

# Professional Growth Through Collaborative Supervision and Evaluation

*Updated December 4, 2014*

The Northwest School Division would like to extend its thanks and appreciation to the members of the Teacher Supervision Policy Committee for their work on this project.

**Committee Members:**

Terry Craig  
Darrell Newton  
Aaron Oakes  
John MacCormick  
Shawn Larson  
Diana Worman  
Deborah MacLean  
Brian Goota  
Micheline Huard  
Melissa Gabrielli  
Darren Nordell

**Revision Committee:**

Darrell Newton  
Aaron Oakes  
Jason L'Heureux  
Laura Lockwood  
Jim Snodgrass  
James Medway  
Kate Renwick  
Kristin Becotte

## Index

Mission Statement .....	pg 5
A New Vision of Teaching .....	pg 5
Supervision Defined .....	pg 5
Beliefs about Teacher Supervision .....	pg 5
Guidelines.....	pg 6
Conceptual Framework for Supervision and Evaluation .....	pg 7
Formative Experiences.....	pg 8
Summative Evaluation .....	pg 9
Teacher Support Program.....	pg 12
Teacher Review Program .....	pg 13
Domains:	
1. Planning and Preparation	
a.    Demonstrating Knowledge of Content and Pedagogy.....	pg 14
b.    Demonstrating Knowledge of Students .....	pg 15
c.    Setting Instructional Outcomes.....	pg 16
d.    Demonstrating Knowledge of Resources.....	pg 17
e.    Designing Coherent Instruction .....	pg 18
f.    Designing Student Assessments.....	pg 19
2. The Classroom Environment	
a.    Creating an Environment of Respect and Rapport .....	pg 20
b.    Establishing a Culture for Learning.....	pg 21
c.    Managing Classroom Procedures .....	pg 22
d.    Managing Student Behavior .....	pg 23
e.    Organizing Physical Space.....	pg 24
3. Instruction	
a.    Communicating with Students.....	pg 25
b.    Using Questions and Discussion Techniques.....	pg 26
c.    Engaging Students in Learning.....	pg 27
d.    Using Assessment in Instruction.....	pg 28

e.	Demonstrating Flexibility and Responsiveness .....	pg 29
4.	Professional Responsibilities	
a.	Reflecting on Teaching.....	pg 30
b.	Maintaining Accurate Records.....	pg 31
c.	Communicating with Families.....	pg 32
d.	Participating in a Professional Community .....	pg 33
e.	Growing and Developing Professionally .....	pg 34
f.	Showing Professionalism.....	pg 35

Appendices:

Appendix 1:	Overview of Supervision .....	pg 37
Appendix 2:	Suggested Questions to Guide Pre and Post-observation Conference .....	pg 38
Appendix 3:	Teacher Planning Checklist.....	pg 39
Appendix 4:	Differentiated Supervision .....	pg 40
Appendix 5:	Summative and Annual Evaluation Templates .....	pg 41
Appendix 6:	Suggested Monthly Walk-through Focus and Templates.....	pg 44
Appendix 7:	Personal and Professional Growth Plan Template .....	pg 47
Appendix 8:	Strategies to Achieve Professional Growth.....	pg 50
Appendix 9:	Framework for Teaching – Evaluation Instrument .....	pg 54

## **1. Mission Statement**

The Northwest School Division is committed to excellence in education and endeavors to provide a positive, supportive and collaborative environment in which teachers grow professionally.

## **2. A New Vision of Teaching**

The different demands on 21st century education dictate new roles for teachers in their classrooms and schools. The following are suggestions for what teachers need to know and do to teach students in the 21st century.

- 2.1 Teachers demonstrate shared leadership among the staff and administration.
- 2.2 Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- 2.3 Teachers can no longer only cover material; they, along with their students, uncover solutions. Skills such as critical thinking and problem solving, along with information and communication technology, are integrated into core content instruction.
- 2.4 Teachers facilitate instruction of 21st century skills of how to learn, innovate, collaborate, and communicate their ideas.
- 2.5 Teachers are reflective practitioners and include authentic assessments that demonstrate student understanding.
- 2.6 Teachers demonstrate lifelong learning

*(North Carolina Teacher Evaluation Process 2008)*

## **3. Supervision Defined**

Supervision is an ongoing, planned, collaborative process designed to facilitate and support effective teaching and individual growth in meeting professional, school and division goals.

## **4. Beliefs about Teacher Supervision**

Successful teaching occurs best in empowering, supportive environments that encourage creativity and innovation.

- 4.1 The improvement of teaching effectiveness is a shared responsibility between individual staff members and the Northwest School Division.
- 4.2 Teacher effectiveness is the most important in-school determinant of student learning.
- 4.3 One means of ensuring teaching effectiveness is a program of teacher supervision and evaluation.
- 4.4 Supervision practice and procedures should reflect current research as applicable to local needs, conditions, and Northwest School Division priorities.
- 4.5 Teachers are primarily responsible for their own professional growth and development which will impact and ultimately improve student learning for all.
- 4.6 The primary purpose of the program of supervision and evaluation is to improve teacher effectiveness (formative supervision).
- 4.7 The secondary purpose of supervision and evaluation is to provide a basis for decisions regarding retention, re-assignment or termination (summative evaluation).
- 4.8 Effective supervision promotes and supports opportunities for self-reflection.

## 5. Guidelines

The Director of Education shall ensure that a program of supervision is carried out according to the following guidelines:

- 5.1 Supervision shall take into account:
  - The teacher's skills and competencies.
  - The teacher's professional attributes.
- 5.2 The procedure should be guided by the interaction between the teacher and the principal or designate.
- 5.3 The practices and procedures of supervision and any directives arising out of the supervision process must be fair, respectful, equitable, timely, and follow the principles of due process and natural justice.
- 5.4 Supervision may be differentiated in order to provide experienced teachers with choices that will better meet their individual needs.
- 5.5 The program of supervision should be part of an on-going process aimed at improvement of instruction, professional practice, and personal growth.
- 5.6 When an in-school administrator has concerns that a teacher is not meeting the expectations of the Northwest School Division, he/she shall inform and discuss the circumstances of the concern with the teacher. Concerns will be reported to the director/designate as needed.
- 5.7 In-school administrators will be provided with appropriate training related to this process. This will ensure of practice, fairness, and effectiveness.
- 5.8 Formal written reports, filed on a regular basis, will serve to provide on-going records of performance.
- 5.9 A route of appeal will be available to the teacher and the administrator.
- 5.10 A review of the policy shall take place during the 2017-2018 school year, or earlier if requested by the teachers' association, in-school administrators' group, or the Director/designate.

## Conceptual Framework for Supervision and Evaluation

Contract	Formative	Summative
<i>Replacement</i>	<ul style="list-style-type: none"> <li>• Planning Meeting</li> <li>• Personal and Professional Growth Plan developed with in-school administrator</li> <li>• Administrator walk-throughs (3)</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 2 classroom visits yearly by in-school administrator who writes report.</li> <li>• Superintendent visits if contract is equal to or longer than one semester.</li> </ul>
<i>Non-Tenured (Continuing)</i> (1st and 2nd Year – new in the Division, new to the profession)	<ul style="list-style-type: none"> <li>• Planning Meeting</li> <li>• Personal and Professional Growth Plan developed with in-school administrator</li> <li>• Administrator walk-throughs (8)</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 2 classroom visits by in-school administrator.</li> <li>• Minimum of 2 classroom visits by Superintendent.</li> </ul>
<i>Non-Tenured (Continuing)</i> (1st or 2nd year in Division with three or more years' experience)	<ul style="list-style-type: none"> <li>• Planning Meeting</li> <li>• Personal and Professional Growth Plan</li> <li>• Administrator walk-throughs (8)</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 2 classroom visits yearly by in-school administrator.</li> <li>• Minimum of 2 classroom visits by Superintendent.</li> </ul>
<i>Tenured (Continuing)</i>	<ul style="list-style-type: none"> <li>• Planning Meeting</li> <li>• Personal and Professional Growth Plan</li> <li>• Administrator walk-throughs (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Every 5 years</li> </ul> <p>Clinical Supervision: Minimum of 2 classroom visits by in-school administrator who writes report. Superintendent may be involved in the supervision process.</p> <p style="text-align: center;">OR</p> <p>Differentiated Supervision</p>
<i>Timeline</i>	<ul style="list-style-type: none"> <li>• Sept. 15 – Planning Meeting</li> <li>• Oct. 15 – initial PPGP meeting</li> <li>• Feb. 15 – mid-year PPGP meeting</li> <li>• May 15 – submit year end reflection</li> <li>• June 15 - submit PPGP in writing to in-school administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Oct. 15 – 1st visit in-school administrator</li> <li>• Nov. 30 – 1st visit Superintendent</li> <li>• Mar. 15 – 2nd visit in-school administrator</li> <li>• Apr. 30 - 2nd visit Superintendent</li> <li>• May 31- Final Summative Report</li> </ul>

# OVERVIEW OF SUPERVISION: A COLLABORATIVE PROCESS FOR EFFECTIVE TEACHING

## FORMATIVE EXPERIENCE

- Planning Meeting with Principal or Vice Principal
- Professional growth Plan
- Sample data collection instruments provided (Appendix?)
- Administrative walk-throughs (8)

## SUMMATIVE EVALUATION

- Teachers in their first and second year in the Division  
OR
- Upon request by administration or teacher or five year cycle.
  - data collection (4 visitations minimum)
  - final written report
  - sample form (Appendix C)
  - Administrative walk-throughs (8)



Annual Professional Growth and Development Plan

- completed by the individual teacher (Appendix A)
- for assistance see: Indicators of Effective Teachers p. 2  
Strategies to Achieve Professional Growth (Appendix B)



Conference with Supervisor/Administrator re: Annual Professional Growth and Development Plan

- by first reporting period: Initial Conference  
Completed Professional Growth and Development Plan Discussed
- before end of school year: Year End Conference  
Reflection Section to be completed and discussed

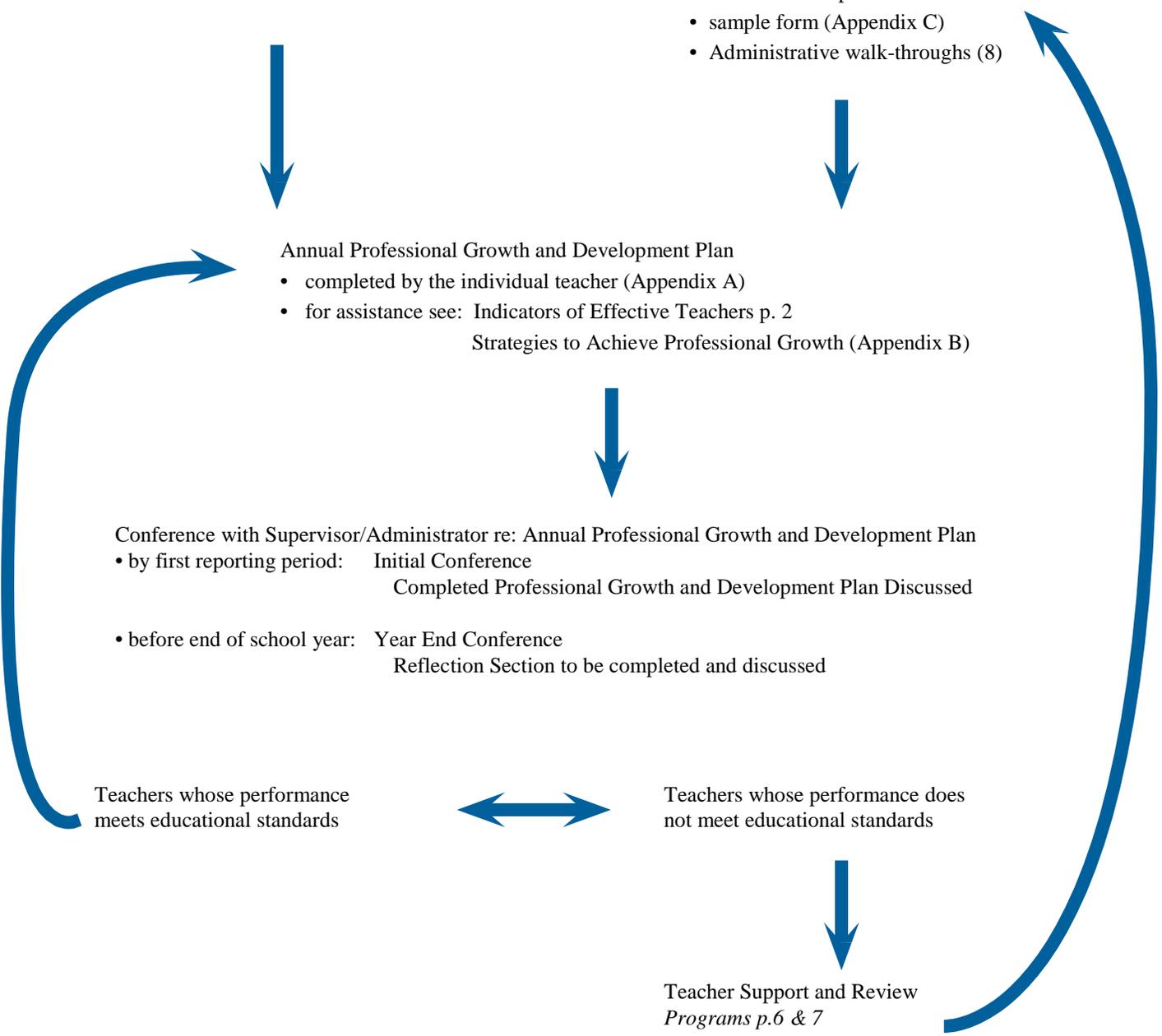
Teachers whose performance meets educational standards



Teachers whose performance does not meet educational standards



Teacher Support and Review Programs p.6 & 7



## 6. Formative Experiences

Formative supervision and evaluation is a process that empowers teachers to assume primary responsibility for their own professional growth and development. Professional development encourages teachers to reflect on their performance and individual needs. Each teacher identifies areas in need of improvement and develops strategies to improve the effectiveness of the teaching/learning process.

