

Teacher Rubric

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DOMAIN 1 – PLANNING AND PREPARATION

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p align="center">1a: Demonstrating Knowledge of Content and Pedagogy</p>	<p>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 student learning of the content.</p>	<p>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.</p>	<p>The teacher displays 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.</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates accurate understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>
<p align="center">Critical Attributes</p>	<ul style="list-style-type: none"> ▪ The teacher makes content errors. ▪ The teacher does not consider prerequisite relationships when planning. ▪ The teacher’s plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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 suitable to the content. 	<ul style="list-style-type: none"> ▪ The teacher cites intra- and interdisciplinary content relationships. ▪ The teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed. ▪ The teacher’s plans reflect recent developments in content-related pedagogy.
<p align="center">Possible Examples</p>	<ul style="list-style-type: none"> ▪ <i>The teacher says, “The official language of Brazil is Spanish, just like other South American countries.”</i> ▪ <i>The teacher says, “I don’t understand why the math book has decimals in the same unit as fractions.”</i> ▪ <i>The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.</i> ▪ <i>The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.</i> ▪ <i>The teacher always plans the same routine to student spelling: pretest on Monday, copy the words five times on Tuesday and Wednesday, test on Friday.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher’s plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</i> ▪ <i>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 measurement.</i> ▪ <i>The teacher plans to expand a unit on civics by having students simulate a court trial.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>In a unit on 19th century literature, the teacher incorporates information about the history of the same period.</i> ▪ <i>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.</i> ▪ <i>And others...</i>

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p>1b: Demonstrating Knowledge of Students</p>	<p>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests in cultural heritages—and does not indicate that such knowledge is valuable.</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposely acquires knowledge from sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ▪ The teacher does not understand child development characteristics and has unrealistic expectations for students. ▪ The teacher does not try to ascertain varied ability levels among students in the class. ▪ The teacher is not aware of students’ interests or cultural heritages. ▪ The teacher takes no responsibility to learn about students’ medical or learning disabilities. 	<ul style="list-style-type: none"> ▪ The teacher cites developmental theory but does not seek to integrate it into lesson planning. ▪ The teacher is aware of the different ability levels in the class but tends to teach to the “whole group.” ▪ The teacher recognizes that students 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 is aware of barriers to students’ virtual learning, but does not seek to understand the implications of those barriers. 	<ul style="list-style-type: none"> ▪ 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 class. ▪ The teacher has identified “high,” “medium,” and “low” groups of students within the class. ▪ The teacher is well informed about students’ intersecting identities and lived experiences and incorporates this knowledge in lesson planning. ▪ The teacher is aware of the special needs represented by students in the class. ▪ The teacher seeks to identify barriers to students’ virtual learning and supports students in addressing them. 	<ul style="list-style-type: none"> ▪ The teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly. ▪ The teacher seeks out information from all students about their intersecting identities and lived experiences and designs learning experiences accordingly. ▪ The teacher seeks out information from all students regarding their physical, social, and emotional well-being and designs learning experiences accordingly. ▪ The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ▪ 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 among his students. ▪ And others... 	<ul style="list-style-type: none"> ▪ The teacher’s lesson plan has the same assignment for the entire class in spite 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 that she hasn’t read them yet. ▪ And others... 	<ul style="list-style-type: none"> ▪ The teacher creates an assessment of students’ levels of cognitive development and/or social-emotional needs. ▪ The teacher examines previous years’ cumulative folders to ascertain the proficiency levels of groups of students in the class. ▪ The teacher collects student information (i.e. journal prompts, narrative surveys, one-on-one interviews to understand context and immediate needs) throughout the year. ▪ The teacher plans activities and groupings using his/her/their knowledge of students’ interests, experiences, or formative data. ▪ The teacher knows that five of her students are in the Ecology Club; she 	<ul style="list-style-type: none"> ▪ The teacher plans his lesson with different follow-up activities, designed to meet the varied ability levels of his students. ▪ 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 collects student interest survey data and uses the data to create choice projects for students. Each student will select the project that best meets his/her individual approach to learning. ▪ The teacher attends the local Mexican heritage day, meeting several of his students’ extended family members.

			<p><i>plans to have them discuss “green issues” as part of the next biology lesson.</i></p> <ul style="list-style-type: none">▪ <i>Ask students to complete a one question survey at the beginning of class or before class begins to find out about their emotional wellbeing and how that can impact their participation and/or focus during class.</i>▪ <i>The teacher asks her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.</i>	<ul style="list-style-type: none">▪ <i>The teacher regularly creates adapted assessment materials for several students with learning disabilities.</i>▪ <i>And others...</i>
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COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p>1C: Setting Instructional Outcomes</p>	<p>The objectives and learning targets represent low expectations for students and lack of rigor, and not all of these objectives and learning targets reflect important learning in the discipline. They are stated as student activities, rather than as objectives for learning. The objectives and learning targets reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>The objectives and learning targets represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of objectives and activities. The objectives and learning targets reflect several types of learning, but the teacher has made no effort at coordination or integration. The objectives and learning targets, based on global assessments of student learning, are suitable for most of the students in the class.</p>	<p>Most objectives and learning targets are linked to standards and represent rigorous and important learning in the discipline. They are clearly written in the form of student learning targets, and suggest viable methods of assessment. Outcomes reflect several different types of learning such as: factual knowledge, conceptual understanding, reasoning, skills, products, social interaction, and management, and where appropriate, provide opportunities for coordination. They are differentiated, in whatever way is needed, for different groups of students.</p>	<p>All objectives and learning targets represent rigorous and important learning in the discipline. They are linked to standards, are clearly written in the form of student learning targets, and permit viable methods of assessment. Objectives and learning targets reflect several different types of learning such as: factual knowledge, conceptual understanding, reasoning, skills, products, social interaction, and management, and, where appropriate, represent both coordination and integration. Objectives and learning targets are differentiated, in whatever way is needed, for individual students.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ▪ The objectives and learning targets lack rigor. ▪ The objectives and learning targets do not represent important learning in the discipline. ▪ The objectives and learning targets are not clear or are stated as activities. ▪ The objectives and learning targets are not suitable for many students in the class. 	<ul style="list-style-type: none"> ▪ The objectives and learning targets represent a mixture of low expectations and rigor. ▪ Some objectives and learning targets reflect important learning in the discipline. ▪ Objective and learning targets are suitable for most of the class. 	<ul style="list-style-type: none"> ▪ Objective and learning targets represent high expectations and rigor. ▪ Objective and learning targets are related to “big ideas” of the discipline. ▪ Objective and learning targets are written in terms of what students will learn rather than do. ▪ Objectives and learning targets represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. ▪ Objectives and learning targets are differentiated where necessary, and are suitable to groups of students in the class. 	<ul style="list-style-type: none"> ▪ The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing. ▪ The teacher connects objectives and learning targets to previous and future learning. ▪ Objectives and learning targets are differentiated to encourage individual students to take educational risks.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ▪ <i>All the objectives and learning targets for a ninth-grade history class are based on demonstrating factual knowledge.</i> ▪ <i>The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.</i> ▪ <i>Despite the presence of a number of ELL students in the class, the learning target states that all writing must be grammatically correct.</i> ▪ <i>None of the science objectives deal with the students’ reading, understanding, or interpretation of the text.</i> 	<ul style="list-style-type: none"> ▪ <i>Objectives and learning targets consist of understanding the relationship between addition and multiplication and memorizing facts.</i> ▪ <i>The reading objectives and learning targets are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students are struggling.</i> ▪ <i>Most of the English Language Arts objectives and learning targets are based on narratives.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>One of the learning targets is for students to “appreciate the aesthetics of 18th century English poetry.”</i> ▪ <i>The objectives and learning targets for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.</i> ▪ <i>The objectives and learning targets include students defending their interpretation of the story with citations from the text.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher encourages students to set their own goals and provides them with a taxonomy of challenge verbs to help them strive to meet the teacher’s higher expectations.</i> ▪ <i>Students will develop a concept map that links previous learning targets to those they are currently working on.</i> ▪ <i>The teacher reviews the project expectations and modifies some objectives and learning targets to be in line with students’ IEP objectives.</i> ▪ <i>One of the e-learning targets for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.</i>

