

Los Angeles Unified School District

LAUSD Teaching and Learning Framework



Talent Management Division
DRAFT Released August, 2012



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PREFACE: LAUSD Teaching and Learning Framework

PURPOSE

The LAUSD Teaching and Learning Framework describes clear expectations for effective teaching, identifying exemplary practices that will enable us to meet our goal of all youth achieving. The LAUSD serves over 600,000 students from diverse cultural and linguistic backgrounds and with unique learning needs. The Teaching and Learning Framework highlights the researched-based strategies that have been proven to be effective in meeting the needs of our diverse learners including English Learners, Students with Special Needs and Students with Disabilities. In addition to this, the Teaching and Learning Framework describes teaching practices that will help to prepare all students to be successful and productive 21st Century learners. This focus on 21st Century skills not only directly aligns with the implementation of the Common Core State Standards but also prepares all of our students to be college prepared and career ready. As the foundation for instructional practices in LAUSD, the Teaching and Learning Framework also acts as a guide for teachers to analyze, reflect upon and improve their teaching practice independently, with colleagues, and/or with their administrator as part of the Educator Growth and Development Cycle.

EVIDENCE COLLECTION PROCESS

In order to analyze teaching practice, evidence of a teacher's practice must be assessed against the Teaching and Learning Framework. This evidence is collected using a variety of strategies including classroom observation, professional conversations, artifacts and stakeholder feedback surveys. This diversified evidence collection process helps to ensure that teachers' feedback, growth and development, and evaluation are informed by a variety of sources including parents, students, administrators and teachers themselves.

Administrators are trained to collect and analyze evidence using these strategies to ensure that evidence is appropriately aligned to the Teaching and Learning Framework, is representative of the teacher's practice, and is free of bias. The evidence collection procedure for each element in the Teaching and Learning Framework is indicated by an abbreviation shown in green and is located below the name of each element.

▶ **Classroom observations (CO)** will include formal and informal observations conducted throughout the Educator Growth and Development Cycle. Classroom observations are the cornerstone of the Educator Growth and Development Cycle, providing an opportunity for teachers to demonstrate their instructional practice in order to receive feedback that will support their professional growth and development. In addition to this, classroom observations may also include any other classroom visits/walkthroughs that take place as part of effective support practices in schools.

▶ **Professional conversations (PC)** can include the Pre and Post Observation Conferences that are part of the Educator Growth and Development Cycle or they can also include additional meetings where the teacher and administrator meet to discuss evidence of the teacher's practice.

▶ **Artifacts (A)** can include sample student work, lesson plans, unit plans, sample assessments, department meeting agendas, parent call logs, or any other type of documentation that provides evidence of a teacher's practice for a given element in the Teaching and Learning Framework.

▶ **Stakeholder feedback surveys (SF)** include surveys of parents and students regarding a teacher's performance in specific elements of the Teaching and Learning Framework. Teachers with students in grades K-2 will have parent surveys pertaining to **Component 4b: Communicating with Families** and specific elements in **Standards 2 and 3** of the Teaching and Learning Framework. Teachers with students in grades 3-12 will have student surveys pertaining to specific elements in **Standards 1, 2 and 3** of the Teaching and Learning Framework in addition to parent surveys.

KEY TERMS

21st Century Skills refer to the following "super skills" as identified in the Common Core State Standards:

- ▶ **Communication:** Sharing thoughts, questions, ideas and solutions
- ▶ **Collaboration:** Working together to reach a goal - putting talent, expertise, and smarts to work
- ▶ **Critical Thinking:** Looking at problems in a new way, linking learning across subjects and disciplines
- ▶ **Creativity:** Trying new approaches to get things done equals innovation and invention.



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LAUSD TEACHING AND LEARNING FRAMEWORK