### General Practice and Procedures:

- 6.1 A professional growth plan will be completed annually by each teacher. A form for teacher use has been provided in Appendix A.
- 6.2 The growth plan will be discussed with in-school administration before the first reporting period. The growth plan should be comprehensive enough for teachers to identify current needs and professional development to facilitate this.
- 6.3 The year-end reflection will be completed and discussed before the end of the school year.
- 6.4 Copies of the completed Annual Professional Growth Plan will be retained by the teacher and the in-school administrator.
- 6.5 Teachers are encouraged to use a variety of strategies to achieve professional GROWTH (Appendix 8).
- 6.6 It is expected that a member of the in-school administrative team will make 8 walkthroughs per year for 1<sup>st</sup> and 2<sup>nd</sup> year teachers. These can be used for formative or summative purposes.
- 6.7 Teachers may choose a variety of other formative processes in addition to the walk-through visitations by in-school administration. There are suggested strategies in **Appendix 8**.

## 7. Summative Evaluation

Summative evaluation is a process that focuses on assessing professional growth and competencies and is conducted in collaboration with the teacher. The two outcomes of summative evaluation include the continued development of professional knowledge and skills, as well as a final written report that provides documentation and accountability. This report is used to assist in making decisions regarding transfer, reassignment, promotion and retention or dismissal of teachers in accordance with the requirements of *The Education Act*.

### General Practice and Procedures:

- 7.1 Summative evaluations with formal visitations and pre and post-conferences will be completed for all teachers in their first and second years in the Northwest School Division. Teachers in their first and second years in the division will be supervised a minimum of four times per year. Information gathered from walk-throughs may be used in the final evaluation. Before the writing of the report, a meeting with the in-school administrator, the teacher and the central office administrator will take place to discuss the summative evaluation.

- 7.2** Copies of the summative evaluation are to be provided to the teacher and the Northwest School Division Office. A common form for the NWSD is provided for administrators' use in **Appendix 5**. Other data collection instruments may be used to gather information to assist in the completion of the common form. The teacher will be provided adequate time to reflect privately before signing the report. Signing of the report will signify receipt of a copy of the report and not necessarily concurrence with the contents of the report. Teachers will have the right to respond in writing to their evaluations and may attach personal comments to the final summative report.
- 7.3** In the event that the observed performance does not meet acceptable educational standards, the teacher will be provided with assistance and the opportunity through the Teacher's Support Program to raise his/her level of performance to acceptable standards within a reasonable time frame.
- 7.4** Summative evaluations will be completed for any tenured teacher on the five year cycle or upon request by either the teacher or administration.

### **Tenured Teachers**

Following the second year of employment, teachers shall be supervised every fifth year thereafter or earlier at the request of the teacher. In exceptional circumstances, the in-school administrator and the teacher will mutually submit a request for an extension of the time from the Director/designate.

The teacher may select, in consultation with the in-school administrator, one of the following summative options:

- clinical supervision, or
- differentiated supervision (see Appendix 4)

### **Clinical Supervision:**

If the teacher chooses clinical supervision, the same steps are followed as for Non-Tenured Teachers on a Continuing Contract (Section 4.1 - 4.6).

If the summative evaluation reflects satisfactory performance, the teacher will return to the Personal and Professional Growth Plan the following year and the summative cycle would begin again in five years.

If the summative evaluation reflects unsatisfactory performance, where a teacher does not meet the expectations of the North West School Division, the teacher shall be notified in writing by the Director/designate of the teacher's placement on intensive supervision.

**Differentiated Supervision:**

The major purpose of differentiated supervision is the promotion of professional development (taking competent staff beyond competence) or professional learning with a collaborative and reflective community. Teachers can develop their plan around new ideas or work on efforts in which they may already be involved. Teachers who select this option shall take the initiative in identifying the desired focus for their efforts and share this with their in-school administrator. The teacher and in-school administrator will mutually agree on the structure of the plan.

*All plans and goals must meet the expectations of the summative evaluation policy as defined in Section 3 (Criteria for Evaluation of Teaching Performance). All plans must support division, school or department initiatives. All plans must include the potential effect of the work on student learning.*

**Differentiated supervision timelines and processes:**

The in-school administrator and teacher shall meet by October 15 of the current school year to review the expectations for the chosen summative process. The teacher shall present a proposal at this time identifying the area(s) of practice to be addressed. An action plan that identifies the nature of the activities, timelines and goals shall be formalized at this meeting. (See Differentiated Supervision– Appendix 4)

A minimum of two follow-up meetings shall be scheduled between the teacher and in-school administrator to discuss the chosen optional summative process. The first shall be held prior to March 31 and provide an opportunity for the teacher and in-school administrator to review progress and identify actions to be taken before the year-end. The year-end meeting shall occur by May 15. The final meeting would be a discussion driven by the work presented by the teacher to allow opportunity for fuller explanation of outcomes and activities of the chosen strategy. These discussions would serve to inform the final summative evaluation report.

The final summative report shall consist of the cover page, a reflection by the teacher and the in-school administrator on the differentiated supervision strategy and the final page of the final summative evaluation report. The report is due on May 31.

## **8. Teacher Support Program**

Teachers whose performance does not meet acceptable educational and/or professional standards will be in a Teacher Support Program. Throughout the period of support, a helping attitude will be maintained. They will be provided with assistance and the opportunity to raise their level of performance to acceptable educational standards within a reasonable time frame. A team approach will be used to provide support according to the following steps.

### **8.1 Step One**

The in-school administrator and Director or Superintendent will meet with the teacher to identify the areas of concern and the changes that are necessary. At this time, the teacher will receive a copy of the Teacher Support Program. Teachers are encouraged to have a colleague or local STF counselor present at this meeting.

### **8.2 Step Two**

The teacher will receive a letter from the Director or designate outlining the changes needed and the specified time frame.

### **8.3 Step Three**

The teacher will be offered support to develop a plan, which addresses the areas of concern. A teacher who has been placed in a program of support may call upon a local STF counselor, a colleague, principal, director, or any combination of the aforementioned to provide help in the development of the improvement plan. The aforementioned may also be present at the meeting when the improvement plan is presented. The plan will be signed and retained by the teacher, the school administrative team and the Northwest School Division.

### **8.4 Step Four**

The plan will be implemented. The support team, the teacher, the Principal and Central Office Administration will maintain records of meetings, plans and other pertinent data.

### **8.5 Step Five**

At the end of the specified time period a meeting will be held to assess the progress of the teacher. A teacher advocate may be present at this meeting. Several alternatives may then be considered depending on the degree of progress:

1. If progress is satisfactory and sufficient, the formal process of support may be concluded.
2. If progress has been made but continued effort is required to increase the level of proficiency, the period of support may be extended.
3. If the necessary changes have not been made, the teacher will enter the Teacher Review Program.

## **9. Teacher Review Program**

During this process, the teacher will be given a final opportunity to meet acceptable educational and/or professional standards.

### **9.1 Step One**

The director or designate will meet with the school-based administrator and teacher and officially notify the teacher in writing that he/she has been placed on review and that dismissal will be recommended unless certain improvements are made within a specified time frame. Teachers are strongly encouraged to have a colleague or local STF counselor present at this meeting.

### **9.2 Step Two**

The teacher who has been placed on review may call upon a local STF counselor, a colleague, principal, director, or any combination of the aforementioned to provide help in the development of the improvement plan. Specific strategies for improvement and indicators of success must be included along with a time line for the plan.

### **9.3 Step Three**

The improvement plan will be reviewed with the principal and the director or designate and each will retain a copy. A copy will be placed in the teacher's personnel file. A detailed schedule of increased supervision and evaluation will be included as part of the improvement plan.

### **9.4 Step Four**

The plan will be implemented and progress will be carefully monitored. All support efforts, contacts and objective data will be recorded and kept as part of the evaluation process. A summative report will be signed and retained by the teacher, the supervisor and the Northwest School Division.

### **9.5 Step Five**

At the end of the specified time period, a meeting will be held to discuss the progress of the teacher. A teacher advocate may be present at this meeting. Two options will then be considered:

9.5.1 If progress is satisfactory, the formal process of review is concluded and the teacher will be placed back on the Teacher Support Program.

9.5.2 If progress is unsatisfactory, the teacher will be advised of the recommendation of dismissal under the provisions of *The Education Act*.

**DOMAIN 1:** Planning and Preparation

**Component 1a:** Demonstrating Knowledge of Content and Pedagogy

**Elements:** Knowledge and the structure of discipline; Knowledge of prerequisite relationships; Knowledge of content-related pedagogy

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Knowledge of Content and the structure of the discipline</b>				
	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline, but may lack awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Refer to pages 6-8 of Appendix 9				
<b>b. Knowledge of prerequisite relationships</b>				
	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate and incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Refer to pages 6-8 of Appendix 9				
<b>c. Knowledge of content-related pedagogy</b>				
	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Refer to pages 6-8 of Appendix 9				

Comments:

Examples of Artifacts:

Lesson Plans	Assessment Data
Unit plans linked to curricular goals	Professional Development
Student Handbook	Current Research
Student Work	Documentation of Differential Instruction
School Improvement Planning	Use of Professional Learning Communities

<b>DOMAIN 1:</b>	Planning and Preparation
<b>Component 1b:</b>	Demonstrating Knowledge of Students
<b>Elements:</b>	Knowledge of adolescent development; Knowledge of students' skills and language proficiency; Knowledge of interest and cultural heritage; Knowledge of special needs pedagogy

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Knowledge of child and adolescent development</b>				
	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Refer to pages 6-8 of Appendix 9				
<b>b. Knowledge of the learning process</b>				
	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Refer to pages 6-8 of Appendix 9				
<b>c. Knowledge of students' skills, knowledge and language proficiency</b>				
	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Refer to pages 6-8 of Appendix 9				
<b>d. Knowledge of students' interests and cultural heritage</b>				
	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.
Refer to pages 6-8 of Appendix 9				
<b>e. Knowledge of students' special needs</b>				
	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.
Refer to pages 6-8 of Appendix 9				

Comments:

Examples of Artifacts:				
	Lesson Plans		Assessment Data	
	Unit plans linked to curricular goals		Professional Development	
	Student Handbook		Current Research	
	Student Work		Documentation of Differential Instruction	
	School Improvement Planning		Use of Professional Learning Communities	

<b>DOMAIN 1:</b>	Planning and Preparation
<b>Component 1c:</b>	Setting Instructional Outcomes
<b>Elements:</b>	Value, sequence and alignment; Clarity; Balance; Suitability for diverse students

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Value, sequence and alignment</b>				
	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in discipline or a connection to a sequence of learning.	Outcomes represent high expectations and rigor. Some reflect important learning in the discipline and at least some connections to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Refer to pages 6-8 of Appendix 9				
<b>b. Clarity</b>				
	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All instructional outcomes are clear. Written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Refer to pages 6-8 of Appendix 9				
<b>c. Balance</b>				
	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Refer to pages 6-8 of Appendix 9				
<b>d. Suitability for diverse students</b>				
	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the student in the class based on global assessments of students learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.
Refer to pages 6-8 of Appendix 9				

Comments:

Examples of Artifacts:				
	Lesson Plans		Assessment Data	
	Unit plans linked to curricular goals		Professional Development	
	Student Handbook		Current Research	
	Student Work		Documentation of Differential Instruction	
	School Improvement Planning		Use of Professional Learning Communities	

<b>DOMAIN 1:</b>	Planning and Preparation
<b>Component 1d:</b>	Demonstrating Knowledge of Resources
<b>Elements:</b>	Resources for classroom use; Resources to extend content knowledge and pedagogy; Resources for students

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
---------------------------	----------------	-------	------------	---------------

**a. Resources for classroom use**

	Teacher is unaware of resources for classroom use available through the school or division.	Teacher displays awareness of resources available for classroom use through the school or division but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school and division and some familiarity with resources external to the school and on the internet	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or division, in the community, through professional organizations and universities, and on the internet.
--	---	--	--	--

Refer to pages 6-8 of Appendix 9

**b. Resources to extend content knowledge and pedagogy**

	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or division.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or division and some familiarity with resources external to the school and on the internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or division, in the community, through professional organizations and universities, and on the internet.
--	--	---	---	---

Refer to pages 6-8 of Appendix 9

**c. Resources for students**

	Teacher is unaware of resources for students available through the school and division.	Teacher displays awareness of resources for students available through the school or division but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or division and some familiarity with resources external to the school and on the internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or division, in the community, and on the internet.
--	---	---	---	--

Refer to pages 6-8 of Appendix 9

Comments:

Examples of Artifacts:

Lesson Plans	Assessment Data
Unit plans linked to curricular goals	Professional Development
Student Handbook	Current Research
Student Work	Documentation of Differential Instruction
School Improvement Planning	Use of Professional Learning Communities

<b>DOMAIN 1:</b>	Planning and Preparation
<b>Component 1e:</b>	Designing Coherent Instruction
<b>Elements:</b>	Learning activities; Instruction materials and resources; Instructional groups; Lesson and unit structure

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Learning activities</b>				
	Learning activities are not suitable to students for instructional outcomes and are not designed to engage students in active, intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students and instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Refer to pages 6-8 of Appendix 9				
<b>b. Instructional materials and resources</b>				
	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes and are designed to engage students in meaningful learning. There is no evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Refer to pages 6-8 of Appendix 9				
<b>c. Instructional groups</b>				
	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Refer to pages 6-8 of Appendix 9				
<b>d. Lesson and unit structure</b>				
	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to student needs. The progression of activities is highly coherent.