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p>1d: Demonstrating Knowledge of Resources</p>	<p>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.</p>	<p>The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p>	<p>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p>	<p>The 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, in the community, through professional organizations and universities, and on the Internet, and /or through apprenticeships or internships to increase discipline knowledge.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ▪ The teacher uses only district-provided materials even when more variety would assist some students. ▪ The teacher does not seek out resources available to expand her own skill. ▪ Although the teacher is aware of some student needs, he does not inquire about possible resources. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Texts are at varied levels. ▪ Texts are supplemented by guest speakers and field experiences. ▪ The teacher facilitates the use of Internet resources. ▪ Resources are multidisciplinary. ▪ The teacher expands her knowledge through professional learning groups and organizations. ▪ The teacher pursues options offered by universities. ▪ The teacher provides lists of resources outside the classroom for students to draw on. 	<ul style="list-style-type: none"> ▪ Texts are matched to student skill level. ▪ The teacher has ongoing relationships with colleges and universities that support student learning. ▪ The teacher maintains a log of resources for student reference. ▪ The teacher pursues apprenticeships to increase discipline knowledge. ▪ The teacher facilitates student contact with resources outside the classroom.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ▪ <i>For their unit on China, the students find all of their information in the district-supplied textbook.</i> ▪ <i>The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.</i> ▪ <i>A student says, "It's too bad we can't go to the Chicago Botanical Garden when we're doing our unit on the environment."</i> ▪ <i>In the literacy classroom, the teacher has provided only narrative works.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>For a unit on heredity, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library, nor does he find sources on the internet for student use.</i> ▪ <i>The teacher knows she should learn more about questioning strategies, but the school offered only one professional development workshop last year.</i> ▪ <i>The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher provides her tenth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts.</i> ▪ <i>The teacher takes an online course on literature to expand her knowledge of great American writers.</i> ▪ <i>The English lesson includes a wide range of narrative and informational reading materials.</i> ▪ <i>The teacher distributes a list of summer reading materials that will help prepare his ninth graders' transition to tenth grade curriculum.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies.</i> ▪ <i>The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.</i> ▪ <i>The teacher matches students in her Family Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.</i> ▪ <i>And others...</i>

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p>1e: Designing Coherent Instruction</p>	<p>Learning activities are poorly aligned with the instructional objectives, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>	<p>Some of the learning activities and materials are aligned with the instructional objectives and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>Most of the learning activities are aligned with the instructional objectives and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional objectives, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ▪ Learning activities are boring and/or not well aligned to the instructional goals. ▪ Materials are not engaging or do not meet instructional objectives. ▪ Instructional groups do not support learning. ▪ Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> ▪ Learning activities are moderately challenging. ▪ Learning resources are suitable, but there is limited variety. ▪ Instructional groups are random, or they only partially support objectives. ▪ Lesson structure is uneven or may be unrealistic about time expectations. 	<ul style="list-style-type: none"> ▪ Asynchronous, synchronous, and live synchronous learning activities are matched to instructional objectives. ▪ Activities provide opportunity for higher-level thinking. ▪ The teacher provides a variety of appropriately challenging materials and resources. ▪ Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. ▪ The plan for the lesson or unit is well structured, with reasonable time allocations. ▪ The teacher considers "app fatigue" when selecting specific technology tools for learning tasks. 	<ul style="list-style-type: none"> ▪ Activities permit student choice. ▪ Learning experiences connect to other disciplines. ▪ The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. ▪ Lesson plans differentiate for individual student needs. ▪ The teacher incorporates student feedback when designing learning experiences.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ▪ <i>After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.</i> ▪ <i>The teacher plans to use a 15-year old textbook as the sole source for a unit on communism.</i> ▪ <i>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.</i> ▪ <i>The teacher's lesson plans are written on sticky notes in his grade book; they indicate: lecture, activity, or test, along with page numbers in the text.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</i> ▪ <i>The teacher finds an atlas to use as a supplemental resource during the geography unit.</i> ▪ <i>The teacher always lets students self-select a working group because they behave better when they can choose with whom to sit.</i> ▪ <i>The teacher's lesson plans are well formatted but the timing for many activities is too short to actually cover the concepts thoroughly.</i> ▪ <i>The plan for the English lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>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.</i> ▪ <i>The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.</i> ▪ <i>The teacher plans for students to complete a project in small groups; she carefully selects group members by their reading level and learning style.</i> ▪ <i>The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.</i> ▪ <i>The ninth grade math unit plan focuses on the key concepts for that level.</i> ▪ <i>The teacher decides to do individual vocabulary practice synchronously</i> 	<ul style="list-style-type: none"> ▪ <i>The teachers' unit on ecosystems lists a variety of challenging activities in a menu (i.e. playlist); the students choose those that suit their approach to learning (and jump into a breakout room based on the activity they choose during a live-synchronous lesson).</i> ▪ <i>While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.</i> ▪ <i>After the cooperative group lesson, the students will reflect on their participation and make suggestions.</i> ▪ <i>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson</i>

			<p><i>based on the individual nature of the learning target.</i></p> <ul style="list-style-type: none">▪ <i>The teacher chooses to do a live synchronous lab demonstration so that students can observe and ask questions in real time.</i>▪ <i>And others...</i>	<p><i>objectives and learning targets to those they previously learned.</i></p> <ul style="list-style-type: none">▪ <i>The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in 10th grade into a coherent curriculum.</i>
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COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p align="center">1f: Designing Student Assessments</p>	<p>The teacher designs assessment procedures that are not congruent with instructional objectives. They lack criteria and grading standards by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>The teacher designs assessment procedures that are partially congruent with instructional objectives. Assessment criteria and grading standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>The teacher designs instructional objectives which may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and grading standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>The teacher designs instructional objectives that are assessed by the intended assessment plan, with clear criteria for assessing and grading student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>
<p align="center">Critical Attributes</p>	<ul style="list-style-type: none"> ▪ Assessments do not match instructional objectives and learning targets. ▪ Assessments lack criteria and grading standards. ▪ No formative assessments have been designed. ▪ Assessment results do not affect future plans. 	<ul style="list-style-type: none"> ▪ Only some of the instructional objectives are addressed in the planned assessments. ▪ Assessment criteria and grading standards 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. 	<ul style="list-style-type: none"> ▪ All the learning objectives and learning targets have a method for assessment. ▪ Assessment types match learning targets. ▪ Plans indicate modified assessments when they are necessary for some students. ▪ Assessment criteria and grading standards are clearly written. ▪ Plans include formative assessments to use during instruction. ▪ Lesson plans indicate possible adjustments based on formative assessment data. 	<ul style="list-style-type: none"> ▪ 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 and learning targets. ▪ Students are actively involved in collecting information from formative assessments and provide input.
<p align="center">Possible Examples</p>	<ul style="list-style-type: none"> ▪ <i>The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, to a C, etc.</i> ▪ <i>The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"</i> ▪ <i>The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The district goal for the unit on Europe is for students to understand geo-political relationships; the teacher plans to have the students memorize all the country capitals and rivers.</i> ▪ <i>The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.</i> ▪ <i>A student asks, "If half the class passed the test why are we all reviewing the material again?"</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.</i> ▪ <i>The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.</i> ▪ <i>The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.</i> ▪ <i>Employing the formative assessment of the previous morning's project, the teacher plans to have 5 students work on a more challenging one while she works with 6 other students to reinforce the previous morning's concept.</i> 	<ul style="list-style-type: none"> ▪ <i>To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.</i> ▪ <i>The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.</i> ▪ <i>After the lesson the teacher plans to ask 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.</i> ▪ <i>The teacher 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 her during workshop time.</i>

