own learning materials. Students from different racial, ethnic, cultural, and linguistic backgrounds are encourage to use their home and community experience as a learning resource* • *Students summarize their learning from the lesson.*

DOMAIN 3: Instruction

3d: Using Assessment in Instruction

Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing do is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests, including racial, ethnic, cultural, and linguistic, to enrich an explanation.

The elements of component 3d are:

- Assessment criteria
  It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).
- Monitoring of student learning
  A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.
- Feedback to students
  Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.
- Student self-assessment and monitoring of progress
  The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do

these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

Indicators include:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions that include racial, ethnic, cultural, and linguistic referents to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/ assessments that include racial, ethnic, cultural, and linguistic referents are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Teachers make mid-course corrections when needed and enlist students' racial, ethnic, cultural, and linguistic interests to enrich an explanation. Students appear to be aware of, and there is evidence that students from all cultural and linguistic groups have contributed to the assessment criteria. Students self-assess and monitor their progress. A variety of forms of feedback, from both teacher and peers, is accurate, specific, culturally relevant, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students. The teacher successfully differentiates instruction to address individual students' misunderstanding. Assessment strategies for ELL are evident.
Critical Attributes	• *The teacher gives no indication of what high quality work looks like.* • *The teacher makes no effort to determine whether students understand the lesson.* • Feedback is only global. • *The teacher does not ask students to evaluate their own or classmates' work.*	• *There is little evidence that the students understand how their work will be evaluated.* • *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.* • *Teacher requests global indications of student understanding.* • *Feedback to students is not uniformly specific, not*	• *The teacher elicits evidence of student understanding during the lesson.* • *Students are invited to assess their own work and make improvements.* • *Feedback includes specific and timely guidance for at least three groups of students.* • *The teacher attempts to engage students in self- or peer-assessment.* • *When necessary, the teacher makes adjustments to the lesson to enhance understanding by*	In addition to the characteristics of "proficient," • *The teacher makes the standards of high quality work clear to the students and there is evidence that students have helped establish the evaluation criteria.* • *Teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of culturally relevant and linguistically sensitive strategies to elicit information about individual student understanding.*

		oriented towards future improvement of work. • *The teacher makes only minor attempts to engage students in self- or peer-assessment.* • *The teacher's attempts to adjust the lesson are partially successful.*	*groups of students.*	• *Feedback to students is specific, timely, and focused on improvement. It is provided from many sources, including other students and their families.* • *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.* • *The teacher's adjustments to the lesson are designed to assist individual students.*
Possible Examples	• *A student asks: "How is this assignment going to be graded?"* • *A student asks "Does this quiz count towards my grade?"* • *The teacher forges ahead with a presentation without checking for understanding.* • *The teacher says: "good job, everyone."*	• *Teacher asks: "Does anyone have a question?* • *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.* • *The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.*	• *The teacher circulates during small group or independent work, offering suggestions to groups of students.* • The teacher uses a specifically-*formulated question to elicit evidence of student understanding.* • *The teacher asks students to look over their papers to correct their errors.*	• *The teacher reminds students of the characteristics of high-quality work. Students from all racial, ethnic, cultural, and linguistic groups were involved in defining the characteristics.* • *While students are working, the teacher circulates providing substantive feedback to individual students.* • *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.* • *Students offer feedback to their classmates on their work.* • *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*

DOMAIN 3: Instruction

3e: Demonstrating flexibility and responsiveness

"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.

The elements of component 3e are:

- Lesson adjustment
  Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed.
- Response to students
  Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.
- Persistence
  Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point); these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.