Comments:				
Examples of Artifacts:				
	Lesson Plans		Assessment Data	
	Unit plans linked to curricular goals		Professional Development	
	Student Handbook		Current Research	
	Student Work		Documentation of Differential Instruction	
	School Improvement Planning		Use of Professional Learning Communities	

**DOMAIN 1:** Planning and Preparation

**Component 1f:** Designing Student Assessments

**Elements:** Congruence with instructional outcomes; Criteria and standards; Design of formative assessments; Planning

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Congruence with instructional outcomes</b>				
	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Refer to pages 6-8 of Appendix 9				
<b>b. Criteria and standards</b>				
	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and statements are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Refer to pages 6-8 of Appendix 9				
<b>c. Design of formative assessments</b>				
	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Refer to pages 6-8 of Appendix 9				
<b>d. Use for planning</b>				
	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan for future instruction for individual students.
Refer to pages 6-8 of Appendix 9				

Comments:

Examples of Artifacts:

Lesson Plans	Assessment Data
Unit plans linked to curricular goals	Professional Development
Student Handbook	Current Research
Student Work	Documentation of Differential Instruction
School Improvement Planning	Use of Professional Learning Communities

**DOMAIN 2:** The Classroom Environment

**Component 2a:** Creating an Environment of Respect and Rapport

**Elements:** Teacher interaction with students; Student interaction with other students

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Teacher interaction with students</b>				
	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-Student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teachers.	Teacher-students interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Refer to pages 9-11 of Appendix 9				
<b>b. Student interaction with other students</b>				
	Student interactions are characterized by conflicts, sarcasm, or "put-down".	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Student demonstrates genuine caring for one another and monitors one another's treatment of peers, correcting classmates respectfully when needed.
Refer to pages 9-11 of Appendix 9				

Comments:				
Examples of Artifacts:				
	Lesson Plans		Assessment Data	
	Unit plans linked to curricular goals		Professional Development	
	Student Handbook		Current Research	
	Student Work		Documentation of Differential Instruction	
	School Improvement Planning		Use of Professional Learning Communities	

**DOMAIN 2:** The Classroom Environment

**Component 2b:** Establishing a Culture for Learning

**Elements:** Importance of content; Expectations for learning and achievement; Student pride in work

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Importance of content</b>				
	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work, but little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity and initiative taking that they value the content's importance.
Refer to pages 12 and 13 of Appendix 9				
<b>b. Expectations for learning and achievement</b>				
	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for students' learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Refer to pages 12 and 13 of Appendix 9				
<b>c. Student pride in work</b>				
	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
Refer to pages 12 and 13 of Appendix 9				

Comments:				
Examples of Artifacts:				
	Lesson Plans		Assessment Data	
	Unit plans linked to curricular goals		Professional Development	
	Student Handbook		Current Research	
	Student Work		Documentation of Differential Instruction	
	School Improvement Planning		Use of Professional Learning Communities	

**DOMAIN 2:** The Classroom Environment

**Component 2c:** Managing Classroom Procedures

**Elements:** Instructional groups; Transition' Materials and supplies; Performance of non-instructional duties; Supervision of volunteers and para-professionals

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Instructional groups</b>				
	Students not working with the teacher and are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well-organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well-organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Refer to pages 15-17 of Appendix 9				
<b>b. Management of transitions</b>				
	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructions time.	Transitions are seamless with students assuming responsibility in ensuring their efficient operation.
Refer to pages 15-17 of Appendix 9				
<b>c. Management of materials and supplies</b>				
	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Refer to pages 15-17 of Appendix 9				
<b>d. Performance of non-instructional duties</b>				
	Considerable instructional time is lost in performing non- instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well-established, with students assuming considerable responsibility for efficient operations.
Refer to pages 15-17 of Appendix 9				
<b>e. Supervision of volunteers and para-professionals</b>				
	Volunteers and para-professionals have no clearly defined duties or do nothing most of the time	Volunteers and para-professionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and para-professionals are productively and independently engaged during the entire class.	Volunteers and para-professionals make a substantive contribution to the classroom environment.
Refer to pages 15-17 of Appendix 9				

Comments:

Examples of Artifacts:

	Lesson Plans		Assessment Data		
	Unit plans linked to curricular goals		Professional Development		
	Student Handbook		Current Research		
	Student Work		Documentation of Differential Instruction		
	School Improvement Planning		Use of Professional Learning Communities		

**DOMAIN 2:** The Classroom Environment

**Component 2d:** Managing Student Behavior

**Elements:** Expectations; Monitoring of student behavior; Response to student misbehavior

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Expectations</b>				
	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conducts are clear to all students.	Standards of conduct are clear to all students and appear to have developed with student participation.
Refer to pages 18 and 19 of Appendix 9				
<b>b. Monitoring of student behavior</b>				
	Students' behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Refer to pages 18 and 19 of Appendix 9				
<b>c. Response to student misbehavior</b>				
	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but results are uneven or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
Refer to pages 18 and 19 of Appendix 9				

Comments:

Examples of Artifacts:

	Lesson Plans		Assessment Data		
	Unit plans linked to curricular goals		Professional Development		
	Student Handbook		Current Research		
	Student Work		Documentation of Differential Instruction		
	School Improvement Planning		Use of Professional Learning Communities		

**DOMAIN 2:** The Classroom Environment

**Component 2e:** Organizing Physical Space

**Elements:** Safety and accessibility; Arrangement of furniture and use of physical resources

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Safety and accessibility</b>				
	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe and students themselves ensure that all learning is equally accessible to all students.
Refer to pages 20 and 21 of Appendix 9				
<b>b. Arrangement of furniture and use of physical resources</b>				
	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.
Refer to pages 20 and 21 of Appendix 9				

Comments:				
Examples of Artifacts:				
	Lesson Plans		Assessment Data	
	Unit plans linked to curricular goals		Professional Development	
	Student Handbook		Current Research	
	Student Work		Documentation of Differential Instruction	
	School Improvement Planning		Use of Professional Learning Communities	

**DOMAIN 3:** Instruction

**Component 3a:** Communicating with Students

**Elements:** Expectations for learning; Directions and procedures; Explanations of content; Use of oral and written language

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Expectations for learning</b>				
	Teacher's purpose in a lesson or unit is unclear of students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interest.
Refer to pages 22-24 of Appendix 9				
<b>b. Directions and procedures</b>				
	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion.	Teacher directions and procedures are clear to students.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Refer to pages 22-24 of Appendix 9				
<b>c. Explanations of content</b>				
	Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Refer to pages 22-24 of Appendix 9				
<b>d. Use of oral and written language</b>				
	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar and syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to Standard English. Vocabulary is correct but limited or inappropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to Standard English. Vocabulary is appropriate to students' age and interest.	Teachers spoken and written language is correct and conforms to Standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.
Refer to pages 22-24 of Appendix 9				

Comments:

Examples of Artifacts:

	Lesson Plans		Assessment Data		
	Unit plans linked to curricular goals		Professional Development		
	Student Handbook		Current Research		
	Student Work		Documentation of Differential Instruction		
	School Improvement Planning		Use of Professional Learning Communities		

**DOMAIN 3:** Instruction

**Component 3b:** Using Questions and Discussion Techniques

**Elements:** Quality of questions; Discussion techniques; Student Participation

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Quality of questions</b>				
	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality. With adequate time for students to respond. Students formulate many questions.
Refer to pages 25-28 of Appendix 9				
<b>b. Discussion techniques</b>				
	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion. Initiating topics and making unsolicited contributions.
Refer to pages 25-28 of Appendix 9				
<b>c. Student Participation</b>				
	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion	Students themselves ensure that all voices are heard in the discussion.
Refer to pages 25-28 of Appendix 9				

Comments:

Examples of Artifacts:

	Lesson Plans		Assessment Data		
	Unit plans linked to curricular goals		Professional Development		
	Student Handbook		Current Research		
	Student Work		Documentation of Differential Instruction		
	School Improvement Planning		Use of Professional Learning Communities		

**DOMAIN 3:** Instruction  
**Component 3c:** Engaging Students in Learning  
**Elements:** Activities and assignments; Grouping of students; Instructional materials and resources; Structure and pacing

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Activities and assignments</b>				
	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Refer to pages 29-32 of Appendix 9				
<b>b. Grouping of students</b>				
	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Refer to pages 29-32 of Appendix 9				
<b>c. Instructional materials and resources</b>				
	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Refer to pages 29-32 of Appendix 9				
<b>d. Structure and pacing</b>				
	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.
Refer to pages 29-32 of Appendix 9				

Comments:

Examples of Artifacts:

	Lesson Plans		Assessment Data		
	Unit plans linked to curricular goals		Professional Development		
	Student Handbook		Current Research		
	Student Work		Documentation of Differential Instruction		
	School Improvement Planning		Use of Professional Learning Communities		

<b>DOMAIN 3:</b>	Instruction
<b>Component 3d:</b>	Using Assessment in Instruction
<b>Elements:</b>	Assessment criteria; Monitoring of student learning; Feedback to students; Student self-assessment and monitoring of progress

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Assessment criteria</b>				
	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Refer to pages 34-36 of Appendix 9				
<b>b. Monitoring of student learning</b>				
	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Refer to pages 34-36 of Appendix 9				
<b>c. Feedback to students</b>				
	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Refer to pages 34-36 of Appendix 9				
<b>d. Student self-assessment and monitoring of progress</b>				
	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.
Refer to pages 34-36 of Appendix 9				

Comments:

Examples of Artifacts:				
	Lesson Plans		Assessment Data	
	Unit plans linked to curricular goals		Professional Development	
	Student Handbook		Current Research	
	Student Work		Documentation of Differential Instruction	
	School Improvement Planning		Use of Professional Learning Communities	

**DOMAIN 3:** Instruction  
**Component 3e:** Demonstrating Flexibility and Responsiveness  
**Elements:** Lesson adjustment; Response to students; Persistence

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Lesson adjustment</b>				
	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Refer to pages 37-39 of Appendix 9				
<b>b. Response to students</b>				
	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interest, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Refer to pages 37-39 of Appendix 9				
<b>c. Persistence</b>				
	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a board repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
Refer to pages 37-39 of Appendix 9				

Comments:				
Examples of Artifacts:				
	Lesson Plans		Assessment Data	
	Unit plans linked to curricular goals		Professional Development	
	Student Handbook		Current Research	
	Student Work		Documentation of Differential Instruction	
	School Improvement Planning		Use of Professional Learning Communities	

**DOMAIN 4:** Professional Responsibilities

**Component 4a:** Reflecting on Teaching

**Elements:** Accuracy; Use in future teaching

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Accuracy</b>				
	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has generally accurate impression of a lesson's effectiveness and the extent to which instructional goals are met.	Teacher makes an accurate assessment of lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support judgment.	Teacher makes a thoughtful and accurate assessment of the lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strength of each.
Refer to pages 40-42 of Appendix 9				
<b>b. Use in future teaching</b>				
	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable success of difference courses of action.
Refer to pages 40-42 of Appendix 9				

Comments:				
Examples of Artifacts:				
	Lesson Plans		Assessment Data	
	Unit plans linked to curricular goals		Professional Development	
	Student Handbook		Current Research	
	Student Work		Documentation of Differential Instruction	
	School Improvement Planning		Use of Professional Learning Communities	

<b>DOMAIN 4:</b>	Professional Responsibilities
<b>Component 4b:</b>	Maintaining Accurate Records
<b>Elements:</b>	Student completion of assignments; Student progress in learning; Non-Instructional records

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Student completion of assignments</b>				
	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Refer to pages 40-42 of Appendix 9				
<b>b. Student progress in learning</b>				
	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Refer to pages 40-42 of Appendix 9				
<b>c. Non-Instructional records</b>				
	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.
Refer to pages 40-42 of Appendix 9				

Comments:				
Examples of Artifacts:				
	Lesson Plans		Assessment Data	
	Unit plans linked to curricular goals		Professional Development	
	Student Handbook		Current Research	
	Student Work		Documentation of Differential Instruction	
	School Improvement Planning		Use of Professional Learning Communities	

**DOMAIN 4:** Professional Responsibilities

**Component 4c:** Communicating with Families

**Elements:** Information about the instructional program; Information about individual students; Engagement of families in the instructional program

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Information about the instructional program</b>				
	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
<b>b. Information about individual students</b>				
	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress with students contributing to the design of the system. Response to family concerns is handled with great professionalism and cultural sensitivity.
<b>c. Engagement of families in the instructional program</b>				
	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's effort to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

Comments:

Examples of Artifacts:

Lesson Plans	Assessment Data
Unit plans linked to curricular goals	Professional Development
Student Handbook	Current Research
Student Work	Documentation of Differential Instruction
School Improvement Planning	Use of Professional Learning Communities

<b>DOMAIN 4:</b>	Professional Responsibilities
<b>Component 4d:</b>	Participating in a Professional Community
<b>Elements:</b>	Relationships with colleagues; Involvement in a culture of professional inquiry; Service to the school; Participation in school and division projects

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Relationships with colleagues</b>				
	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or division requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
<b>b. Involvement in a culture of professional inquiry</b>				
	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
<b>c. Service to the school</b>				
	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
<b>d. Participation in school and division projects</b>				
	Teacher avoids becoming involved in school and division projects.	Teacher participates in school and division projects when specifically asked.	Teacher volunteers to participate in school and division projects, making a substantial contribution.	Teacher volunteers to participate in school and division projects, making a substantial contribution, and assumes a leadership role in a major school or division project.

Comments:

Examples of Artifacts:				
	Lesson Plans		Assessment Data	
	Unit plans linked to curricular goals		Professional Development	
	Student Handbook		Current Research	
	Student Work		Documentation of Differential Instruction	
	School Improvement Planning		Use of Professional Learning Communities	

**DOMAIN 4:** Professional Responsibilities

**Component 4e:** Growing and Developing Professionally

**Elements:** Enhancement of content knowledge and pedagogical skill; Receptivity to feedback from colleagues; Service to the profession

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Enhancement of content knowledge and pedagogical skill</b>				
	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research.
<b>b. Receptivity to feedback from colleagues</b>				
	Teacher resists feedback on teacher performance from either supervisors or colleagues that are more experienced.	Teacher accepts, with some reluctance, feedback on teacher performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
<b>c. Service to the profession</b>				
	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

Comments:

Examples of Artifacts:

Lesson Plans	Assessment Data
Unit plans linked to curricular goals	Professional Development
Student Handbook	Current Research
Student Work	Documentation of Differential Instruction
School Improvement Planning	Use of Professional Learning Communities

<b>DOMAIN 4:</b>	Professional Responsibilities
<b>Component 4f:</b>	Showing Professionalism
<b>Elements:</b>	Integrity and ethical conduct; Service to students; Advocacy; Decision Making; Compliance with school and division regulations

Not Demonstrated Comments	Unsatisfactory	Basic	Proficient	Distinguished
<b>a. Integrity and ethical conduct</b>				
	Teacher displays dishonesty in interactions with colleagues, students and the public.	Teacher is honest in interactions with colleagues, students and the public.	Teacher displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity and confidentiality and takes a leadership role with colleagues.
<b>b. Service to students</b>				
	Teacher is not alert to student's needs.	Teacher's attempts to serve student are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
<b>c. Advocacy</b>				
	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	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.
<b>d. Decision Making</b>				
	Teacher does not comply with school and division regulations.	Teacher complies minimally with school and division regulations, doing just enough to get by.	Teacher complies full with school and division regulations.	Teacher complies fully with school and division regulations, taking a leadership role with colleagues.
<b>e. Compliance with school and division regulations</b>				
	Teacher does not comply with school and division regulations.	Teacher complies minimally with school and division regulations, doing just enough to get by.	Teacher complies full with school and division regulations.	Teacher complies fully with school and division regulations, taking a leadership role with colleagues.