DOMAIN 2 – THE CLASSROOM ENVIRONMENT

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p align="center">2a: Creating an Environment of Respect and Rapport</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between 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. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>
<p align="center">Critical Attributes</p>	<ul style="list-style-type: none"> ▪ The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. ▪ Student body language indicates feelings of hurt, discomfort, or insecurity. ▪ The teacher displays no familiarity with, or caring about, individual students. ▪ The teacher disregards disrespectful interactions among students. 	<ul style="list-style-type: none"> ▪ The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. ▪ The teacher attempts to respond to disrespectful behavior among students, with uneven results. ▪ The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. 	<ul style="list-style-type: none"> ▪ Talk between teacher and students and among students is uniformly respectful. ▪ The teacher successfully responds to disrespectful behavior among students and works to restore trust. ▪ Students participate willingly, but may be somewhat hesitant to offer their ideas or share their feelings in front of classmates. ▪ The teacher makes general connections with individual students. ▪ Students exhibit respect for the teacher. ▪ The teacher reiterates the purpose of establishing a safe and welcoming classroom community 	<ul style="list-style-type: none"> ▪ The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. ▪ There is no disrespectful behavior among students. ▪ When necessary, students respectfully correct one another. ▪ Students participate in learning and share their thoughts and feelings without fear of put-downs or ridicule from either the teacher or other students. ▪ The teacher respects and encourages students' efforts. ▪ The teacher helps students to take on an active role in establishing and maintaining a safe and welcoming classroom community.
<p align="center">Possible Examples</p>	<ul style="list-style-type: none"> ▪ <i>A student slumps in his chair following a comment by the teacher.</i> ▪ <i>Students roll their eyes at a classmate's idea; the teacher does not respond.</i> ▪ <i>Many students talk when the teacher and other students are talking; the teacher does not correct them.</i> ▪ <i>Some students refuse to work with other students.</i> ▪ <i>The teacher does not call students by their names.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.</i> ▪ <i>A few students do not engage with others in the classroom, even when put together in small groups.</i> ▪ <i>Students applaud halfheartedly following a classmate's presentation to the class.</i> ▪ <i>The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher greets students by name as they enter the class or during the lesson.</i> ▪ <i>The teacher structures an academic or community building circle with students.</i> ▪ <i>The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.</i> ▪ <i>Students wait for classmates to finish speaking before beginning to talk.</i> ▪ <i>Students applaud politely following a classmate's presentation to the class.</i> ▪ <i>Students help each other and accept help from each other.</i> ▪ <i>Teacher encourages discussion and support of self-care.</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher inquires about a student's soccer game last weekend (or extra-curricular activities or hobbies).</i> ▪ <i>Students feel secure enough to ask a student to mute in a virtual meeting.</i> ▪ <i>Students clap enthusiastically for one another's presentations for a job well done.</i> ▪ <i>Students create norms for whoever is going to speak or what happens when two students speak at once.</i> ▪ <i>The teacher says, "That's an interesting idea, Josh, and who can add to Josh's idea..."</i> ▪ <i>A student paraphrases a classmate, "What I heard you say is... can you tell me more about that..."</i> ▪ <i>And others...</i>

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p align="center">2b: Establishing a Culture for Learning</p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. The teacher positively reinforces student progress and success.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. Students and teacher positively reinforce student progress and success.</p>
<p align="center">Critical Attributes</p>	<ul style="list-style-type: none"> ▪ The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. ▪ 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. ▪ Students use language incorrectly; the teacher does not correct them. 	<ul style="list-style-type: none"> ▪ The teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. ▪ The teacher conveys high expectations for only some students. ▪ Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.” ▪ The teacher’s primary concern appears to be to complete the task at hand. ▪ The teacher urges, but does not insist, that students use precise language. 	<ul style="list-style-type: none"> ▪ The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. ▪ The teacher demonstrates a high regard for students’ abilities. ▪ The teacher conveys an expectation of high levels of student effort. ▪ Students expend good effort to complete work of high quality. ▪ The teacher insists on precise use of language by students. ▪ The teacher provides reinforcement to students making progress. ▪ Teacher supports students in becoming independent learners (developing confidence and competence) who contribute to a collaborative classroom environment. 	<ul style="list-style-type: none"> ▪ The teacher communicates passion for the subject. ▪ The teacher conveys the satisfaction that accompanies a deep understanding of complex content. ▪ Students indicate through their questions and comment a desire to understand the content. ▪ Students assist their classmates in understanding the content. ▪ Students take initiative in improving the quality of their work. ▪ Students correct one another in their use of language. ▪ Students positively reinforce or recognize the progress of their peers. ▪ Students demonstrate agency in learning, utilizing strategies and processes for tackling a new task.
<p align="center">Possible Examples</p>	<ul style="list-style-type: none"> ▪ <i>The teacher tells students that they’re doing a lesson because it’s in the book or is district-mandated.</i> ▪ <i>The teacher says to a student, “Why don’t you try this easier problem?”</i> ▪ <i>Students turn in sloppy or incomplete work.</i> ▪ <i>Many students don’t engage in an assigned task, and yet the teacher ignores their behavior.</i> ▪ <i>Students have not completed their homework; the teacher does not respond.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher says, “Let’s get through this.”</i> ▪ <i>The teacher says, “I think most of you will be able to do this.”</i> ▪ <i>Students consult with one another to determine how to fill in a worksheet, without challenging one another’s thinking.</i> ▪ <i>The teacher does not encourage students who are struggling.</i> ▪ <i>Only some students get right to work after an assignment is given or after entering the room.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher says, “This is important; you’ll need to speak grammatical English when you apply for a job.”</i> ▪ <i>The teacher says, “This idea is really important! It’s central to our understanding of history.”</i> ▪ <i>The teacher says, “Let’s work on this together; it’s hard, but you all will be able to do it well.”</i> ▪ <i>The 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.</i> ▪ <i>Students get to work right away when an assignment is given or after entering the room.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher says, “It’s really fun to find the patterns for factoring polynomials.”</i> ▪ <i>A student says, “I don’t really understand why it’s better to solve this problem that way.”</i> ▪ <i>A student asks a classmate to explain a concept of procedure since he didn’t quite follow the teacher’s explanation.</i> ▪ <i>Students question one another on answers.</i> ▪ <i>A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.</i> ▪ <i>And others...</i>