Indicators include:

- Incorporation of students' interests, including racial, ethnic, cultural, and linguistic experiences and daily events beyond school into a lesson
- Visible adjustment in the face of student lack of understanding
- The teacher seizing on a teachable moment

	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on spontaneous events that include the experiences and interests of students from different racial, ethnic, cultural, and linguistic groups. The teacher adjusts and differentiates instruction to address individual student misunderstandings and cultural experiences using an extensive repertoire of instructional strategies and soliciting additional resources from the school, home or community. When students from all racial, ethnic, cultural, and linguistic groups encounter difficulty in learning, the teacher seeks alternate approaches to help students be successful.
Critical Attributes	• *Teacher ignores indications of student boredom or lack of understanding.* • *Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson.* • *The teacher conveys to students that when they have difficulty learning, it is their fault.* • *In reflecting on practice, the teacher does not indicate that it is important to reach all students.*	• *Teacher's efforts to modify the lesson are only partially successful.* • *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.* • *The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.* • *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.*	• *Teacher successfully makes a minor modification to the lesson.* • *Teacher incorporates students' interests, culture, and questions into the heart of the lesson.* • *The teacher conveys to students that she has other approaches to try when the students experience difficulty.* • *In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.*	In addition to the characteristics of "proficient," • *Teacher's adjustments to the lesson, when needed, are designed to assist individual students and cultural/ethnic groups.* • *Teacher seizes on a teachable moment to enhance a lesson.* • *The teacher conveys to students from all racial, ethnic, cultural, and linguistic groups that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.* • *In reflecting on practice, the teacher can cite others in the school and the students' home and diverse communities whom she has contacted for assistance in reaching some students.*
Possible Examples				

	• *The teacher says: "We don't have time for that today."* • *The teacher makes no attempt to adjust the lesson based on student confusion.* • *The teacher says: "If you'd just pay attention, you could understand this."*	• *The teacher says: "I'll try to think of another way to come at this and get back to you.* • *"The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."* • *The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.*	• *The teacher says: "That's an interesting idea; let's see how it fits."* • *The teacher illustrates a principle of good writing to a student using his interest in basketball as context.* • *The teacher says: "Let's try this way, "and then uses another approach that reflects the students' home and community, cultural experiences.*	• *The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it."* • *The teacher incorporates the school's upcoming championship game as well as home and community cultural referents into an explanation of averages.* • *The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."*

DOMAIN 4: Professional Responsibilities

4a: Reflecting on Teaching

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

The elements of component 4a are:

- Accuracy
  As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.
- Use in future teaching
  If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.

Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draws on a repertoire of strategies that embody culturally responsive pedagogy.

	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	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. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	• *The teacher considers the lesson but draws incorrect conclusions about its effectiveness.* • *The teacher makes no suggestions for improvement.*	• *The teacher has a general sense of whether or not instructional practices were effective.* • *The teacher offers general modifications for future instruction.*	• *The teacher accurately assesses the effectiveness of instructional activities used.* • *The teacher identifies specific ways in which a lesson might be improved.*	In addition to the characteristics of "proficient," • *Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.* • *Teacher's assessment of the lesson utilizes evidence of student learning.* • *Teacher's suggestions for improvement draw on an extensive repertoire that embody culturally responsive pedagogy.*
Possible Examples	• *Despite evidence to the contrary, the teachers says, "My students did great on that lesson!"* • *The teacher says: "That was awful; I wish I knew what to do!"*	• *At the end of the lesson the teacher says, "I guess that went okay."* • *The teacher says: "I guess I'll try x next time."*	• • *The teacher says to her mentor or colleague: "I wasn't pleased with the level of engagement of African-American students and I want feedback on how I might alter my instruction."* • *The teacher's journal indicates several possible lesson improvements.*	• *The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."* • *The teacher looks at the test performance of her students from all racial, ethnic, cultural, and linguistic groups and discovers an achievement gap. She asked the students and their family how her instruction might be more*

				effective • *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.*

DOMAIN 4: Professional Responsibilities

4b: Maintaining Accurate Records

An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. These include student completion of assignments, student progress in learning, and non-instructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

The elements of component 4b are:

- Student completion of assignments
  Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.
- Student progress in learning
  In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.
- Non-instructional records
  Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permissions slips for a field trip or which students have paid for their school pictures.