Comments:

Examples of Artifacts:

	Lesson Plans		Assessment Data		
	Unit plans linked to curricular goals		Professional Development		
	Student Handbook		Current Research		
	Student Work		Documentation of Differential Instruction		
	School Improvement Planning		Use of Professional Learning Communities		

## **Appendices**

- Appendix 1 Teacher Supervision and Evaluation Flow Chart
- Appendix 2 Suggested Questions to Guide the Pre-observation Conference  
Suggested Questions to Guide the Post-observation Conference
- Appendix 3 Teacher Planning Checklist
- Appendix 4 Differentiated Supervision
- Appendix 5 Summative Evaluation Template  
Annual Evaluation Template
- Appendix 6 Suggested Monthly Walk-through Focus  
Monthly Walk-through Templates
- Appendix 7 Personal and Professional Growth Plan Template (PPG)
- Appendix 8 Strategies to Achieve Professional Growth
- Appendix 9 Instructionally Focused Evaluation Instrument

## Appendix 1: Overview of Supervision

### A COLLABORATIVE PROCESS FOR EFFECTIVE TEACHING

#### FORMATIVE EXPERIENCE

- Planning Meeting with Principal or Vice Principal
- Professional growth Plan
- Sample data collection instruments provided (Appendix?)
- Administrative walk-throughs (8)

#### SUMMATIVE EVALUATION

- Teachers in their first and second year in the Division  
OR
- Upon request by administration or teacher or five year cycle.
  - data collection (4 visitations minimum)
  - final written report
  - sample form (Appendix C)
  - Administrative walk-throughs (8)

Annual Professional Growth and Development Plan

- completed by the individual teacher (Appendix A)
- for assistance see: Indicators of Effective Teachers p. 2  
Strategies to Achieve Professional Growth (Appendix B)

Conference with Supervisor/Administrator re: Annual Professional Growth and Development Plan

- by first reporting period: Initial Conference  
Completed Professional Growth and Development Plan Discussed
- before end of school year: Year End Conference  
Reflection Section to be completed and discussed

Teachers whose performance meets educational standards



Teachers whose performance does not meet educational standards

Teacher Support and Review Programs p.6 & 7

## Appendix 2

---

### **Suggested Questions to Guide the Pre-observation Conference**

1. To which part of your curriculum does this lesson relate?
2. How does this learning “fit” in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.
6. How will you differentiate instruction for different individuals or groups of students in the class?
7. How and when will you know whether the students have learned what you intend?
8. Is there anything that you would like me to specifically observe during the lesson?

### **Suggested Questions to Guide the Post-observation Conference**

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you were able to bring samples of student work, what do those samples reveal about those students’ levels of engagement and understanding?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how, and why?
5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

## Appendix 3: NWSA Planning Checklist

---

- 1. Effective Planning**  
**(Year, Unit and Lesson/Day plans)**
  - Meets Timetable Minute Allocations
- 2. Elements of a Year/Unit Plan (Grade Pre-K to 7)**
  - Unit Topics or Themes on a Timeline
  - Math
  - ELA
  - Science
  - Social Studies
  - Physical Education
  - Arts Education
  - Health (and Career Education)
  - Treaty Education
  - Learning Targets
  - Instructional Strategies
  - Technology
  - Enhanced Learning Opportunity
  - CIF Implications
  - Program Adaptations/Enhancement
  - Four Essential Questions of a PLC
  - RTI - plans
- 3. Elements of a Year/Unit Plan (Grade 8 to 12)**
  - Outcomes and Learning Targets
  - Essential Outcomes
  - Course Content (Unit Topics or Themes)
  - Assessment
  - Formative and Summative
  - Course Evaluation
  - CIF Implications
  - Learning Targets
  - Instructional Strategies
  - Differentiation
  - Technology
  - Enhanced Learning Opportunity
  - RTI – plans
- 4. Classroom Environment**
  - Classroom Set Up
  - Classroom Procedures/Routines/First Day Script
  - Resources/Materials
  - Personal Organization
- 5. School Based Structures/Procedures/Initiatives**
- 6. Assessment**
  - Formative and Summative (AP) Linked to Learning Outcomes and Learning Targets
  - NWSA screens and AFL Schedules
  - Maplewood set up for attendance and marks book
  - Maintain timely student records using Maplewood
- 7. Parent Communication**
  - Program Letter
  - Agenda Usage (Communication and Organizational Tool)

## Appendix 4: Differentiated Supervision

---

### Teacher / In School Administrator

#### Meeting Planning Guide

Participant(s) \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Format: \_\_\_\_\_

Goal: Describe how this will improve student learning.

1. Methods/Strategies:

2. Indicators of Progress

3. Resources/Support Needed

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
In-School Administrator's Signature

Starting date of plan: \_\_\_\_\_

Today's date: \_\_\_\_\_

## Appendix 5: Summative Evaluation Template

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Grade level(s): \_\_\_\_\_ Subjects: \_\_\_\_\_ Date: \_\_\_\_\_

<b>U = Satisfactory</b>	<b>B = Basic</b>	<b>P = Proficient</b>	<b>D = Distinguished</b>		
<b>Domain 1: Planning and Preparation</b>		<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
1a: Demonstrating Knowledge of Content and Pedagogy					
1b: Demonstrating Knowledge of Students					
1c: Setting instructional Outcomes					
1d: Demonstrating Knowledge of Resources					
1e: Designing Coherent Instruction					
1f: Designing Student Assessments					
<b>Domain 2: Classroom Environment</b>		<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
2a: Creating an Environment of Respect and Rapport					
2b: Establishing a Culture for Learning					
2c: Managing Classroom Procedures					
2d: Managing Student Behavior					
2e: Organizing Physical Space					
<b>Domain 3: Instruction</b>		<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
3a: Communicating with Students					
3b: Using Questions and Discussion Techniques					
3c: Engaging Students in Learning					
3d: Using Assessment in Instruction					
3e: Demonstrating Flexibility and Responsiveness					

<b>Domain 4: Professional Responsibilities</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
4a: Reflecting on Teaching				
4b: Maintaining Accurate Records				
4c: Communicating with Families				
4d: Participating in a Professional Community				
4e: Growing and Developing Professionally				
4f: Showing Professionalism				

## Annual Evaluation Template

Teacher: \_\_\_\_\_ School: \_\_\_\_\_  
 Grade \_\_\_\_\_ Level(s): \_\_\_\_\_ Subjects: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_  
 Teacher's Status: Probationary Year 1 2 3 Year of  
 (circle) \_\_\_\_\_ Tenure Employment \_\_\_\_\_

Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities

Areas for Further Development:

\_\_\_\_\_ the expectations for teaching in the Northwest School Division

Teacher ✓  
Meets or Exceeds ✓  
Does Not Meet

\_\_\_\_\_ Teacher's Signature\* \_\_\_\_\_ Evaluator's Signature

*\* Teacher's signature indicates only that the teacher has read this report.*

## Appendix 6: NWSA 3 Minute Walk-

### Through Suggested Monthly Focus

*For additional support, please refer to the NWSA Rubric and support document.*

Non-Tenured Teachers	Tenured Teachers
<p><b>September</b> – Planning and Preparation (Domain 1)</p> <ul style="list-style-type: none"> <li>• Designing coherent instruction</li> <li>• Setting instructional outcomes</li> </ul>	
<p><b>October</b> – The Classroom Environment (Domain 2)</p> <ul style="list-style-type: none"> <li>• Student-centered</li> <li>• Physical spaced</li> </ul>	<p><b>October</b> – The Classroom Environment (Domain 2)</p> <ul style="list-style-type: none"> <li>• Student-centered</li> <li>• Physical spaced</li> </ul>
<p><b>November</b> – Assessment – Data Collection Tools and Classroom Practice (Domain 1/3)</p> <ul style="list-style-type: none"> <li>• Formative assessment and feedback</li> <li>• Students monitoring own growth</li> </ul>	<p><b>November</b> – Assessment – Data Collection Tools and Classroom Practice (Domain 1/3)</p> <ul style="list-style-type: none"> <li>• Formative assessment and feedback</li> <li>• Students monitoring own growth</li> </ul>
<p><b>December</b> – Responsive Instruction (Domain 3)</p> <ul style="list-style-type: none"> <li>• Flexible Grouping</li> <li>• Learning is demonstrated and measured in multiple ways</li> </ul>	<p>December – Responsive Instruction (Domain 3)</p> <ul style="list-style-type: none"> <li>• Flexible Grouping</li> <li>• Learning is demonstrated and measured in multiple ways</li> </ul>
<p><b>January</b> – Key Elements of Curriculum (Domain 1)</p> <ul style="list-style-type: none"> <li>• Evidence of deep understanding and high levels of thinking</li> <li>• Essential Questions and Big Ideas – basis of learning</li> </ul>	<p><b>January</b> – Key Elements of Curriculum (Domain 1)</p> <ul style="list-style-type: none"> <li>• Evidence of deep understanding and high levels of thinking</li> <li>• Essential Questions and Big Ideas – basis of learning</li> </ul>
<p><b>February/March</b> – Responsive Instruction (Domain 3)</p> <ul style="list-style-type: none"> <li>• Evidence of student engagement</li> <li>• Visible thinking</li> </ul>	<p><b>February/March</b> – Responsive Instruction (Domain 3)</p> <ul style="list-style-type: none"> <li>• Evidence of student engagement</li> <li>• Visible thinking</li> </ul>
<p><b>April/May</b> – Assessment – Data Collection Tools and Classroom Practice (Domain 1/3)</p> <ul style="list-style-type: none"> <li>• Students involved in assessment</li> <li>• Criteria are clear for learners</li> </ul>	<p><b>April/May</b> – Assessment – Data Collection Tools and Classroom Practice (Domain 1/3)</p> <ul style="list-style-type: none"> <li>• Students involved in assessment</li> <li>• Criteria are clear for learners</li> </ul>

**NWSD 3 Minute Walk-Through (3-2-1)**

<b>3 Things I Noticed:</b>	<b>Administrator's Comments:</b>	<b>Administrator's Comments:</b>	<b>Administrator's Comments:</b>
	<b>Teacher's Comments:</b>	<b>Teacher's Comments:</b>	<b>Teacher's Comments:</b>
<b>2 Questions I Have:</b>	<b>Administrator's Comments:</b>		<b>Administrator's Comments:</b>
	<b>Teacher's Comments:</b>		<b>Teacher's Comments:</b>
<b>1 Thing I Admired/Recognized:</b>			

45

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

## Informal Walk-through Observation

Teacher: \_\_\_\_\_ Subject/Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Time of day: \_\_\_\_\_ Class period: \_\_\_\_\_ Evaluation number: \_\_\_\_\_

<i>Domains</i>	<i>Distinguished</i>	<i>Proficient</i>	<i>Basic</i>	<i>Unsatisfactory</i>	<i>Did Not Observe</i>
<b>1) Planning and Preparation</b>					
a) Knowledge of Content					
b) Knowledge of Students					
c) Instructional Goals					
d) Knowledge of Resources					
e) Coherent Instruction					
f) Assessment					
<b>2) The Classroom Environment</b>					
a) Respect and Rapport					
b) Culture for Learning					
c) Managing Classroom Procedures					
d) Managing Student Behavior					
e) Classroom Organization					
<b>3) Instruction</b>					
a) Communicating Clearly and Accurately					
b) Questioning and Discussion					
c) Engaging Students in Learning					
d) Providing Feedback to Students					
e) Demonstrating Flexibility and Responsiveness					

Comments:

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Appendix 7: Personal and Professional Growth Plan (PPG)

---

Teacher \_\_\_\_\_ Teaching Experience: \_\_\_\_\_

School: \_\_\_\_\_

Format: \_\_\_\_\_ Teaching Experience at present school: \_\_\_\_\_

A. I feel my greatest strengths are:

1.

2.

3.

B. In order to achieve personal and professional growth throughout the year, I plan to focus on the following goals:

1.

2.

3. (optional)

\*At least one goal must relate to a division and/or school student learning goal.

C. I will need the following support to achieve my goals:

<b>Goal:</b>		
Action	Timeline	How I will indicate/measure success?
<b>Goal:</b>		
Action	Timeline	How I will indicate/measure success?
<b>Goal:</b>		
Action	Timeline	How I will indicate/measure success?

<b>Reflections:</b>

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
In-school Administrator's Signature

\_\_\_\_\_  
Date

<b>Summary Statement:</b>		
Based on the observations and comments noted in this report, I consider the performance of this teacher, _____, to be:		
	SATISFACTORY	(consistently meets growth required, proficient, distinguished levels of performance)
	UNSATISFACTORY	(does not consistently meet satisfactory levels of performance)

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

I have reviewed the contents of this report and directed it to be filed with appropriate attachments in the teacher's personnel file.