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p>2c: Managing Classroom Procedures and Physical Space</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines. The teacher does not ensure that the physical arrangement is appropriate to the learning activities and does not ensure that it is accessible to all students, including those with special needs. When applicable, volunteers and teaching assistants are used inappropriately to support the classroom environment.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, and/ or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. The teacher ensures that the physical arrangement is appropriate to the learning activities and is accessible for some students, including those with special needs. When applicable, volunteers and teaching assistants make little or no contribution to the classroom environment.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, and/or handling of materials and supplies, or both, is consistently successful. With minimal guidance and prompting, students follow established classroom routines. The teacher ensures that the physical arrangement is appropriate to the learning activities and is accessible for most students, including those with special needs. When applicable, volunteers and teaching assistants make a contribution to the classroom environment.</p>	<p>Instruction time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. The teacher ensures that the physical arrangement is appropriate to the learning activities and is accessible to all students, including those with special needs. When applicable, volunteers and teaching assistants make a substantive contribution to the classroom environment.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ▪ Students not working with the teacher are not productively engaged. ▪ Transitions are disorganized, with much loss of instructional time. ▪ There do not appear to be any established procedures for distributing and collecting materials. ▪ A considerable amount of time is spent off task because of unclear procedures. ▪ There are physical hazards in the classroom, endangering student safety. ▪ Many students can’t see or hear the teacher or see the board. ▪ Available technology is not being used even if it is available and its use would enhance the lesson. 	<ul style="list-style-type: none"> ▪ Students not working directly with the teacher are only partially engaged. ▪ Procedures for transitions seem to have been established, but their operation is not smooth. ▪ There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. ▪ Classroom routines function unevenly. ▪ The physical environment is safe, and most students can see and hear the teacher or see the board. ▪ 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. 	<ul style="list-style-type: none"> ▪ Students are productively engaged during small group or independent work. ▪ Transitions between large and small group activities are smooth. ▪ Routines for (engaging in learning and sharing of materials) distribution and collection of materials and supplies work efficiently. ▪ Classroom routines function smoothly. ▪ The classroom is safe, and all students are able to see and hear the teacher and access all materials and learning platforms. ▪ The classroom utilizes appropriate technology to support instructional goals and learning activities. is arranged to support the instructional goals and learning activities. ▪ The teacher explicitly teaches, models, reinforces, and gives feedback on classroom routines and expectations. ▪ The teacher is organized in their labeling of assignments and resources for ease of location and navigation. 	<ul style="list-style-type: none"> ▪ With minimal prompting by the teacher, students ensure that their time is used productively. ▪ Students take initiative in distributing and collecting materials efficiently. ▪ Students themselves ensure that transitions and other routines are accomplished smoothly. ▪ Modifications are made to the physical environment to accommodate students with special needs. ▪ There is total alignment between the learning activities and the physical environment. ▪ Students take the initiative to adjust the physical environment. ▪ The teacher and students make extensive and imaginative use of available technology ▪ The teacher involves students in explicitly teaching routines and expectations. ▪ The teacher involves students in the creation and dissemination of tutorials of virtual tools with other students and caregivers.
<p>CONTINUED - 2c: Managing Classroom Procedures</p>	<ul style="list-style-type: none"> ▪ <i>When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.</i> 	<ul style="list-style-type: none"> ▪ <i>Some students not working with the teacher are off task.</i> 	<ul style="list-style-type: none"> ▪ <i>In small-group work, students have established roles; they listen to one another, summarizing different views, etc.</i> 	<ul style="list-style-type: none"> ▪ <i>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</i>

<p>and Physical Space</p> <p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> ▪ <i>There are long lines for materials and supplies.</i> ▪ <i>Distributing or collecting supplies is time consuming.</i> ▪ <i>Students bump into one another when lining up or sharpening pencils.</i> ▪ <i>At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.</i> ▪ <i>There are electrical cords running around the classroom.</i> ▪ <i>There is a pole in the middle of the room; some students can't see the board.</i> ▪ <i>A whiteboard is in the classroom, but it is facing the wall.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>Transition between large- and small-group activities requires five minutes but is accomplished.</i> ▪ <i>Students ask what they are to do when materials are being distributed or collected.</i> ▪ <i>Students ask clarifying questions about procedures.</i> ▪ <i>Taking attendance is not fully routinized; students are idle while the teacher takes attendance.</i> ▪ <i>The teacher ensures that dangerous chemicals are stored safely.</i> ▪ <i>The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work.</i> ▪ <i>The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>Teacher sets routines and expectations for participating online (i.e. raise your hand, ask questions, indicating understanding)</i> ▪ <i>In an online setting, the teacher sets up breakout rooms, whiteboards, and slideshows in advance.</i> ▪ <i>Students move directly between large- and small-group activities.</i> ▪ <i>Students get started on an activity while the teacher takes attendance.</i> ▪ <i>The teacher has an established timing device, such as counting down, to signal students to return to their desks.</i> ▪ <i>The teacher has an established attention signal, such as raising a hand or dimming the lights.</i> ▪ <i>One member of each small group collects materials for the table.</i> ▪ <i>There is an established color-coded system indicating where materials should be stored.</i> ▪ <i>Cleanup at the end of a lesson is fast and efficient.</i> ▪ <i>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</i> ▪ <i>Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.</i> ▪ <i>The use of an Internet connection extends the lesson.</i> ▪ <i>The teacher shares tutorials on virtual tools with students and caregivers.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>A student reminds classmates of the roles that they are to play within the group.</i> ▪ <i>A student redirects a classmate to the table he should be at following a transition.</i> ▪ <i>A student shares their own screen to demonstrate or showcase an idea in a small group (online setting)</i> ▪ <i>Students propose an improved attention signal.</i> ▪ <i>Students adjust the physical space to meet their learning needs.</i> ▪ <i>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.</i> ▪ <i>A student suggests an application of an educational technology tool or application for an activity.</i> ▪ <i>And others...</i>
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COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p align="center">2d: Managing Student Behavior</p>	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate or the teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventative.</p>
<p align="center">Critical Attributes</p>	<ul style="list-style-type: none"> ▪ The classroom environment is chaotic, with no standards of conduct evident. ▪ The teacher does not monitor student behavior. ▪ Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. 	<ul style="list-style-type: none"> ▪ The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. ▪ The teacher attempts to keep track of student behavior, but with no apparent system. ▪ The teacher's response to student misbehavior is inconsistent; sometimes harsh, other times lenient. 	<ul style="list-style-type: none"> ▪ Standards of conduct appear to have been established and implemented successfully. ▪ Overall, student behavior is generally appropriate. ▪ The teacher frequently monitors student behavior. ▪ The teacher's response to student misbehavior is effective. 	<ul style="list-style-type: none"> ▪ Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. ▪ The teacher silently and subtly monitors student behavior. ▪ Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
<p align="center">Possible Examples</p>	<ul style="list-style-type: none"> ▪ <i>Students are talking among themselves, with no attempt by the teacher to silence them.</i> ▪ <i>An object flies through the air, apparently without the teacher's notice.</i> ▪ <i>Students are running around the room, resulting in chaos.</i> ▪ <i>Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>Classroom rules are posted, but neither the teacher nor the students refer to them.</i> ▪ <i>The teacher repeatedly asks students to take their seats; some ignore her.</i> ▪ <i>To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>Upon a nonverbal signal from the teacher, students correct their behavior.</i> ▪ <i>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</i> ▪ <i>The teacher gives a student a "hard look," and the student stops talking to his neighbor.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>A student suggests a revision to one of the classroom rules.</i> ▪ <i>The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.</i> ▪ <i>The teacher speaks privately to a student about misbehavior.</i> ▪ <i>A student reminds her classmates of one of the class expectations.</i> ▪ <i>And others...</i>