Indicators include:

- Routines and systems that track student completion of assignments are examined by racial, ethnic, cultural, and linguistic subgroups.
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate non-instructional records

	Unsatisfactory	Basic	Proficient	Distinguished
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Records are examined and tracked by racial, ethnic, and linguistic subgroups. Students contribute information and participate in maintaining the records.
Critical Attributes	• *Absence of a system for either instructional or non-instructional records.* • *Record-keeping systems that are in disarray so as to provide incorrect or confusing information.*	• *The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.* • *The teacher's process for tracking student progress is cumbersome to use.* • *The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.*	• *The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.* • *The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.* • *The teacher's process for recording non-instructional information is both efficient and effective.*	In addition to the characteristics of "proficient," • *Students contribute to and maintain records indicating completed and outstanding work assignments.* • *Students contribute to and maintain data files indicating their own progress in learning.* • *Students contribute to maintaining non-instructional records for the class.*
Possible Examples	• *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"* • *The teacher says, "I misplaced the writing samples for my class but it doesn't matter – I know what the students would have scored."* • *On the morning of the field trip, the teacher discovers that five students never turned in*	• *A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"* • *The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time."* • *On the morning of the field trip, the teacher frantically searches all the drawers in*	• *The teacher creates a link on the class website which students can access to check on any missing assignments.* • *The teacher's grade book records student progress toward learning goals.* • *The teacher creates a spreadsheet for tracking which students have paid for their school pictures.*	• *A student from each team maintains the database of current and missing assignments for the team.* • *When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals.* • *When they bring in their permission slips for a field trip, students add their own*

	their permission slips.	*the desk looking for the permission slips and finds them just before the bell rings.*		*information to the database.*

DOMAIN 4: Professional Responsibilities

4c: Communicating with Families

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish positive relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.

The elements of component 4c are:

- Information about the instructional program
  The teacher frequently provides information to families about the instructional program.
- Information about individual students
  The teacher frequently provides information to families about students' individual progress.
- Engagement of families in the instructional program
  The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.

Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner. The teacher is available as needed to respond to family concerns.	Early in the school year, the teacher establishes positive relationships with families by communicating with them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process. The teacher responds to family concerns, including families that are racially, ethnically, culturally, and linguistically diverse with professionalism and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful. She learns from families how best to meet the need of their children and uses this knowledge to shape her teaching.
Critical Attributes	• *Little or no information regarding instructional program available to parents.* • *Families are unaware of their children's progress.* • *Lack of family engagement activities.* • *Culturally inappropriate communication.*	• *School or district-created materials about the instructional program are sent home.* • *Infrequent or incomplete information is sent home by teachers about the instructional program.* • *Teacher maintains school-required grade book but does little else to inform families about student progress.* • *Teacher communications are sometimes inappropriate to families' cultural norms.*	• *Information about the instructional program is available on a regular basis.* • *The teacher sends information about student progress home on a regular basis.* • *Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.* • *Most of the teacher's communications are appropriate to families' cultural norms.*	In addition to the characteristics of "proficient," • *On a regular basis, students develop materials to inform their families about the instructional program. The teacher encourages students from different racial, ethnic, cultural, and linguistic backgrounds to develop materials that are accessible to their families.* • *Students maintain accurate records about their individual learning progress and frequently share this information with families.* • *Students contribute to regular and ongoing projects designed to engage families in the learning process.* • *All the teacher's communications are highly sensitive to families'*

				cultural norms.
Possible Examples	• *A parent says, "I'd like to know what my kid is working on at school!"* • *A parent says, "I wish I knew something about my child's progress before the report card comes out."* • *A parent says, "I wonder why we never see any school work come home."*	• *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."* • *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."* • *Weekly quizzes are sent home for parent/guardian signature.*	• *The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc. and the communication recognized the different levels of English language proficiencies in the home.* • *The teacher created monthly progress report sent home for each student.* • *The teacher sends home a project that asks students to interview a new immigrant about why he or she came to America.*	• *Students create materials for "Back to School" night that outline the approach for learning science.* • *Student daily reflection log describes learning and go home each week for a response from a parent or guardian.* • *Students design a project on charting family use of plastics.*

DOMAIN 4: Professional Responsibilities

4d: Participating in a Professional Community

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

The elements of component 4d are:

- Relationships with colleagues
  Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.
- Involvement in a culture of professional inquiry
  Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.
- Service to the school
  Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.
- Participation in school and district projects
  Teachers contribute to and support larger school and district projects designed to improve the professional community.