\_\_\_\_\_  
Director/Designates Signature

\_\_\_\_\_  
Date

## Appendix 8: Strategies to Achieve Professional Growth

---

The following strategies are suggestions only. Brief explanations for some of these strategies are on the following pages:

- Action Research
- Case Studies
- Catalyst Teacher
- Classroom Observations
- Clinical Supervision
- Cognitive Coaching
- Collaborative and Group Problem Solving
- Consulting with Resource People
- Critical Friend
- Curriculum Design and Review / Locally Developed Courses
- Discussions with Colleagues
- Electronic Bulletin Boards, Internet and Networking Areas
- Executive Member of Special Subject Council
- Interdisciplinary Teams
- Learning Contract
- Mentoring
- Peer Coaching
- Pilot Teacher
- Portfolios
- Professional Learning Communities
- Professional Reading
- Reflective Journal Keeping
- Resource Reviews
- Review Lessons by Watching Videos or Listening to Audio Tapes
- School Effectiveness Processes
- Simulations
- Student Feedback Surveys
- Summative Report
- Summer Short Courses
- Triads
- University Classes
- Working with an Intern
- Working with the University
- Workshops, Conferences, Inservice, Teleconferences and Committees

### **ACTION RESEARCH (STUDY GROUPS)**

- studies conducted by teachers
- look at what teachers themselves are or should be doing
- include:
  - problem formulation
  - data collection
  - data analysis
  - results reporting
  - action planning
  - implementation
  - evaluation

### **CASE STUDIES**

- are accounts of teaching episodes or descriptions of events happening in class
- involve a single student or a group of students
- help teachers reflect on problems and questions that arise in the classroom
- are useful in group research discussions

### **CLASSROOM OBSERVATION**

- occurs when one teacher observes another teacher in a classroom setting
- includes:
  - specific strategies
  - teaching methods
  - discipline techniques
  - unique lessons
  - specific subject areas or programs

### **CLINICAL SUPERVISION**

- consists of a pre-conference, data collection, analysis and a timely post-conference
- reflective and collegial focuses on the professional aspects of instruction
- is most effective when a lesson is viewed in its entirety

### **COGNITIVE COACHING**

- is a dialogue between colleagues to enhance thinking, decision making, problem solving, and professional resourcefulness

### **COLLABORATIVE AND GROUP PROBLEM SOLVING**

- discuss/find solutions to common problems
- may be informal or formal including objectives/procedures
- may be grade, subject, or student specific
- brainstorm to solve identified problem
- decide on appropriate strategies for their situation

### **CONSULTING WITH RESOURCE PEOPLE**

- confer with internal/external resource people
- includes:
  - subject content
  - teaching strategies
  - the development of new resources,
  - the development of materials
  - the development of units
  - classroom research

### **CRITICAL FRIEND**

- raises questions and offers critique about the teacher's work, ensuring that it is not for the purpose of evaluation or judgement
- may or may not be a teacher

### **CURRICULUM DESIGN/REVIEW/LOCALLY DEVELOPED CURRICULUM**

- identify content, format and strategies used when they develop a curriculum
- weight is placed on the process of and the product of learning
- adapt content to meet the special needs of students
- track curriculum design through unit construction, evaluation, and other reflective practices

### **DISCUSSIONS WITH COLLEAGUES**

- set a target
- use colleagues as mentors, sounding boards, and expert opinions to broaden the problem solving process

### **ELECTRONIC BULLETIN BOARDS, INTERNET AND NETWORKING AREAS**

- provide leadership to teachers, support staff, and administrators by researching, developing, and delivering in-service to colleagues
- take time to learn about a specific technology, specifically how the technology can enhance student learning
- create and/or update information resources for teachers

### **EXECUTIVE MEMBER OF A SPECIAL SUBJECT COUNCIL**

- enhance professional growth enhanced through more in-depth understanding of curriculum
- exchange ideas with others in the same field
- coordinate, deliver, and attend workshops and conventions

### **LEARNING CONTRACT**

- prepare a learning contract in which area of study/concentration is identified
- include areas of research, requirements, and evaluation procedures
- state goal objective, identify resources/strategies, include a time frame, and answer the question: "How will I know when I get there?"

### **MENTORING**

- focus on the needs of the protégé
- help integrate other support experiences into classroom practices
- model continual learning and professional growth
- based on training provided for mentors and protégés

## **PEER COACHING**

- takes place in the classroom where one teacher observes another and provides feedback
- may occur in a conferencing situation away from the classroom
- may arise from a team teaching situation

## **PORTFOLIOS**

- a self-reflection vision, achievements, and continued professional learning
- designed to portray an accurate and broad representation of abilities and values
- may include:
  - annual professional growth plans
  - awards, commendations, certificates
  - professional development activities
  - lesson and unit plans
  - reflections about professional practice
  - photos, slides and videos illustrating professional practice
- may be used as:
  - Professional Growth Portfolio
  - Evaluation or Working Portfolio
  - Presentation Portfolio

## **SIMULATIONS**

- use micro-teaching
- select an area of improvement or innovation and perform it in front of a group of peers

## **TRIAD**

- include three people to develop a solution to an issue
- define a problem, develop a solution, implement the solution, and participate in group reflection

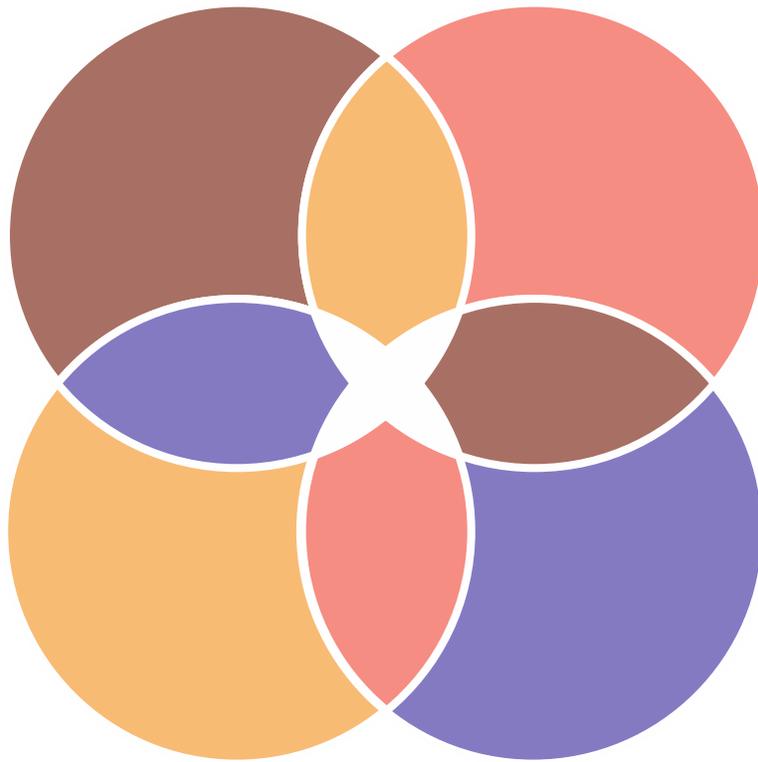
## **WORKING WITH THE UNIVERSITY**

- co-ordinate educational research projects in your school
- use research papers as a resource for professional growth
- establish contact with university professors for professional exchange
- use electronic media to contact universities around the world

## **WORKSHOPS, CONFERENCES, INSERVICES, TELECONFERENCES AND COMMITTEES**

- attend and/or facilitate
- involves:
  - listening
  - synthesizing
  - choosing important points of presentations
  - internalizing
  - putting into practice in the classroom so that they become part of the teacher's repertoire

**The Framework for Teaching  
Evaluation Instrument,  
2013 Instructionally Focused Edition**



**Charlotte Danielson**

Copyright © 2013 Charlotte Danielson. All rights reserved.

The Framework for Teaching Evaluation Instrument, 2013 Instructionally Focused Edition, may not be incorporated into any third-party software system. Charlotte Danielson and the Danielson Group have entered into an exclusive agreement with Teachscape for the digital rights to publish and distribute software products based upon The Framework for Teaching Evaluation Instrument, 2013 Instructionally Focused Edition. As such, Teachscape and only Teachscape can incorporate the content of The Framework for Teaching Evaluation Instrument, 2013 Instructionally Focused Edition, in its software products. Any direct or indirect attempts by any other company to publish this instrument would constitute a violation of Teachscape's contractual rights, and be deemed to be an illegal expropriation of Charlotte Danielson's intellectual property rights.

## **Table of Contents**

<b>Introduction .....</b>	<b>1</b>
<b>Domain 1: Planning and Preparation.....</b>	<b>6</b>
<b>Domain 2: The Classroom Environment .....</b>	<b>9</b>
<b>Domain 3: Instruction .....</b>	<b>22</b>
<b>Domain 4: Professional Responsibilities .....</b>	<b>40</b>

## Introduction

The Framework for Teaching identifies those aspects of a teacher’s responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. While the Framework is not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

### The 1996 Edition

First published by ASCD in 1996, *Enhancing Professional Practice: A Framework for Teaching* was an outgrowth of the research compiled by Educational Testing Service (ETS) for the development of Praxis III: Classroom Performance Assessments, an observation-based evaluation of first-year teachers used for the purpose of licensing. The Framework extended this work by examining current research to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performance—unsatisfactory, basic, proficient, and distinguished—for each of its 22 components.

### The 2007 Edition

The 2007 edition of the Framework, also published by ASCD as *Enhancing Professional Practice: A Framework for Teaching*, incorporated several important enhancements. Most importantly, it reflected educational research that had been conducted since 1996; this was fully described in its Appendix, “The Research Foundation.” Moreover, the 2007 edition included frameworks for non-classroom specialist positions, such as school librarians, nurses, and counselors. These individuals, while typically part of the teacher bargaining unit in a school district, have very different responsibilities from those of classroom teachers. Therefore, they need their own frameworks, tailored to the details of their work. These frameworks were written to reflect the recommendations of their professional organizations, such as the American Association of School Librarians, but organized according to the same structure as that of the Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

The 2007 edition of the Framework for Teaching retained the architecture of the 1996 edition; in both cases, the complex work of teaching is divided into 4 domains and 22 components. Furthermore, each component is composed of several smaller elements, which serve to further define the component. A few of the components were renamed:

- 1c: “Selecting Instructional Goals” was changed to “Setting Instructional Outcomes.”
- 1f: “Assessing Student Learning” was revised to “Designing Student Assessments.”
- 3a: “Communicating Clearly and Accurately” was revised to “Communicating with Students.”
- 3d: “Providing Feedback to Students” was altered to “Using Assessment in Instruction.”
- 4d: “Contributing to the School and District” was changed to “Participating in a Professional Community.”

Most of these revisions were simple clarifications to the language. In the case of 4d, for example, the original name implied to some people that “Contributing to the School and District” was an additional responsibility, not integral to the work of teaching; whereas the new name, “Participating in a Professional Community,” suggests that it is an essential professional obligation.

However, the revisions to 1f and 3d were significant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1: Planning and Preparation, and 3d: Using Assessment in Instruction to Domain 3: Instruction. These distinctions were not as apparent in the 1996 edition.

### **The 2011 Edition**

In 2009, the Bill and Melinda Gates Foundation embarked on the large research project, Measures of Effective Teaching (MET), which entailed the video capture of over 23,000 lessons, analyzed according to five observation protocols, with the results of those analyses (together with other measures) correlated to value-added measures of student learning. The aim of the study was to determine which aspects of a teacher's practice were most highly correlated with high levels of student progress.

The Framework for Teaching was one of the models selected for this large-scale study, which involved the (online) training and certification of hundreds of observers for the purpose of rating the quality of teaching in the lessons. In order to fulfill this obligation, it became necessary to supply additional tools to aid in the training of observers, so that they could make accurate and consistent judgments about teaching practice as demonstrated in the large numbers of videotaped lessons. The following additional tools included:

- *Rubric language tighter even than that of the 2007 edition of the Framework for Teaching.* Furthermore, the levels of performance in the 2011 revision are written at the component, rather than the element, level. While providing less detail, the component-level rubrics capture all the essential information from those at the element level and are far easier to use in evaluation than are those at the element level.
- *“Critical attributes” for each level of performance for each component.* These critical attributes provide essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation.
- *Possible examples for each level of performance for each component.* These examples serve to illustrate the meanings of the rubric language. However, they should be regarded for what they are: possible examples. They are not intended to describe **all** the possible ways in which a certain level of performance might be demonstrated in the classroom; those are, of necessity, particular to each grade and subject. The possible examples simply serve to illustrate what practice might look like in a range of settings.

These enhancements to the Framework for Teaching, while created in response to the demands of the MET study, turned out to be valuable additions to the instrument in all its applications. Practitioners found that the enhancements not only made it easier to determine the level of performance reflected in a classroom for each component of the Framework, but also contributed to judgments that are more accurate and more worthy of confidence. As the stakes in teacher evaluation become higher, this increased accuracy is absolutely essential.

As with the 2007 edition, there were absolutely no changes to the architecture of the 2011 edition. Therefore, those educators who invested resources in learning the language of the 2007 edition simply gained additional tools to help them in the challenging work of applying the Framework to actual classroom teaching.

### **The 2013 Edition**

The principal reason for releasing the 2013 edition of The Framework for Teaching Evaluation Instrument was to respond to the instructional implications of the Common Core State Standards

(CCSS). Since the CCSS have been adopted in the vast majority of states, it seemed to make sense to explore what these would mean in the classroom.

The CCSS, when fully implemented, will have a profound effect on education in America. They envision, for literacy and mathematics initially, deep engagement by students with important concepts, skills, and perspectives. They emphasize active, rather than passive, learning by students. In all areas, they place a premium on deep conceptual understanding, thinking and reasoning, and the skill of argumentation (students taking a position and supporting it with logic and evidence).

In particular, the CCSS advocate specific recommendations in different curricular areas:

- In ELA and literacy in all fields, a close reading of text and a greater emphasis on nonfiction works in addition to fiction
- In mathematics, a focus on the principal topics in each grade level, with growing fluency and skill in the application of mathematical concepts

To the extent that the CCSS deal with what students should learn in school so they will be prepared for college and careers, the biggest implications are in the areas of curriculum and assessment. Educators and policymakers must revise their curricula and their classroom and district assessments, and must locate instructional materials to support the new learning.

But teachers will also have to acquire new instructional skills in order to bring the CCSS to life for their students. Teaching for deep conceptual understanding, for argumentation, and for logical reasoning have not, after all, been high priorities in most school districts or preparation programs. In most classrooms, students don't take an active role in their own learning, nor do they (respectfully) challenge the thinking of their classmates. All of this will represent a major departure, and therefore a major challenge, for many teachers.

But educators who are familiar with the Framework for Teaching will recognize much in the philosophy of the CCSS that is similar to the underlying concepts of the Framework. After all, the centerpiece of the Framework is student engagement, which is defined not as "busy" or "on task," but as "intellectually active." Learning activities for students may be "hands-on," but they should always be "minds-on." Furthermore, the hallmark of distinguished-level practice in the Framework is that teachers have been able to create a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions, initiate improvements, monitor their own learning against clear standards, and serve as resources to one another.

However, despite a deep shared philosophy of teaching and learning between the CCSS and the Framework, there are some specific additions that can be made to the rubric language to bring it into complete alignment; those have been added, particularly in the following domains:

- Domain 1—1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, and 1f: Designing Student Assessments
- Domain 3—3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction

But because the Framework is a generic instrument, applying to all disciplines, and the CCSS are discipline specific, many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Attentive readers who are deeply familiar with the Framework may notice some slight modifications to the language of the rubrics themselves; this has been done, as in previous revisions, in the interests of clarity. Teaching is highly complex work, and describing it is also challenging; as we receive feedback on confusing words and phrases, we try to improve the wording to minimize ambiguity. But educators who have become familiar with the 2011 version of the Framework, who "speak that

language” and may have completed the online training and assessment program produced by Teachscape, should know that none of the revisions would alter the assessments of teaching represented in the videotaped lessons.