DOMAIN 3 - INSTRUCTION				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
3a: Communicating with Students	The teacher does not clearly communicate the instructional purpose of the lesson to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors, some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The teacher clearly communicates the instructional purpose of the lesson to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content through clear learning targets is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear learning targets, scaffolding, and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Critical Attributes	<ul style="list-style-type: none"> ▪ At no time during the lesson does the teacher convey to students what they will be learning. There are no learning targets. ▪ Students indicate through body language or questions that they don't understand the content being presented. ▪ The teacher makes a serious content error that will affect students' understanding of the lesson. ▪ Students indicate through their questions that they are confused about the learning task. ▪ The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. ▪ The teacher's vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> ▪ The teacher provides little elaboration or explanation about what the students will be learning. There is not a clear use of learning targets. ▪ The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. ▪ The teacher makes no serious content errors but may make minor ones. ▪ The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. ▪ The teacher must clarify the learning task so students can complete it. ▪ The teacher's vocabulary and usage are correct but unimaginative. ▪ When the teacher attempts to explain academic vocabulary, it is only partially successful. ▪ The teacher's vocabulary is too advanced, or too juvenile, for students. 	<ul style="list-style-type: none"> ▪ The teacher clearly communicates through learning targets, at some point during the lesson, what the students will be learning. ▪ The teacher's explanation of content is clear and invites student participation and thinking. ▪ The teacher makes no content errors. ▪ The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. ▪ Students engage with the learning task, indicating that they understand what they are to do. ▪ If appropriate, the teacher models the process to be followed in the task. ▪ The teacher's vocabulary and usage are correct and entirely suited to the lesson, including where appropriate, explanations of academic vocabulary. ▪ The teacher's vocabulary is appropriate to students' ages and levels of development. 	<ul style="list-style-type: none"> ▪ If asked, students are able to explain what they are learning as detailed in the learning targets and where it fits into the larger curriculum context. ▪ The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. ▪ The teacher points out possible areas of misunderstanding. ▪ The teacher invites students to explain the content to their classmates. ▪ Students suggest other strategies they might use in approaching a challenge or analysis. ▪ The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. ▪ Students use academic language correctly.

<p>3a (Continued) Communicating with Students</p> <p>Possible Examples</p>	<ul style="list-style-type: none"> ▪ 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 without explaining their meanings. ▪ The teacher says, "ain't." ▪ And others... 	<ul style="list-style-type: none"> ▪ The teacher mispronounces "_____." ▪ 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. ▪ A student asks, "What do I write here?" in order to complete a task. ▪ The teacher says, "Watch me while I show you how to _____," asking students 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. ▪ Student's use of academic vocabulary is imprecise. ▪ And others... 	<ul style="list-style-type: none"> ▪ The teacher says, "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 students, "Can anyone think of an example of that?" ▪ The teacher uses a board of projection device for task directions so that students can refer to it without requiring the teacher's attention. ▪ The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work." ▪ The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on cold, but sunny, day or about the water in a hose that has been sitting in the sun. ▪ The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy. ▪ And others... 	<ul style="list-style-type: none"> ▪ 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 clarification about the learning task is needed, a student offers it to classmates. ▪ The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples. ▪ The teacher asks, "Who would like to explain this idea to us?" ▪ A student asks, "Is this another way we could think about analogies?" ▪ A student explains an academic term to classmates. ▪ The teacher pauses during an explanation of the civil rights movement to remind students that the prefix "in-" as in "inequality" means "not" and that the prefix "un-" also means the same thing. ▪ A student says to a classmate, "I think that side of the triangle is called the hypotenuse." ▪ And others...
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COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p>3b: Using Questioning and Discussion Techniques</p>	<p>The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<p>The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>While the teacher may use some low-level questions, the teacher poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that virtually all voices are heard in the discussion.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ▪ Questions are rapid-fire and convergent, with a single correct answer. ▪ Questions do not invite student thinking. ▪ All discussion is between the teacher and students; students are not invited to speak directly to one another. ▪ The teacher does not ask students to explain their thinking. ▪ Only a few students dominate the discussion. 	<ul style="list-style-type: none"> ▪ The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. ▪ The teacher invites students to respond directly to one another’s ideas, but few students respond. ▪ The teacher calls on many students, but only a small number actually participate in the discussion. ▪ The teacher asks students to explain their reasoning, but only some students attempt to do so. 	<ul style="list-style-type: none"> ▪ The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. ▪ Teacher models curiosity and humility in dialogue with students. ▪ The teacher makes effective use of wait time. ▪ Academic and non-academic discussions enable students to talk to one another without ongoing mediation by teacher. ▪ The teacher calls on most students, even those who don’t initially volunteer. ▪ Many students actively engage in the discussion. ▪ The teacher asks students to justify their reasoning, and most attempt to do so. ▪ The teacher offers multiple channels (chat, padlet, gestures, etc.) to engage students in discussion. 	<ul style="list-style-type: none"> ▪ Students initiate higher-order questions. ▪ The teacher builds on and uses student responses to questions in order to deepen student understanding. ▪ 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 initiate the creation/use of group norms for peer-to-peer interactions, work, etc.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ▪ <i>All questions are of the “recitation” type, such as “What is 3 x4?”</i> ▪ <i>The teacher asks a question for which the answer is on the board; students respond by reading it.</i> ▪ <i>The teacher calls only on students who have their hands up.</i> ▪ <i>A student responds to a question with wrong information, and the teacher doesn’t follow-up.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?”</i> ▪ <i>The teacher asks, “Who has an idea about this?” The usual three students offer comments.</i> ▪ <i>The teacher asks, “Maria, can you comment on Ian’s idea?” but Maria does not respond or makes a comment directly to the teacher.</i> ▪ <i>The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher asks, “What might have happened if the colonists had not prevailed in the American war for independence?”</i> ▪ <i>The teacher uses the plural form in asking questions, such as “What are some things you might think contribute to _____?”</i> ▪ <i>The teacher asks, “Maria, can you comment on Ian’s idea?” and Maria responds directly to Ian.</i> ▪ <i>The teacher poses a question, asking every student to write a brief response and then share it with a</i> 	<ul style="list-style-type: none"> ▪ <i>A student asks, “How many ways are there to get this answer?”</i> ▪ <i>A student paraphrases a classmate, “What I heard you say is... can you tell me more about that...”</i> ▪ <i>A student says to a classmate, “I don’t think I agree with you on this, because...”</i> ▪ <i>A student asks of other students, “Does anyone have another idea how we might figure this out?”</i> ▪ <i>A student asks, “What if...?”</i> ▪ <i>And others...</i>

▪ *And others...*

partner, before inviting a few to offer their ideas to the entire class.