Indicators include:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives

Regular teacher participation in and support of racial, ethnic, cultural, and linguistic community initiatives

	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. The teacher participates in community educational initiatives, including those occurring in racial, ethnic, cultural, and linguistic communities.
Critical Attributes	• *The teacher's relationship with colleagues is characterized by negativity or combativeness.* • *The teacher purposefully avoids contributing to activities promoting professional inquiry.* • *The teacher avoids involvement in school activities and school district and community projects.*	• *The teacher has pleasant relationship with colleagues.* • *When invited, the teacher participates in activities related to professional inquiry.* • *When asked, the teacher participates in school activities, and school district and community projects.*	• *The teacher has supportive and collaborative relationships with colleagues.* • *The teacher regularly participates in activities related to professional inquiry.* • *The teacher frequently volunteers to participate in school events and school district and community projects.*	In addition to the characteristics of "proficient," • *The teacher takes a leadership role in promoting activities related to professional inquiry.* • *The teacher regularly contributes to and leads events that positively impact school life.* • *The teacher regularly contributes to and leads significant school district and community projects.*
Possible Examples	• *The teacher doesn't share test taking strategies with his colleagues. He figures that if his students do well, it will make him look good.* • *The teacher does not attend PLC meetings.*	• *The teacher is polite, but never shares any instructional materials with his grade partners.* • *The teacher only attends PLC meetings when reminded by her supervisor.* • *The principal says, "I wish I*	• *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings.* • *The teacher has decided to take some of the free MIT courses*	• *The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching.* • *The teacher hosts a book study group that meets monthly; he guides the book choices so that*

	• *The teacher does not attend any school function after the dismissal bell.* • *The teacher says, "I work from 8:30 to 3:30 and not a minute more – I won't serve on any district committee unless they get me a substitute to cover my class."*	*didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."* • The teacher only contributes *to the district Literacy committee when requested by the principal.*	*online and to share his learning with colleagues.* • *The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there.* • *The teacher enthusiastically represents the school during the district Social Studies review and brings her substantial knowledge of U.S. history to the course writing team.*	*the group can focus on topics that will enhance their skills.* • *The teacher leads the school's annual "Olympics" day, involving all students and faculty in athletic events.* • *The teacher leads the school district wellness committee, involving healthcare and nutrition specialists from the community.* • *The teacher organizes an instructional event in an African-American and/or Latino church where families are invited to comment on a proposal for a curriculum change.*

DOMAIN 4: Professional Responsibilities

4e: Growing and Developing Professionally

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, culturally responsive pedagogy and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

The elements of component 4e are:

- Enhancement of content knowledge and pedagogical skill
  Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.
- Receptivity to feedback from colleagues
  Teachers actively pursue networks that provide collegial support and feedback.
- Service to the profession
  Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.

Indicators include:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

	Unsatisfactory	Basic	Proficient	Distinguished
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge, pedagogical skill, and culturally responsive pedagogy and instruction. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development sponsored by the school district, professional educational organizations, and culturally and ethnically diverse community organizations and makes a systematic effort to conduct action research. Teacher solicits feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession, particularly in the areas related to the achievement of students from different racial, ethnic, cultural, and linguistic communities.
Critical Attributes	• *The teacher is not involved in any activity that might enhance knowledge or skill.* • *The teacher purposefully resists discussing performance with supervisors or colleagues.* • *The teacher ignores invitations to join professional organizations or attending conferences.*	• *The teacher participates in professional activities when required or when provided by the school district.* • *The teacher reluctantly accepts feedback from supervisors and colleagues.* • *The teacher contributes in a limited fashion to educational professional organizations.*	• *The teacher seeks regular opportunities for continued professional development.* • *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.* • *The teacher actively participates in professional organizations designed to contribute to the profession.* • *Teacher seeks opportunity to become more culturally responsive in her practice.*	In addition to the characteristics of "proficient," • *The teacher seeks regular opportunities for continued professional development, including initiating action research.* • *The teacher actively seeks feedback from supervisors and colleagues.* • *The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.* • *The teacher is a role-model for culturally responsive pedagogy and instruction.*
Possible Examples	• *The teacher never takes continuing education courses, even though the credits would increase his salary.* • *The teacher endures the*	• *The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.*	• *The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year.* • *The teacher enjoys her principal's*	• *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.*

	principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she can simply discard the feedback form. • *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.*	• *The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.* • *The teacher joins the local chapter of the American* • *Library Association because she might benefit from the free books – but otherwise doesn't feel it's worth too much of her time.*	*weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day.* • *The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding.*	• *The teacher is working on a particular instructional strategy related to the achievement gaps among her students from different racial, ethnic, cultural, and linguistic groups. He asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.* • *The teacher founded a local organization devoted to Literacy Education for immigrant students; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*

DOMAIN 4: Professional Responsibilities

4f: Showing Professionalism

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs, including racial, ethnic, cultural and linguistic, and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

The elements of component 4f are:

- Integrity and ethical conduct
  Teachers act with integrity and honesty.
- Service to students
  Teachers put students first in all considerations of their practice.
- Advocacy
  Teachers support their students' best interests, even in the face of traditional practice or beliefs.
- Decision making
  Teachers solve problems with students' needs as a priority.
- Compliance with school and district regulations
  Teachers adhere to policies and established procedures.

Indicators include:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first especially the students who have been traditionally underserved
- The teacher consistently fulfilling district mandates regarding policies and procedures

	Unsatisfactory	Basic	Proficient	Distinguished
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempt to serve students is inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving and advocating for students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, such as Mexican-American and African-Americans, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations but challenges long-held assumptions and practices that impede the academic progress of students, including students from different racial, ethnic, cultural, and linguistic backgrounds.
Critical Attributes	• *Teacher is dishonest.* • *Teacher does not notice the needs of students.* • *The teacher engages in practices that are self-serving.* • *The teacher willfully rejects school district regulations.*	• *Teacher is honest.* • *Teacher notices the needs of students, but is inconsistent in addressing them.* • *Teacher does not notice that some school practices result in poor conditions for students.* • *Teacher makes decisions professionally, but on a limited basis.* • *Teacher complies with school district regulations.*	• *Teacher is honest and known for having high standards of integrity.* • *Teacher actively addresses student needs.* • *Teacher actively works to provide opportunities for student success.* • *Teacher willingly participates in team and departmental decision making.* • *Teacher complies completely with school district regulations.*	• *Teacher is considered a leader in terms of honesty, integrity, and confidentiality.* • *Teacher is highly proactive in serving students from all racial, ethnic, and linguistic groups.* • *Teacher makes a concerted effort to ensure opportunities and successful learning outcomes for students from all racial, ethnic, and linguistic groups.* • *Teacher takes a leadership role in team and departmental decision making.* • *Teacher takes a leadership role regarding school district*

				regulations.
Possible Examples	• *The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.* • *The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother can't afford daycare.* • *The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.* • *When one of his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.* • *The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.*	• *The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her.* • *The teacher considers staying late to help some of her students in afterschool daycare, but realizes it conflicts with her gym class so she decides against it.* • *The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of.* • *When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance.* • *The teacher keeps his district required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.*	• *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.* • *Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.* • *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.* • *The English department chair says, "I appreciate when …. attends our after school meetings – he always contributes something meaningful to the discussion.* • *The teacher learns the district's new online curriculum mapping system and writes in all of her courses.*	• *When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom she knows can be relied on for expert advice and complete discretion.* • *After the school's intramural basketball program is discontinued, the teacher finds some former student athletes in the students' ethnic community to come in and work with his students who have come to love the after-school sessions.* • *The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some ELL students.* • *The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.* • *When the district adopts a new web based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation.*