### **The 2013 Instructionally Focused Edition**

From the beginning, the Framework for Teaching has been valued as a means of capturing a holistic picture of teaching practice, both inside the classroom (Domains 2 and 3) and outside the classroom (Domains 1 and 4). At the same time, some districts and local education agencies (LEAs) prioritize, for evaluation purposes, those aspects of practice that are observable in the classroom, while placing less emphasis on teaching responsibilities that occur outside the classroom.

To help such organizations focus their assessments on the components of classroom teaching in Domains 2 and 3, the Framework for Teaching Evaluation Instrument, 2013 Instruction-Focused Edition, was developed. As with the 2011 and 2013 editions of the instrument, this instrument does not alter the architecture of the Framework in any way but vastly simplifies the rubrics for Domain 1 (Planning and Preparation) and Domain 4 (Professional Responsibilities). The 12 individual components for these two domains have been removed so that observers need only determine one score for each domain. The rubrics for Domains 2 and 3 in the 2013 Instruction-Focused Edition are identical to those of the original 2013 edition of the Evaluation Instrument.

There are two primary reasons this instrument allows for more straightforward evaluations that emphasize classroom evidence:

- As a complete instrument, the Framework for Teaching has been validated by research; however, the specific components in Domains 1 and 4 were not included in these studies and therefore not validated, so attaining accuracy in assessing these areas of teaching may be more challenging.
- With 12 components in Domains 1 and 4 (compared to 10 components in Domains 2 and 3), observers may spend a disproportionate amount of time scoring Domains 1 and 4 when Domains 2 and 3 may be a larger part of the overall evaluation score.

The Framework for Teaching Evaluation Instrument, 2013 Edition, continues to be a practical tool for districts and LEAs that wish to assess all aspects of planning and professional responsibilities along with classroom teaching. The Framework for Teaching Evaluation Instrument, 2013 Instruction-Focused Edition, provides an additional option for streamlined observations that focus on classroom practice.

**The Four Domains of the Framework for Teaching Evaluation Instrument,  
2013 Instructionally Focused Edition**

Descriptions of the four domains are presented in the table below.

Domain	Description
<p><b>1. Planning &amp; Preparation</b></p>	<p>Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.</p>
<p><b>2. Classroom Environment</b></p>	<p>Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.</p>
<p><b>3. Instruction</b></p>	<p>In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.</p>
<p><b>4. Professional Responsibilities</b></p>	<p>Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.</p>

## Domain 1: Planning and Preparation

Domain	Unsatisfactory	Basic	Proficient	Distinguished
<i>Domain 1</i>	The teacher's plans reflect little knowledge of the content or of prerequisite relationships within the discipline. Learning outcomes are stated as activities, reflecting unimportant learning and little understanding of students' prior knowledge and skill. Lessons and units are not designed to engage students in high-level thinking and problem solving, permit no differentiation, and use only district-provided materials. Assessments are poorly aligned with the learning outcomes and yield little information that can be used to shape future instruction.	The teacher's plans reflect superficial knowledge of the content or scant knowledge of prerequisite relationships within the discipline. Some of the learning outcomes are not stated clearly, and not all represent important learning; they also reflect uneven understanding of students' prior knowledge and skill. Lessons and units are not designed to engage students in high-level thinking and problem solving, permit little differentiation, and use a narrow range of materials. Assessments are partially aligned with the learning outcomes and yield only moderate information that can be used to shape future instruction.	The teacher's plans reflect important learning and knowledge of the content and prerequisite relationships within the discipline. Learning outcomes are stated clearly, reflecting understanding of prior knowledge and skill of groups of students. Lessons and units are designed to engage students in high-level thinking and problem solving, may be differentiated to address the needs of groups of students, and use a wide range of materials. Assessments, both formative and summative, are largely aligned with the learning outcomes and yield information that can be used to shape ongoing instruction.	The teacher's plans reflect important learning and deep knowledge of the content and prerequisite relationships within the discipline and between disciplines. Learning outcomes are stated clearly, reflecting understanding of prior knowledge and skill of individual students. Lessons and units are designed to engage students in complex thinking and problem solving, may be differentiated to address the needs of individual students, and are supplemented by extensive external resources. Assessments, both formative and summative, are fully aligned with the learning outcomes and yield much information that can be used to shape ongoing instruction.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Domain 1</b>				
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The teacher's plans do not accommodate prerequisite relationships.</li> <li>• The teacher does not try to ascertain varied ability levels among students in the class.</li> <li>• Outcomes lack rigor or are stated as activities.</li> <li>• The teacher uses only district-provided materials, even when more variety would assist some students.</li> <li>• The instructional plan is not aligned to the stated outcomes.</li> <li>• Summative assessments do not match instructional outcomes and no formative assessments have been designed.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>• The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."</li> <li>• Outcomes represent a mixture of low expectations and rigor.</li> <li>• The teacher uses materials in the school library but does not search beyond the school for resources.</li> <li>• The instructional plan is partially aligned to the stated outcomes</li> <li>• Summative assessments partially match instructional outcomes and/or formative assessments are rudimentary.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher can identify important concepts of the discipline and their relationships to one another.</li> <li>• The teacher has identified "high," "medium," and "low" groups of students within the class.</li> <li>• Outcomes represent high expectations and rigor, and are written in terms of what students will learn rather than do.</li> <li>• Texts are supplemented by guest speakers and field experiences.</li> <li>• The instructional plan is fully aligned to the stated outcomes.</li> <li>• All the learning outcomes have a method for assessment with plans for formative assessment during instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher cites intra- and interdisciplinary content relationships.</li> <li>• The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</li> <li>• Outcomes are related, where appropriate, to the Common Core State Standards and are differentiated to suit individual students.</li> <li>• The teacher has ongoing relationships with colleges and universities that support student learning.</li> <li>• The instructional plan is fully aligned to the stated outcomes with some opportunity for student choice of activities.</li> <li>• Students develop rubrics for teacher-specified learning outcomes and design formative assessments.</li> </ul>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• <i>The teacher says, "The official language of Brazil is Spanish, just like other South American countries."</i></li> <li>• <i>The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</i></li> <li>• <i>A learning outcome for a fourth-grade class is to make a poster illustrating a poem.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <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></li> <li>• <i>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.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <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></li> <li>• <i>The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.</i></li> <li>• <i>The learning outcomes include students defending their interpretation of the story with citations from the text.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.</i></li> <li>• <i>The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</i></li> </ul>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	<ul style="list-style-type: none"> <li>• For their unit on China, the students find all of their information in the district-supplied textbook.</li> <li>• To teach his ninth graders the parts of the microscope, the teacher plans to have them fill in a worksheet.</li> <li>• 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, a B to a C, etc.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• The reading outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students are struggling.</li> <li>• For a unit on ocean life, 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.</li> <li>• The teacher’s lesson plans are well formatted, but the timing for many activities is too short for students to understand the concepts thoroughly.</li> <li>• The plan indicates that the teacher will pause to “check for understanding” but does not specify a clear process for accomplishing that goal.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher provides her fifth 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.</li> <li>• The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and approach to learning.</li> <li>• 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.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher’s higher expectations of them.</li> <li>• The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies.</li> <li>• The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.</li> <li>• 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.</li> <li>• And others...</li> </ul>

## Domain 2: The Classroom Environment

Component 2a:	Creating an Environment of Respect and Rapport
	<p>An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.</p> <p>“Respect” shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).</p> <p>The elements of component 2a are:</p> <ul style="list-style-type: none"><li>• Teacher interactions with students, including both words and actions <i>A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.</i></li><li>• Student interactions with other students, including both words and actions <i>As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.</i></li></ul> <p>Indicators include:</p> <ul style="list-style-type: none"><li>• Respectful talk, active listening, and turn-taking</li><li>• Acknowledgment of students’ backgrounds and lives outside the classroom</li><li>• Body language indicative of warmth and caring shown by teacher and students</li><li>• Physical proximity</li><li>• Politeness and encouragement</li><li>• Fairness</li></ul>

Component 2a	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2a: Creating an Environment of Respect and Rapport</b></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 the 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><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.</li> <li>• Students' body language indicates feelings of hurt, discomfort, or insecurity.</li> <li>• The teacher displays no familiarity with, or caring about, individual students.</li> <li>• The teacher disregards disrespectful interactions among students.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.</li> <li>• The teacher attempts to respond to disrespectful behavior among students, with uneven results.</li> <li>• The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk between the teacher and students and among students is uniformly respectful.</li> <li>• The teacher successfully responds to disrespectful behavior among students.</li> <li>• Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.</li> <li>• The teacher makes general connections with individual students.</li> <li>• Students exhibit respect for the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</li> <li>• There is no disrespectful behavior among students.</li> <li>• When necessary, students respectfully correct one another.</li> <li>• Students participate without fear of put-downs or ridicule from either the teacher or other students.</li> <li>• The teacher respects and encourages students' efforts.</li> </ul>
<p><b>Possible Examples</b></p>	<ul style="list-style-type: none"> <li>• <i>A student slumps in his chair following a comment by the teacher.</i></li> <li>• <i>Students roll their eyes at a classmate's idea; the teacher does not respond.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.</i></li> <li>• <i>A few students do not engage with others in the classroom, even when put together in small groups.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher greets students by name as they enter the class or during the lesson.</i></li> <li>• <i>The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).</i></li> </ul>

Component 2a	Unsatisfactory	Basic	Proficient	Distinguished
	<ul style="list-style-type: none"> <li>• Many students talk when the teacher and other students are talking; the teacher does not correct them.</li> <li>• Some students refuse to work with other students.</li> <li>• The teacher does not call students by their names.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• Students applaud halfheartedly following a classmate's presentation to the class.</li> <li>• The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• Students attend fully to what the teacher is saying.</li> <li>• Students wait for classmates to finish speaking before beginning to talk.</li> <li>• Students applaud politely following a classmate's presentation to the class.</li> <li>• Students help each other and accept help from each other.</li> <li>• The teacher and students use courtesies such as "please," "thank you," and "excuse me."</li> <li>• The teacher says, "Don't talk that way to your classmates," and the insults stop.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.</li> <li>• Students clap enthusiastically for one another's presentations for a job well done.</li> <li>• The teacher says, "That's an interesting idea, Josh, but you're forgetting . . ."</li> <li>• A student questions a classmate, "Didn't you mean ____?" and the classmate reflects and responds, "Oh, maybe you are right!"</li> <li>• And others...</li> </ul>

<b>Component 2b:</b>	<b>Establishing a Culture for Learning</b>
	<p>A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.</p> <p>Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students’ natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.</p> <p>Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.</p> <p>The elements of component 2b are:</p> <ul style="list-style-type: none"> <li>• Importance of the content and of learning <i>In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.</i></li> <li>• Expectations for learning and achievement <i>In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers’ expectations for high student achievement is their insistence on the use of precise language by students.</i></li> <li>• Student pride in work <i>When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Belief in the value of what is being learned</li> <li>• High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation</li> <li>• Expectation of high-quality work on the part of students</li> <li>• Expectation and recognition of effort and persistence on the part of students</li> <li>• High expectations for expression and work products</li> </ul>

Component 2a	Unsatisfactory	Basic	Proficient	Distinguished
<b>2b: Establishing a Culture for Learning</b>	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.	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.	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 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.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The teacher conveys to at least some students that the work is too challenging for them.</li> <li>• Students exhibit little or no pride in their work.</li> <li>• Students use language incorrectly; the teacher does not correct them.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The teacher conveys high expectations for only some students.</li> <li>• Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.”</li> <li>• The teacher’s primary concern appears to be to complete the task at hand.</li> <li>• The teacher urges, but does not insist, that students use precise language.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</li> <li>• The teacher demonstrates a high regard for students’ abilities.</li> <li>• The teacher conveys an expectation of high levels of student effort.</li> <li>• Students expend good effort to complete work of high quality.</li> <li>• The teacher insists on precise use of language by students.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher communicates passion for the subject.</li> <li>• The teacher conveys the satisfaction that accompanies a deep understanding of complex content.</li> <li>• Students indicate through their questions and comments a desire to understand the content.</li> <li>• Students assist their classmates in understanding the content.</li> <li>• Students take initiative in improving the quality of their work.</li> <li>• Students correct one another in their use of language.</li> </ul>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• <i>The teacher tells students that they’re doing a lesson because it’s in the book or is district-mandated.</i></li> <li>• <i>The teacher says to a student, “Why don’t you try this easier problem?”</i></li> <li>• <i>Students turn in sloppy or incomplete work.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher says, “Let’s get through this.”</i></li> <li>• <i>The teacher says, “I think most of you will be able to do this.”</i></li> <li>• <i>Students consult with one another to determine how to fill in a worksheet, without challenging one another’s thinking.</i></li> <li>• <i>The teacher does not encourage students who are struggling.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher says, “This is important; you’ll need to speak grammatical English when you apply for a job.”</i></li> <li>• <i>The teacher says, “This idea is really important! It’s central to our understanding of history.”</i></li> <li>• <i>The teacher says, “Let’s work on this together; it’s hard, but you all will be able to do it well.”</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher says, “It’s really fun to find the patterns for factoring polynomials.”</i></li> <li>• <i>A student says, “I don’t really understand why it’s better to solve this problem that way.”</i></li> <li>• <i>A student asks a classmate to explain a concept or procedure since he didn’t quite follow the teacher’s explanation.</i></li> </ul>

Component 2a	Unsatisfactory	Basic	Proficient	Distinguished
	<ul style="list-style-type: none"> <li>• Many students don't engage in an assigned task, and yet the teacher ignores their behavior.</li> <li>• Students have not completed their homework; the teacher does not respond.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• Only some students get right to work after an assignment is given or after entering the room.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students get to work right away when an assignment is given or after entering the room.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• Students question one another on answers.</li> <li>• A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.</li> <li>• And others...</li> </ul>