- *The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor.*
- *The teacher uses breakout rooms to prioritize a small group discussion.*
- *The teacher encourages students to comment or give a thumbs up/down in response to a peer's idea.*
- *And others...*

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p align="center">3c: Engaging Students in Learning</p>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional objectives, or require only rote responses, with only one approach possible. The teacher’s use of technology is detrimental or inappropriate. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>The learning tasks and activities are partially aligned with the instructional objectives but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The teacher’s use of technology is sometimes inconsistent or is only somewhat connected to the instructional objectives. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”</p>	<p>The learning tasks and activities, which use technology as appropriate, are fully aligned with the instructional objectives and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities, which use technology, as appropriate, and that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and is adapted, as necessary, to the needs of individuals. The pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ▪ Few students are intellectually engaged in the lesson. ▪ Learning tasks/activities and materials require only recall or have a single correct response or method. ▪ Instructional materials used are unsuitable to the lesson and/or the students. ▪ The lesson drags or is rushed. ▪ Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement. ▪ Technology is inappropriately used in the lesson and/or actually interferes with the progress of the lesson. 	<ul style="list-style-type: none"> ▪ Some students are intellectually engaged in the lesson. ▪ Learning tasks are a mix of those requiring thinking and those requiring recall. ▪ Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. ▪ The materials and resources are partially aligned to the lesson objectives. ▪ Few of the materials and resources require student thinking or ask students to explain their thinking. ▪ The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. ▪ The instructional groupings used are partially appropriate to the activities. ▪ The use of technology is inconsistent and is only somewhat connected to the lesson. 	<ul style="list-style-type: none"> ▪ Most students are intellectually engaged in the lesson. ▪ Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. ▪ Students are invited to explain their thinking as part of completing tasks. ▪ Materials and resources support the learning goals and require intellectual engagement, as appropriate. ▪ The pacing of the lesson provides students the time needed to be intellectually engaged. ▪ The teacher uses groupings that are suitable to the lesson activities. ▪ The use of technology supports the lesson and engages the students. 	<ul style="list-style-type: none"> ▪ Virtually all students are intellectually engaged in the lesson. ▪ Lesson activities require high-level student thinking and explanations of their thinking. ▪ Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. ▪ Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. ▪ The use of technology supports the lesson and engages the students. ▪ Students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful. ▪ Teacher plans for individual and group projects that are purely based on the interest of students.

<p>CONTINUED - 3c: Engaging Students in Learning</p> <p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> ▪ Most students disregard the assignment given by the teacher; it appears to be much too difficult for them. ▪ Students fill out the lesson worksheet by copying words from the board. ▪ Students are using math manipulative materials in a rote activity. ▪ The teacher lectures for 45 minutes. ▪ Most students don't have time to complete the assignment; the teacher moves on in the lesson. ▪ And others... 	<ul style="list-style-type: none"> ▪ Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed. ▪ Students are asked to fill in a worksheet, following an established procedure. ▪ There is a recognizable beginning, middle, and end to the lesson. ▪ The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it. ▪ And others... 	<ul style="list-style-type: none"> ▪ The teacher has planned a follow-up activity for students who complete a task quickly. ▪ Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning. ▪ Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table. ▪ Students are asked to create different representations of a large number using a variety of manipulative materials. ▪ The lesson is neither rushed nor does it drag. ▪ <i>The teacher uses a variety of modes of engagement -- audio, visual cues, infographics, video, discussion, etc.</i> ▪ And others... 	<ul style="list-style-type: none"> ▪ Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated. ▪ Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem. ▪ 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 choose how to summarize their learning from the lesson. ▪ And others...
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COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p align="center">3d: Using Assessment in Instruction</p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback, including in SIS, is absent or of poor quality. Students do not engage in self or peer assessment.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and information provided through SIS is sometimes inaccurate or inconsistent, and few students assess their own work.</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher utilizes a variety of forms of feedback, including SIS, to provide accurate and specific feedback to groups of students. Some students engage in self-assessment. Students recognize the learning progress of their peers, when appropriate.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by students. Teacher utilizes a variety of forms of feedback, including SIS, to provide accurate and specific feedback to groups of students. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings. Students recognize the learning progress of their peers, when appropriate.</p>
<p align="center">Critical Attributes</p>	<ul style="list-style-type: none"> ▪ The teacher gives no indication of what high-quality work looks like. ▪ The teacher makes no effort to determine whether students understand the lesson. ▪ Students receive no feedback, or feedback is global or directed to only one student. ▪ The teacher does not ask students to evaluate their own or classmates' work. ▪ The teacher does not use SIS to provide accurate or timely feedback. 	<ul style="list-style-type: none"> ▪ There is little evidence that the students understand how their work will be evaluated. ▪ The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. ▪ Feedback to students is vague and not oriented toward future improvement of work. ▪ The teacher makes only minor attempts to engage students in self- or peer- assessment. ▪ The teacher's use of SIS is inconsistent or sometimes inaccurate or untimely. ▪ Assessment has not been modified in response to virtual learning. 	<ul style="list-style-type: none"> ▪ The teacher makes the criteria for success of high-quality work clear to students and how their progress towards satisfying those criteria will be monitored. ▪ The teacher elicits evidence of student understanding. ▪ Students are invited to assess their own work and make improvements; most of them do so. ▪ Feedback includes specific and timely guidance, at least for groups of students. ▪ Teacher uses SIS to provide timely and accurate feedback to students. ▪ Students recognize success of their peers, when appropriate. ▪ Teacher has made adjustments to the assessment model in response to virtual learning, and has rationale for adjustments. 	<ul style="list-style-type: none"> ▪ Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. ▪ The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. ▪ Students monitor their own understanding, (self-assess or self-reflect) either on their own initiative or as a result of tasks set by the teacher. ▪ High-quality academic and/or social-emotional feedback comes from many sources, including students; it is specific and focused on improvement. ▪ Teachers consistently use SIS to provide timely and accurate feedback to students. ▪ Students support each other by recognizing each other's learning progress.

<p>CONTINUED - 3d: Using Assessment in Instruction</p> <p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> ▪ A student asks, “How is this assignment going to be graded?” ▪ A student asks, “Is this the right way to solve this problem?” but receives no information from the teacher. ▪ The teacher forges ahead with a presentation without checking for understanding. ▪ After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, “After all these years in education, I just know what grade to give.” ▪ And others... 	<ul style="list-style-type: none"> ▪ The 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 says, “Good job, everyone.” ▪ The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept. ▪ The students receive their tests back; each one is simply marked with a letter grade at the top. ▪ And others... 	<ul style="list-style-type: none"> ▪ The teacher circulates during small-group or independent work, offering suggestions to students. ▪ <i>Teacher schedules check-in times with students or groups of students during synchronous learning.</i> ▪ The teacher uses specifically formulated questions to elicit evidence of student understanding. ▪ The teacher asks students to look over their papers to correct their errors; most of them engage in this task. ▪ <i>The teacher uses digital assessment tools to check for understanding, have students share their thoughts, or react to a prompt.</i> ▪ And others... 	<ul style="list-style-type: none"> ▪ The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them. ▪ While students are working, the teacher circulates providing specific feedback to individual students. ▪ The teacher sets up one-on-one conferences with students to have students discuss their progress over time. ▪ The teacher uses 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.
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COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p>3e: Demonstrating Flexibility and Responsiveness</p>	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings, as needed. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ▪ The teacher ignores indications of student boredom or lack of understanding. ▪ The teacher brushes aside students' questions. ▪ 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. ▪ The teacher makes no attempt to adjust the lesson in response to student confusion. 	<ul style="list-style-type: none"> ▪ The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. ▪ The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. ▪ In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. ▪ The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> ▪ The teacher incorporates students' interests 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. ▪ When improvising becomes necessary, the teacher makes adjustments to the lesson. ▪ Teacher creates space for students to learn, explore, ask questions, and voice reactions to current events. 	<ul style="list-style-type: none"> ▪ The teacher seizes on a teachable moment to enhance a lesson. ▪ The teacher conveys to students that she won't consider a lesson "finished" until every student understands that she has a broad range of approaches to use. ▪ In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. ▪ The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ▪ <i>The teacher says, "We don't have time for that today."</i> ▪ <i>The teacher says, "If you'd just pay attention, you could understand this."</i> ▪ <i>When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then."</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher says, "I'll try to think of another way to come at this and get back to you."</i> ▪ <i>The teacher says, "I realize not everyone understands this, but we can't spend any more time on it."</i> ▪ <i>The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher says, "That's an interesting idea; let's see how it fits."</i> ▪ <i>The teacher illustrates a principle of good writing to a student, using his interest in basketball as context.</i> ▪ <i>The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it."</i> ▪ <i>The teacher incorporates the school's upcoming championship game into an explanation of averages.</i> ▪ <i>The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."</i> ▪ <i>And others...</i>

DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p align="center">4a: Reflecting on Teaching and Practice</p>	<p>The teacher seldom, if ever, reflects on aspects of the profession and these reflections lack accuracy, objectivity, and/or specificity. The teacher does not know whether lessons were effective or achieved their instructional objectives, or the teacher profoundly misjudges the success of lessons. The teacher has little or no suggestions for how teaching and learning could be improved. The teacher does not seek and/or does not utilize the assistance and support from mentors, coaches, and supervisors.</p>	<p>The teacher occasionally reflects on some aspects of the profession and these reflections may lack objectivity. The teacher has a somewhat incomplete or inaccurate impression of the effectiveness of the lessons and the extent to which instructional objectives were met. The teacher makes general suggestions about how lessons could be improved. The teacher's reflections on professional practice are somewhat incomplete or inaccurate. The teacher makes inconsistent use of assistance and support from mentors, coaches, and supervisors.</p>	<p>The teacher is an objective and reflective practitioner regarding most aspects of the profession. The teacher makes an accurate assessment of the effectiveness of the lessons and the extent to which instructional objectives are achieved. The teacher can cite general references and best practices to support judgments. The teacher makes specific suggestions of what could be tried another time when lessons are taught. The teacher reflects and makes improvements to address student learning needs including feedback from mentors, coaches, and supervisors.</p>	<p>The teacher is an objective and reflective practitioner regarding virtually all aspects of the profession, especially student learning. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action. To become more accurate and specific in his or her reflections, the teacher seeks out assistance and support through working with supportive mentors, coaches, and supervisors.</p>
<p align="center">Critical Attributes</p>	<ul style="list-style-type: none"> ▪ The teacher considers the lesson but draws incorrect conclusions about its effectiveness. ▪ The teacher makes no suggestions for improvement. ▪ The teacher resists or has inappropriate interactions and conversations with other staff about changes that need to occur. ▪ The teacher resists or inappropriately reflects and shares ideas with members of the professional learning team. ▪ The teacher rarely evaluates his or her instructional decisions in light of professional best practices. 	<ul style="list-style-type: none"> ▪ The teacher has a general sense of whether or not instructional practices were effective. ▪ The teacher offers general modifications for future instruction. ▪ When prompted, the teacher reflects on interactions and conversations with other staff about changes that need to occur. ▪ When prompted, the teacher reflects and shares instructional practices with members of the professional learning team. ▪ The teacher seldom evaluates his or her instructional decisions in light of professional best practices. 	<ul style="list-style-type: none"> ▪ The teacher accurately assesses the effectiveness of instructional activities used. ▪ The teacher identifies specific ways in which future lessons might be improved. ▪ The teacher reflects on interactions and conversations with other staff about changes that need to occur to best serve learning needs of groups of students. ▪ The teacher reflects and shares important instructional practices with members of the professional learning team. ▪ The teacher evaluates his or her instructional decisions in light of professional best practices and frequently makes appropriate changes. 	<ul style="list-style-type: none"> ▪ The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. ▪ The teacher's suggestions for improvement draw on an extensive repertoire. ▪ The teacher reflects on interactions and conversations with other staff about changes that need to occur to best serve individual student learning needs. ▪ The teacher consistently and appropriately reflects and shares important instructional practices with members of the professional learning team. ▪ The teacher evaluates his or her instructional decisions in light of professional best practices and makes appropriate changes.
<p align="center">Possible Examples</p>	<ul style="list-style-type: none"> ▪ <i>Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"</i> ▪ <i>The teacher says, "That was awful; I wish I knew what to do!"</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>At the end of the lesson, the teacher says, "I guess that went okay."</i> ▪ <i>The teacher says, "I guess I'll try _____ next time."</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher says, "I wasn't pleased with the level of engagement of the students."</i> ▪ <i>The teacher's journal indicates several possible lesson improvements.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."</i> ▪ <i>In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.</i> ▪ <i>And others...</i>

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p align="center">4b: Maintaining Accurate Records to Support Communication with Families</p>	<p>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher’s records for noninstructional activities are in disarray, the result being errors and confusion. The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p>	<p>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary, not timely, and only partially effective. The teacher’s records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the supervisor, are prone to errors. The 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. Moreover, the communication that does take place may not be professionally or culturally sensitive to those families.</p>	<p>The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records, including those in SIS, is timely, accurate, and fully effective. Using this information, the teacher frequently communicates information on student progress. The teacher responds to student and family concerns with professional and cultural sensitivity in a timely fashion.</p>	<p>The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records, including those in SIS, is timely, accurate, and fully effective. Using this information, the teacher proactively communicates information on student progress, using a variety of formats. When appropriate, students contribute to the information and assist in communication. The teacher persists in responding to student and family concerns with professional and cultural sensitivity.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ▪ There is no system for either instructional or non instructional records. ▪ Record-keeping systems are in disarray and provide incorrect or confusing information. Little or no information regarding the instructional program is available to parents. ▪ Families are unaware of their children’s progress. ▪ Family engagement activities are lacking. ▪ There is some culturally inappropriate communication. 	<ul style="list-style-type: none"> ▪ The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. ▪ The teacher’s process for tracking student progress is too cumbersome to use. ▪ The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors. School- or district-created materials about the instructional program are sent home. ▪ The teacher sends home infrequent or incomplete information about the instructional program. ▪ The teacher maintains a school-required grade book but does little else to inform families about student progress. ▪ Some of the teacher’s communications are inappropriate to families’ cultural norms. ▪ When prompted, the teacher attempts to communicate with families. ▪ When asked, the teacher shares information regarding student learning experiences with families. 	<ul style="list-style-type: none"> ▪ The teacher’s process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments and are able to see how they’re progressing. ▪ The teacher’s process for recording noninstructional information is both efficient and effective. The teacher regularly makes information about the instructional program available. ▪ The teacher regularly sends home information about student progress. ▪ The teacher establishes structures and processes to keep families informed regarding student learning experiences. ▪ The teacher makes frequent attempts to communicate to ensure that families are fully informed. ▪ The teacher interacts with families in ways that respect their values and cultural backgrounds. ▪ The teacher is responsive to students’ learning context, including space, device/internet access, and schedules. 	<ul style="list-style-type: none"> ▪ 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. ▪ Students regularly develop materials to inform their families about the instructional program. ▪ Students maintain accurate records about their individual learning progress and frequently share this information with families. ▪ Students contribute to regular and on-going projects designed to engage families in the learning process. ▪ All of the teacher’s communications are highly sensitive to families’ cultural norms. ▪ The teacher persists in communicating through a variety of formats to ensure that families understand and are fully informed. ▪ The teacher establishes structures and processes to elicit feedback from families regarding student learning experiences.