<b>Component 2c:</b>	<b>Managing Classroom Procedures</b>
	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”</p> <p>The elements of component 2c are:</p> <ul style="list-style-type: none"> <li>• Management of instructional groups <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.</i></li> <li>• Management of transitions <i>Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.</i></li> <li>• Management of materials and supplies <i>Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.</i></li> <li>• Performance of classroom routines <i>Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.</i></li> <li>• Supervision of volunteers and paraprofessionals <i>Not every teacher has the benefit of assistance from volunteers and paraprofessionals, but those who do recognize that it takes both organization and management to help these individuals understand their duties and acquire the skills to carry them out.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Smooth functioning of all routines</li> <li>• Little or no loss of instructional time</li> <li>• Students playing an important role in carrying out the routines</li> <li>• Students knowing what to do, where to move</li> </ul>

Component 2c	Unsatisfactory	Basic	Proficient	Distinguished
<b>2c: Managing Classroom Procedures</b>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, 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, and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Instructional 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. Volunteers and paraprofessionals make an independent contribution to the class.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Students not working with the teacher are not productively engaged.</li> <li>• Transitions are disorganized, with much loss of instructional time.</li> <li>• There do not appear to be any established procedures for distributing and collecting materials.</li> <li>• A considerable amount of time is spent off task because of unclear procedures.</li> <li>• Volunteers and paraprofessionals have no defined role and/or are idle much of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Students not working directly with the teacher are only partially engaged.</li> <li>• Procedures for transitions seem to have been established, but their operation is not smooth.</li> <li>• There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</li> <li>• Classroom routines function unevenly.</li> <li>• Volunteers and paraprofessionals require frequent supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are productively engaged during small-group or independent work.</li> <li>• Transitions between large- and small-group activities are smooth.</li> <li>• Routines for distribution and collection of materials and supplies work efficiently.</li> <li>• Classroom routines function smoothly.</li> <li>• Volunteers and paraprofessionals work with minimal supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• With minimal prompting by the teacher, students ensure that their time is used productively.</li> <li>• Students take initiative in distributing and collecting materials efficiently.</li> <li>• Students themselves ensure that transitions and other routines are accomplished smoothly.</li> <li>• Volunteers and paraprofessionals take initiative in their work in the class.</li> </ul>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• <i>When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.</i></li> <li>• <i>There are long lines for materials and supplies.</i></li> <li>• <i>Distributing or collecting supplies is time consuming.</i></li> <li>• <i>Students bump into one another when lining up or sharpening pencils.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Some students not working with the teacher are off task.</i></li> <li>• <i>Transition between large- and small-group activities requires five minutes but is accomplished.</i></li> <li>• <i>Students ask what they are to do when materials are being distributed or collected.</i></li> <li>• <i>Students ask clarifying questions about procedures.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>In small-group work, students have established roles; they listen to one another, summarizing different views, etc.</i></li> <li>• <i>Students move directly between large- and small-group activities.</i></li> <li>• <i>Students get started on an activity while the teacher takes attendance.</i></li> <li>• <i>The teacher has an established timing device, such as counting down, to signal students to return to their desks.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</i></li> <li>• <i>A student reminds classmates of the roles that they are to play within the group.</i></li> <li>• <i>A student redirects a classmate to the table he should be at following a transition.</i></li> <li>• <i>Students propose an improved attention signal.</i></li> </ul>

Component 2c	Unsatisfactory	Basic	Proficient	Distinguished
	<ul style="list-style-type: none"> <li>• <i>At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.</i></li> <li>• <i>And others...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.</i></li> <li>• <i>And others...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher has an established attention signal, such as raising a hand or dimming the lights.</i></li> <li>• <i>One member of each small group collects materials for the table.</i></li> <li>• <i>There is an established color-coded system indicating where materials should be stored.</i></li> <li>• <i>Cleanup at the end of a lesson is fast and efficient.</i></li> <li>• <i>And others...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students independently check themselves into class on the attendance board.</i></li> <li>• <i>And others...</i></li> </ul>

<b>Component 2d:</b>	<b>Managing Student Behavior</b>
	<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p> <p>The elements of component 2d are:</p> <ul style="list-style-type: none"> <li>• Expectations <i>It is clear, either from what the teacher says or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.</i></li> <li>• Monitoring of student behavior <i>Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.</i></li> <li>• Response to student misbehavior <i>Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Clear standards of conduct, possibly posted, and possibly referred to during a lesson</li> <li>• Absence of acrimony between teacher and students concerning behavior</li> <li>• Teacher awareness of student conduct</li> <li>• Preventive action when needed by the teacher</li> <li>• Absence of misbehavior</li> <li>• Reinforcement of positive behavior</li> </ul>

Component 2d	Unsatisfactory	Basic	Proficient	Distinguished
<b>2d: Managing Student Behavior</b>	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.	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.	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.	Student behavior is entirely appropriate. 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 preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The classroom environment is chaotic, with no standards of conduct evident.</li> <li>• The teacher does not monitor student behavior.</li> <li>• Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</li> <li>• The teacher attempts to keep track of student behavior, but with no apparent system.</li> <li>• The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of conduct appear to have been established and implemented successfully.</li> <li>• Overall, student behavior is generally appropriate.</li> <li>• The teacher frequently monitors student behavior.</li> <li>• The teacher's response to student misbehavior is effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.</li> <li>• The teacher silently and subtly monitors student behavior.</li> <li>• Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</li> </ul>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• <i>Students are talking among themselves, with no attempt by the teacher to silence them.</i></li> <li>• <i>An object flies through the air, apparently without the teacher's notice.</i></li> <li>• <i>Students are running around the room, resulting in chaos.</i></li> <li>• <i>Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.</i></li> <li>• <i>And others...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Classroom rules are posted, but neither the teacher nor the students refer to them.</i></li> <li>• <i>The teacher repeatedly asks students to take their seats; some ignore her.</i></li> <li>• <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></li> <li>• <i>And others...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Upon a nonverbal signal from the teacher, students correct their behavior.</i></li> <li>• <i>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</i></li> <li>• <i>The teacher gives a student a "hard look," and the student stops talking to his neighbor.</i></li> <li>• <i>And others...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A student suggests a revision to one of the classroom rules.</i></li> <li>• <i>The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.</i></li> <li>• <i>The teacher speaks privately to a student about misbehavior.</i></li> <li>• <i>A student reminds her classmates of the class rule about chewing gum.</i></li> <li>• <i>And others...</i></li> </ul>

<b>Component 2e:</b>	<b>Organizing Physical Space</b>
	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.</p> <p>The elements of component 2e are:</p> <ul style="list-style-type: none"> <li>• Safety and accessibility <i>Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.</i></li> <li>• Arrangement of furniture and use of physical resources <i>Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Pleasant, inviting atmosphere</li> <li>• Safe environment</li> <li>• Accessibility for all students</li> <li>• Furniture arrangement suitable for the learning activities</li> <li>• Effective use of physical resources, including computer technology, by both teacher and students</li> </ul>

<b>Component 2e</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2e: Organizing Physical Space</b>	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• There are physical hazards in the classroom, endangering student safety.</li> <li>• Many students can't see or hear the teacher or see the board.</li> <li>• Available technology is not being used even if it is available and its use would enhance the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The physical environment is safe, and most students can see and hear the teacher or see the board.</li> <li>• The physical environment is not an impediment to learning but does not enhance it.</li> <li>• The teacher makes limited use of available technology and other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom is safe, and all students are able to see and hear the teacher or see the board.</li> <li>• The classroom is arranged to support the instructional goals and learning activities.</li> <li>• The teacher makes appropriate use of available technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Modifications are made to the physical environment to accommodate students with special needs.</li> <li>• There is total alignment between the learning activities and the physical environment.</li> <li>• Students take the initiative to adjust the physical environment.</li> <li>• The teacher and students make extensive and imaginative use of available technology.</li> </ul>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• There are electrical cords running around the classroom.</li> <li>• There is a pole in the middle of the room; some students can't see the board.</li> <li>• A whiteboard is in the classroom, but it is facing the wall.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher ensures that dangerous chemicals are stored safely.</li> <li>• The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work.</li> <li>• The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</li> <li>• Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.</li> <li>• The use of an Internet connection extends the lesson.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• Students ask if they can shift the furniture to better suit small-group work or discussion.</li> <li>• 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.</li> <li>• A student suggests an application of the whiteboard for an activity.</li> <li>• And others...</li> </ul>

## Domain 3: Instruction

Component 3a:	Communicating with Students
	<p>Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.</p> <p>The elements of component 3a are:</p> <ul style="list-style-type: none"><li>• Expectations for learning <i>The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.</i></li><li>• Directions for activities <i>Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.</i></li><li>• Explanations of content <i>Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.</i></li><li>• Use of oral and written language <i>For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.</i></li></ul> <p>Indicators include:</p> <ul style="list-style-type: none"><li>• Clarity of lesson purpose</li><li>• Clear directions and procedures specific to the lesson activities</li><li>• Absence of content errors and clear explanations of concepts and strategies</li><li>• Correct and imaginative use of language</li></ul>

Component 3a	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3a:</b> <b>Communicating with Students</b></p>	<p>The instructional purpose of the lesson is unclear 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.</p>	<p>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.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content 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.</p>	<p>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 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.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• At no time during the lesson does the teacher convey to students what they will be learning.</li> <li>• Students indicate through body language or questions that they don't understand the content being presented.</li> <li>• The teacher makes a serious content error that will affect students' understanding of the lesson.</li> <li>• Students indicate through their questions that they are confused about the learning task.</li> <li>• The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher provides little elaboration or explanation about what the students will be learning.</li> <li>• The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</li> <li>• The teacher makes no serious content errors but may make minor ones.</li> <li>• The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.</li> <li>• The teacher must clarify the learning task so students can complete it.</li> <li>• The teacher's vocabulary and usage are correct but unimaginative.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher states clearly, at some point during the lesson, what the students will be learning.</li> <li>• The teacher's explanation of content is clear and invites student participation and thinking.</li> <li>• The teacher makes no content errors.</li> <li>• The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</li> <li>• Students engage with the learning task, indicating that they understand what they are to do.</li> <li>• If appropriate, the teacher models the process to be followed in the task.</li> </ul>	<ul style="list-style-type: none"> <li>• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</li> <li>• The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>• The teacher points out possible areas for misunderstanding.</li> <li>• The teacher invites students to explain the content to their classmates.</li> <li>• Students suggest other strategies they might use in approaching a challenge or analysis.</li> <li>• The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</li> <li>• Students use academic language correctly.</li> </ul>

Component 3a	Unsatisfactory	Basic	Proficient	Distinguished
	<ul style="list-style-type: none"> <li>The teacher's vocabulary is inappropriate to the age or culture of the students.</li> </ul>	<ul style="list-style-type: none"> <li>When the teacher attempts to explain academic vocabulary, it is only partially successful.</li> <li>The teacher's vocabulary is too advanced, or too juvenile, for students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</li> <li>The teacher's vocabulary is appropriate to students' ages and levels of development.</li> </ul>	
<p><b>Possible Examples</b></p>	<ul style="list-style-type: none"> <li>A student asks, "What are we supposed to be doing?" but the teacher ignores the question.</li> <li>The teacher states that to add fractions they must have the same numerator.</li> <li>Students have a quizzical look on their faces; some may withdraw from the lesson.</li> <li>Students become disruptive or talk among themselves in an effort to follow the lesson.</li> <li>The teacher uses technical terms without explaining their meanings.</li> <li>The teacher says "ain't."</li> <li>And others...</li> </ul>	<ul style="list-style-type: none"> <li>The teacher mispronounces "_____."</li> <li>The teacher says, "And oh, by the way, today we're going to factor polynomials."</li> <li>A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.</li> <li>A student asks, "What do I write here?" in order to complete a task.</li> <li>The teacher says, "Watch me while I show you how to _____," asking students only to listen.</li> <li>A number of students do not seem to be following the explanation.</li> <li>Students are inattentive during the teacher's explanation of content.</li> <li>Students' use of academic vocabulary is imprecise.</li> <li>And others...</li> </ul>	<ul style="list-style-type: none"> <li>The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials."</li> <li>In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"</li> <li>The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention.</li> <li>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."</li> <li>The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun.</li> <li>The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.</li> <li>And others...</li> </ul>	<ul style="list-style-type: none"> <li>The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully."</li> <li>The teacher asks a student to explain the task to other students.</li> <li>When clarification about the learning task is needed, a student offers it to classmates.</li> <li>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.</li> <li>The teacher asks, "Who would like to explain this idea to us?"</li> <li>A student asks, "Is this another way we could think about analogies?"</li> <li>A student explains an academic term to classmates.</li> <li>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.</li> <li>A student says to a classmate, "I think that side of the triangle is called the hypotenuse."</li> <li>And others...</li> </ul>

Component 3b:	Using Questioning and Discussion Techniques
	<p>Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.</p> <p>Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.</p> <p>Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.</p> <p>The elements of component 3b are:</p> <ul style="list-style-type: none"> <li>• <b>Quality of questions/prompts</b>  <i>Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.</i> </li> <li>• <b>Discussion techniques</b>  <i>Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises,</i> </li> </ul>

<b>Component 3b:</b>	<b>Using Questioning and Discussion Techniques</b>
	<p><i>build a logical argument, and critique the arguments of others.</i></p> <ul style="list-style-type: none"> <li>• Student participation <i>In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Questions of high cognitive challenge, formulated by both students and teacher</li> <li>• Questions with multiple correct answers or multiple approaches, even when there is a single correct response</li> <li>• Effective use of student responses and ideas</li> <li>• Discussion, with the teacher stepping out of the central, mediating role</li> <li>• Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates</li> <li>• High levels of student participation in discussion</li> </ul>

Component 3b	Unsatisfactory	Basic	Proficient	Distinguished
<b>3b: Using Questioning and Discussion Techniques</b>	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.	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.	While the teacher may use some low-level questions, he 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.	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 all voices are heard in the discussion.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Questions are rapid-fire and convergent, with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• All discussion is between the teacher and students; students are not invited to speak directly to one another.</li> <li>• The teacher does not ask students to explain their thinking.</li> <li>• Only a few students dominate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.</li> <li>• The teacher invites students to respond directly to one another's ideas, but few students respond.</li> <li>• The teacher calls on many students, but only a small number actually participate in the discussion.</li> <li>• The teacher asks students to explain their reasoning, but only some students attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</li> <li>• The teacher makes effective use of wait time.</li> <li>• Discussions enable students to talk to one another without ongoing mediation by teacher.</li> <li>• The teacher calls on most students, even those who don't initially volunteer.</li> <li>• Many students actively engage in the discussion.</li> <li>• The teacher asks students to justify their reasoning, and most attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Students initiate higher-order questions.</li> <li>• The teacher builds on and uses student responses to questions in order to deepen student understanding.</li> <li>• Students extend the discussion, enriching it.</li> <li>• Students invite comments from their classmates during a discussion and challenge one another's thinking.</li> <li>• Virtually all students are engaged in the discussion.</li> </ul>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• All questions are of the "recitation" type, such as "What is 3 x 4?"</li> <li>• The teacher asks a question for which the answer is on the board; students respond by reading it.</li> <li>• The teacher calls only on students who have their hands up.</li> </ul>	<ul style="list-style-type: none"> <li>• Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"</li> <li>• The teacher asks, "Who has an idea about this?" The usual three students offer comments.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"</li> <li>• The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?"</li> </ul>	<ul style="list-style-type: none"> <li>• A student asks, "How many ways are there to get this answer?"</li> <li>• A student says to a classmate, "I don't think I agree with you on this, because..."</li> </ul>

Component 3b	Unsatisfactory	Basic	Proficient	Distinguished
	<ul style="list-style-type: none"> <li>• A student responds to a question with wrong information, and the teacher doesn't follow up.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.</li> <li>• 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.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.</li> <li>• The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.</li> <li>• 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.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• A student asks of other students, "Does anyone have another idea how we might figure this out?"</li> <li>• A student asks, "What if...?"</li> <li>• And others...</li> </ul>

<b>Component 3c:</b>	<b>Engaging Students in Learning</b>
	<p>Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are “What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?” If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.</p> <p>In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be “minds-on.”</p> <p>The elements of component 3c are:</p> <ul style="list-style-type: none"> <li>• Activities and assignments <i>The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.</i></li> <li>• Grouping of students <i>How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.</i></li> <li>• Instructional materials and resources <i>The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. Though some teachers are obliged to use a school’s or district’s officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies</i></li> </ul>

<b>Component 3c:</b>	<b>Engaging Students in Learning</b>
	<ul style="list-style-type: none"> <li>• Structure and pacing <i>No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Student enthusiasm, interest, thinking, problem solving, etc.</li> <li>• Learning tasks that require high-level student thinking and invite students to explain their thinking</li> <li>• Students highly motivated to work on all tasks and persistent even when the tasks are challenging</li> <li>• Students actively “working,” rather than watching while their teacher “works”</li> <li>• Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection</li> </ul>

Component 3c	Unsatisfactory	Basic	Proficient	Distinguished
<b>3c: Engaging Students in Learning</b>	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. 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.	The learning tasks and activities are partially aligned with the instructional outcomes 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 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.”	The learning tasks and activities are fully aligned with the instructional outcomes 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.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities 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 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.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Few students are intellectually engaged in the lesson.</li> <li>• Learning tasks/activities and materials require only recall or have a single correct response or method.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>• The lesson drags or is rushed.</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are intellectually engaged in the lesson.</li> <li>• Learning tasks are a mix of those requiring thinking and those requiring recall.</li> <li>• Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.</li> <li>• The materials and resources are partially aligned to the lesson objectives.</li> <li>• Few of the materials and resources require student thinking or ask students to explain their thinking.</li> <li>• The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</li> <li>• The instructional groupings used are partially appropriate to the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students are intellectually engaged in the lesson.</li> <li>• Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</li> <li>• Students are invited to explain their thinking as part of completing tasks.</li> <li>• Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li> <li>• The pacing of the lesson provides students the time needed to be intellectually engaged.</li> <li>• The teacher uses groupings that are suitable to the lesson activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Virtually all students are intellectually engaged in the lesson.</li> <li>• Lesson activities require high-level student thinking and explanations of their thinking.</li> <li>• 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.</li> <li>• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>

Component 3c	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>Possible Examples</b></p>	<ul style="list-style-type: none"> <li>• Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.</li> <li>• Students fill out the lesson worksheet by copying words from the board.</li> <li>• Students are using math manipulative materials in a rote activity.</li> <li>• The teacher lectures for 45 minutes.</li> <li>• Most students don't have time to complete the assignment; the teacher moves on in the lesson.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students are asked to fill in a worksheet, following an established procedure.</li> <li>• There is a recognizable beginning, middle, and end to the lesson.</li> <li>• 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.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.</li> <li>• 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.</li> <li>• Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.</li> <li>• Students are asked to create different representations of a large number using a variety of manipulative materials.</li> <li>• The lesson is neither rushed nor does it drag.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated.</li> <li>• Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.</li> <li>• A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</li> <li>• Students identify or create their own learning materials.</li> <li>• Students summarize their learning from the lesson.</li> <li>• And others...</li> </ul>

Component 3d:	Using Assessment in Instruction
	<p>Assessment of student learning plays an important new role in teaching: no longer signaling the <i>end</i> of instruction, it is now recognized to be an integral <i>part</i> of instruction. While assessment <i>of</i> learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment <i>for</i> learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.</p> <p>A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.</p> <p>Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.</p> <p>But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation.</p> <p>The elements of component 3d are:</p> <ul style="list-style-type: none"> <li>• Assessment criteria <i>It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).</i></li> <li>• Monitoring of student learning <i>A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.</i></li> <li>• Feedback to students <i>Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.</i></li> </ul>

<b>Component 3d:</b>	<b>Using Assessment in Instruction</b>
	<ul style="list-style-type: none"> <li>• Student self-assessment and monitoring of progress <i>The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• The teacher paying close attention to evidence of student understanding</li> <li>• The teacher posing specifically created questions to elicit evidence of student understanding</li> <li>• The teacher circulating to monitor student learning and to offer feedback</li> <li>• Students assessing their own work against established criteria</li> </ul>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3d: Using Assessment in Instruction</b>	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	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 few students assess their own work.	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 feedback to groups of students is accurate and specific; some students engage in self-assessment.	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 individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The teacher gives no indication of what high-quality work looks like.</li> <li>• The teacher makes no effort to determine whether students understand the lesson.</li> <li>• Students receive no feedback, or feedback is global or directed to only one student.</li> <li>• The teacher does not ask students to evaluate their own or classmates' work.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>• Feedback to students is vague and not oriented toward future improvement of work.</li> <li>• The teacher makes only minor attempts to engage students in self- or peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher makes the standards of high-quality work clear to students.</li> <li>• The teacher elicits evidence of student understanding.</li> <li>• Students are invited to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance, at least for groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</li> <li>• 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.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</li> <li>• High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> </ul>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• A student asks, "How is this assignment going to be graded?"</li> <li>• A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.</li> <li>• The teacher forges ahead with a presentation without checking for understanding.</li> <li>• 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."</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asks, "Does anyone have a question?"</li> <li>• When a student completes a problem on the board, the teacher corrects the student's work without explaining why.</li> <li>• The teacher says, "Good job, everyone."</li> <li>• The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.</li> <li>• The students receive their tests back; each one is simply marked with a letter grade at the top.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher circulates during small-group or independent work, offering suggestions to students.</li> <li>• The teacher uses specifically formulated questions to elicit evidence of student understanding.</li> <li>• The teacher asks students to look over their papers to correct their errors; most of them engage in this task.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.</li> <li>• While students are working, the teacher circulates, providing specific feedback to individual students.</li> <li>• The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.</li> <li>• Students offer feedback to their classmates on their work.</li> <li>• Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</li> <li>• And others...</li> </ul>

Component 3e:	Demonstrating Flexibility and Responsiveness
	<p>“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p> <p>The elements of component 3e are:</p> <ul style="list-style-type: none"> <li>• Lesson adjustment <i>Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher’s store of alternate instructional strategies and the confidence to make a shift when needed.</i></li> <li>• Response to students <i>Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.</i></li> <li>• Persistence <i>Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Incorporation of students’ interests and daily events into a lesson</li> <li>• The teacher adjusting instruction in response to evidence of student understanding (or lack of it)</li> <li>• The teacher seizing on a teachable moment</li> </ul>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3e: Demonstrating Flexibility and Responsiveness</b>	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.	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.	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.	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. 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.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The teacher ignores indications of student boredom or lack of understanding.</li> <li>• The teacher brushes aside students' questions.</li> <li>• The teacher conveys to students that when they have difficulty learning, it is their fault.</li> <li>• In reflecting on practice, the teacher does not indicate that it is important to reach all students.</li> <li>• The teacher makes no attempt to adjust the lesson in response to student confusion.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.</li> <li>• The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.</li> <li>• In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.</li> <li>• The teacher's attempts to adjust the lesson are partially successful.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher incorporates students' interests and questions into the heart of the lesson.</li> <li>• The teacher conveys to students that she has other approaches to try when the students experience difficulty.</li> <li>• In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</li> <li>• When improvising becomes necessary, the teacher makes adjustments to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher seizes on a teachable moment to enhance a lesson.</li> <li>• The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.</li> <li>• In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.</li> <li>• The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.</li> </ul>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• The teacher says, "We don't have time for that today."</li> <li>• The teacher says, "If you'd just pay attention, you could understand this."</li> <li>• 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."</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says, "I'll try to think of another way to come at this and get back to you."</li> <li>• The teacher says, "I realize not everyone understands this, but we can't spend any more time on it."</li> <li>• The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says, "That's an interesting idea; let's see how it fits."</li> <li>• The teacher illustrates a principle of good writing to a student, using his interest in basketball as context.</li> <li>• The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• 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."</li> <li>• The teacher incorporates the school's upcoming championship game into an explanation of averages.</li> <li>• The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."</li> <li>• And others...</li> </ul>

## Domain 4: Professional Responsibilities

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Domain 4</b>	The teacher demonstrates low ethical standards and little sense of professionalism for improving his/her own teaching and collaboration with colleagues. Record-keeping systems are chaotic and ineffective, with information lost or missing. Communication with families is unclear, infrequent, and culturally insensitive. The teacher avoids participation in both school and LEA projects, unless specifically required to do so, and makes a minimal commitment to professional development. Reflection on teaching is infrequent or inaccurate, resulting in few ideas for improvement.	The teacher demonstrates modest ethical standards and a moderate sense of professionalism for improving his/her own teaching, and modest collaboration with colleagues. Record-keeping systems are minimal and partially effective. Communication with families is sometimes unclear, sporadic, and of mixed cultural sensitivity. The teacher participates to a minimal extent in both school and LEA projects, and makes a modest commitment to professional development. Reflection on teaching is sporadic and occasionally accurate, resulting in inconsistent ideas for improvement.	The teacher demonstrates high ethical standards and a sense of professionalism, focused on improving his/her own teaching and collaborating with colleagues. Record-keeping systems are efficient and effective. Communication with families is clear, frequent, and culturally sensitive. The teacher participates in both school and LEA projects, and engages in professional development activities. Reflection on teaching is frequent and accurate, resulting in valuable ideas for improvement.	The teacher demonstrates the highest ethical standards and a deep sense of professionalism, focused on improving his/her own teaching and supporting the ongoing learning of colleagues. Record-keeping systems are efficient and effective, with evidence of student contribution. Communication with families is clear, frequent, and culturally sensitive, with meaningful student participation. The teacher assumes leadership roles in both school and LEA projects, and engages in a wide range of professional development activities. Reflection on teaching is insightful, resulting in valuable ideas for improvement that are shared across professional learning communities and contribute to improving the practice of colleagues.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Domain 4</b>				
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</li> <li>• Record-keeping systems are in disarray and provide incorrect or confusing information.</li> <li>• Little or no information regarding the instructional program is available to parents.</li> <li>• The teacher's relationships with colleagues are characterized by negativity or combativeness.</li> <li>• The teacher ignores opportunities to engage in professional learning.</li> <li>• There is some suspicion of questionable ethics.</li> <li>• The teacher willfully ignores district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher has a general sense of whether or not instructional practices were effective.</li> <li>• The teacher's process for tracking student progress is cumbersome to use.</li> <li>• School- or district-created materials about the instructional program are sent home.</li> <li>• The teacher has cordial relationships with colleagues.</li> <li>• The teacher participates in professional development activities when they are required or provided by the district.</li> <li>• There is no evidence of unethical behavior.</li> <li>• The teacher complies with district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher accurately assesses the effectiveness of instructional activities used.</li> <li>• The teacher has an effective process for recording student assignments and progress; students are able to see how they're doing.</li> <li>• The teacher regularly sends home culturally sensitive information about the instructional program.</li> <li>• The teacher has supportive and collaborative relationships with colleagues.</li> <li>• The teacher seeks regular opportunities for continued professional development.</li> <li>• The teacher is honest and known for having high standards of integrity.</li> <li>• The teacher complies with both the spirit and the letter of district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</li> <li>• Students contribute to and maintain records indicating completed work assignments.</li> <li>• Students regularly develop materials to inform their families about the instructional program.</li> <li>• The teacher takes a leadership role in promoting activities related to professional inquiry.</li> <li>• The teacher seeks regular opportunities for continued professional development, including initiating action research.</li> <li>• The teacher is sought out by colleagues and students for advice on matters of ethical conduct.</li> <li>• The teacher takes a leadership role regarding district regulations.</li> </ul>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• <i>Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"</i></li> <li>• <i>A student says, "I'm sure I turned in that assignment, but the teacher lost it!"</i></li> <li>• <i>A parent says, "I wonder why we never see any schoolwork come home."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>At the end of the lesson, the teacher says, "I guess that went OK."</i></li> <li>• <i>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."</i></li> <li>• <i>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."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher says, "I wasn't pleased with the level of engagement of the students."</i></li> <li>• <i>On the class website, the teacher creates a link that students can access to check on any missing assignments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.</i></li> <li>• <i>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.</i></li> </ul>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	<ul style="list-style-type: none"> <li>• The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.</li> <li>• 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.</li> <li>• The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is polite but seldom shares any instructional materials with his grade partners.</li> <li>• 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.</li> <li>• 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.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher sends home to families a weekly newsletter that describes current class activities, community and/or school projects, field trips, etc.</li> <li>• 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.</li> <li>• The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.</li> <li>• The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</li> <li>• And others...</li> </ul>	<ul style="list-style-type: none"> <li>• Students create materials for Back-to-School Night that outline the approach for learning science.</li> <li>• The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.</li> <li>• 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.</li> <li>• After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with her students, who have come to love the after-school sessions.</li> <li>• And others...</li> </ul>