**CONTINUED - 4b:
Maintaining
Accurate Records
to Support
Communication
with Families**

Possible Examples

- A parent says, "I'd like to know what my kid is working on at school."
- A parent says, "I wish I could know something about my child's progress before the report card comes out."
- A parent says, "I wonder why we never see any schoolwork come home."
- 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 their permission slips.
- The teacher makes little to no attempt to contact the families.
- And others...

- 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."
- The teacher sends home weekly quizzes for parent or guardian signature.
- 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 desk looking for permission slips and finds them just before the bell rings.
- The teacher attempts to contact the family when his supervisor reminds him of his requirement to do so.
- And others...

- The teacher sends a newsletter home to families that describe current class activities, community and/or school projects, field trips, etc.
- The teacher creates a monthly progress report, which is sent home for each student.
- The teacher sends home a project that asks students to interview a family member about growing up during the 1950s.
- On the class website, the teacher creates a link that 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.
- When a teacher is unable to reach a family by phone, he tries several ways to make contact with the family.
- And others...

- Students create materials for Back-to-School Night that outline the approach for learning science.
- Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian.
- Students design a project on charting their family's use of plastics.
- A student from each team maintains the database of current and missing assignments for the team.
- When asked about her progress in a class, a student proudly shows her portfolio of work 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 information to the database.
- When a teacher is unable to reach a family by phone, he tries several other ways to make contact and continues until the message has been delivered and is understood by the family.
- And others...

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p>4c: Participating in the Professional Community</p>	<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The 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.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ▪ The teacher's relationships with colleagues are characterized by negativity or combativeness. ▪ The teacher purposefully avoids contributing to activities promoting professional inquiry. ▪ The teacher avoids involvement in school activities and district and community projects. 	<ul style="list-style-type: none"> ▪ The teacher has cordial relationships with colleagues. ▪ When invited, the teacher participates in activities related to professional inquiry. ▪ When asked, the teacher participates in school activities, as well as district and community projects. ▪ 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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 district and community projects. ▪
<p>Possible Examples</p>	<ul style="list-style-type: none"> ▪ <i>The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.</i> ▪ <i>The teacher does not attend PLT meetings.</i> ▪ <i>The teacher does not attend any school functions after the dismissal bell.</i> ▪ <i>The teacher says, "I work from 8:00 to 3:00 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher is polite but seldom shares any instructional materials with his grade partners.</i> ▪ <i>The teacher attends PLT meetings only when reminded by her supervisor.</i> ▪ <i>The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."</i> ▪ <i>The teacher contributes to the district literacy committee only when requested to do so by the principal.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.</i> ▪ <i>The teacher has decided to take some free MIT courses online and to share his learning with colleagues.</i> ▪ <i>The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there.</i> ▪ <i>The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.</i> ▪ <i>The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.</i> ▪ <i>The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events.</i> ▪ <i>The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.</i> ▪ <i>And others...</i>

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p>4d: Growing and Developing Professionally</p>	<p>The teacher engages in little or no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes little or no effort to share knowledge with others and does not contribute to the profession.</p>	<p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher actively pursues professional development opportunities to enhance content knowledge and pedagogical skill, including emerging technological skills and research-based strategies, and initiates activities to contribute to the profession. In addition, the teacher seeks out feedback on teaching from both supervisors and colleagues.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ▪ 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 attend conferences. 	<ul style="list-style-type: none"> ▪ The teacher participates in professional activities when they are required or provided by the district. ▪ The teacher reluctantly accepts feedback from supervisors or colleagues. ▪ The teacher contributes in a limited fashion to professional organizations. 	<ul style="list-style-type: none"> ▪ The teacher seeks regular opportunities for continued professional development, including 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 profession. 	<ul style="list-style-type: none"> ▪ 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 profession.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ▪ <i>The teacher never takes continuing education courses, even though the credits would increase his salary.</i> ▪ <i>The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply disregard the feedback.</i> ▪ <i>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.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.</i> ▪ <i>The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.</i> ▪ <i>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 much of her time.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>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.</i> ▪ <i>The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</i> ▪ <i>The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher's principal rarely spends time in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.</i> ▪ <i>The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</i> ▪ <i>The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</i> ▪ <i>And others...</i>

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	ACCOMPLISHED	DISTINGUISHED
<p align="center">4e: Showing Professionalism</p>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher demonstrates high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher demonstrates the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ▪ The teacher is dishonest. ▪ The teacher does not notice the needs of students. ▪ The teacher engages in practices that are self-serving. ▪ The teacher willfully rejects district regulations. 	<ul style="list-style-type: none"> ▪ The teacher is honest. ▪ The teacher notices the needs of students but is inconsistent in addressing them. ▪ The teacher does not notice that some school practices result in poor conditions for students. ▪ The teacher makes decisions professionally but on a limited basis. ▪ The teacher complies with district regulations. 	<ul style="list-style-type: none"> ▪ The teacher is honest and known for having high standards of integrity. ▪ The teacher actively addresses student needs. ▪ The teacher actively works to provide opportunities for student success. ▪ The teacher willingly participates in team and departmental decision making. ▪ The teacher complies completely with district regulations. 	<ul style="list-style-type: none"> ▪ The teacher is considered a leader in terms of honesty, integrity, and confidentiality. ▪ The teacher is highly proactive in serving students. ▪ The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. ▪ The teacher takes a leadership role in team and departmental decision making. ▪ The teacher takes a leadership role regarding district regulations.

<p>CONTINUED - 4e: Showing Professionalism <i>Possible Examples</i></p>	<ul style="list-style-type: none"> ▪ <i>The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.</i> ▪ <i>The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare.</i> ▪ <i>The teacher fails to notice that one of his students is often ill, looks malnourished, and frequently has bruises on her arms and legs.</i> ▪ <i>When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities.</i> ▪ <i>The teacher does not file his students' writing samples in their departmental cumulative folders; it is time-consuming, and he wants to leave early for summer break.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher says, "I have always known my co-teaching partner to be truthful. If she called in sick today, then I believe her."</i> ▪ <i>The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.</i> ▪ <i>The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.</i> ▪ <i>When the teacher's co-teaching partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance.</i> ▪ <i>The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>The teacher is trusted by his teaching partners; they share information with him, confident it will not be repeated inappropriately.</i> ▪ <i>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 students who cannot afford dance lessons.</i> ▪ <i>The teacher notices some speech delays in a few of her students; she alerts the speech therapist who conducts sessions in her classroom and provides feedback on further steps.</i> ▪ <i>The English department chair says, "I appreciate when _____ attends our after-school meetings; he always contributes something meaningful to the discussion."</i> ▪ <i>The teacher learns the district's new online curriculum development system and applies it to all of her courses.</i> ▪ <i>And others...</i> 	<ul style="list-style-type: none"> ▪ <i>When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion.</i> ▪ <i>After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions.</i> ▪ <i>The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.</i> ▪ <i>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.</i> ▪ <i>When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implantation.</i> ▪ <i>And others...</i>
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