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT
<p>a. Demonstrating Knowledge of Content and Pedagogy</p> <ol style="list-style-type: none"> 1. Knowledge of Content and the Structure of the Discipline 2. Knowledge of Content-Related Pedagogy <p>b. Demonstrating Knowledge of Students</p> <ol style="list-style-type: none"> 1. Awareness of Students' Skills, Knowledge, and Language Proficiency 2. Knowledge of How Children, Adolescents, and Adults Learn 3. Knowledge of Students' Special Needs 4. Knowledge of Students' Interests and Cultural Heritage <p>c. Establishing Instructional Outcomes</p> <ol style="list-style-type: none"> 1. Value, Sequence, Alignment, and Clarity 2. Suitability for Diverse Learners <p>d. Designing Coherent Instruction</p> <ol style="list-style-type: none"> 1. <i>Standards-Based Learning Activities</i> 2. Instructional Materials, Technology, and Resources 3. <i>Purposeful Instructional Groups</i> 4. <i>Lesson and Unit Structure</i> <p>e. Designing Student Assessment</p> <ol style="list-style-type: none"> 1. <i>Aligns with Instructional Outcomes</i> 2. <i>Criteria and Standards</i> 3. <i>Design of Formative Assessments</i> 4. <i>Analysis and Use of Assessment Data for Planning</i> 	<p>a. Creating an Environment of Respect and Rapport</p> <ol style="list-style-type: none"> 1. <i>Teacher Interaction with Students</i> 2. Student Interactions with One Another 3. <i>Classroom Climate</i> <p>b. Establishing a Culture for Learning</p> <ol style="list-style-type: none"> 1. Importance of the Content 2. <i>Expectations for Learning and Achievement</i> 3. Student Ownership of their Work 4. Physical Environment <p>c. Managing Classroom Procedures</p> <ol style="list-style-type: none"> 1. <i>Management of Routines, Procedures, and Transitions</i> 2. Management of Materials and Supplies 3. Performance of Non-Instructional Duties 4. Management of Parent Leaders, other Volunteers and Paraprofessionals <p>d. Managing Student Behavior</p> <ol style="list-style-type: none"> 1. Expectations for Behavior 2. <i>Monitoring and Responding to Student Behavior</i>
STANDARD 5: PROFESSIONAL GROWTH	STANDARD 3: DELIVERY OF INSTRUCTION
<p>a. Reflecting on Practice</p> <ol style="list-style-type: none"> 1. Accurate Reflection 2. <i>Use of Reflection to Inform Future Instruction</i> 3. Selection of Professional Development Based on Reflection and Data 4. Implementation of New Learning from Professional Development <p>b. Participating in a Professional Community</p> <ol style="list-style-type: none"> 1. Collaboration with Colleagues 2. Promotes a Culture of Professional Inquiry and Collaboration 	<p>a. Communicating with Students</p> <ol style="list-style-type: none"> 1. <i>Communicating the Purpose of the Lesson</i> 2. Directions and Procedures 3. Delivery of Content 4. Use of Academic Language <p>b. Using Questioning and Discussion Techniques</p> <ol style="list-style-type: none"> 1. <i>Quality and Purpose of Questions</i> 2. <i>Discussion Techniques and Student Participation</i> <p>c. Structures to Engage Students in Learning</p> <ol style="list-style-type: none"> 1. <i>Standards-Based Projects, Activities, and Assignments</i> 2. <i>Purposeful and Productive Instructional Groups</i> 3. Use of Available Instructional Materials, Technology, and Resources 4. Structure and Pacing <p>d. Using Assessment in Instruction to Advance Student Learning</p> <ol style="list-style-type: none"> 1. <i>Assessment Criteria</i> 2. Monitoring of Student Learning 3. <i>Feedback to Students</i> 4. Student Self-Assessment and Monitoring of Progress <p>e. Demonstrating Flexibility and Responsiveness</p> <ol style="list-style-type: none"> 1. <i>Responds and Adjusts to Meet Student Needs</i> 2. Persistence
STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES	
<p>a. Maintaining Accurate Records</p> <ol style="list-style-type: none"> 1. Tracks Progress Towards Identified Learning Outcomes 2. Tracks Completion of Student Assignments in Support of Student Learning 3. Manages Non-instructional Records 4. Submits Records on Time <p>b. Communicating with Families</p> <ol style="list-style-type: none"> 1. Information About the Instructional Program 2. Information About Individual Students 3. Engagement of Families in the Instructional Program <p>c. Demonstrating Professionalism</p> <ol style="list-style-type: none"> 1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations 2. Advocacy/Intervention for Students 3. Decision-Making 	

Highlighted elements are identified as the Focus Elements for the 2012 – 2013 School Year.

Standard 1: Planning and Preparation

Standard 1: Planning and Preparation
Component 1a: Demonstrating Knowledge of Content and Pedagogy

Teachers must have sufficient command of the subject to guide student learning and they must also know how their content fits into a larger context. Since every discipline has its own approach to instruction, teachers need to tailor their pedagogy to their content. Knowledge of content and pedagogy is not stagnant, but evolves over time and requires on-going, collaborative learning to support 21st Century skills and learners.

Elements	Ineffective	Developing	Effective	Highly Effective
<p>1a1. Knowledge of Content and the Structure of the Discipline</p> <p><i>Knows the discipline and how the subjects within the discipline relate and integrate with one another [e.g. understanding how algebra, geometry, trigonometry are related in the discipline of mathematics]</i></p> <p>PC, A</p>	<p>Teacher makes content errors or the teacher does not have sufficient knowledge of the content standards.</p>	<p>Teacher is familiar with the important concepts in the discipline and the content standards associated with the grade level or course, but may display lack of awareness of how these concepts or standards build upon and relate to one another or to 21st Century skills.</p>	<p>Teacher displays solid knowledge of the concepts in the discipline and the content standards associated with the grade level or course. Teacher builds upon and relates these concepts and standards to one another and to 21st Century skills.</p>	<p>Teacher displays extensive knowledge, application, and analysis of the concepts in the discipline and the content standards associated with the grade level or course. Teacher builds upon and relates concepts and standards to one another, to other disciplines, and to 21st Century skills.</p>
<p>1a2. Knowledge of Content-Related Pedagogy</p> <p><i>Uses pedagogical content knowledge to plan instruction in the particular subject area</i></p> <p>PC, A</p>	<p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>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 student with only surface connections to 21st Century skills.</p>	<p>Teacher’s plans and practice reflect familiarity with a wide range of effective research-based pedagogical approaches in the discipline, appropriate technology and of 21st Century skills.</p>	<p>Teacher’s plans and practice include a wide range of effective research-based pedagogical approaches in the discipline, including use of appropriate technology, and 21st Century skills. Teacher generally anticipates students’ misunderstandings.</p>

Standard 1: Planning and Preparation
Component 1b: Demonstrating Knowledge of Students

It is not enough for teachers to know and understand childhood or adolescent developmental norms, teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, their language proficiency, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status.

Elements	Ineffective	Developing	Effective	Highly Effective
<p>1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency</p> <p><i>Uses information about students' academic strengths and needs in planning</i></p> <p>PC, A, SF</p>	Teacher displays little or no awareness of students' skills, knowledge, and language proficiency, and/or does not indicate that such knowledge is valuable.	Teacher recognizes the value of tracking students' skills, knowledge, and language proficiency, but displays this knowledge only for the class as a whole.	Teacher tracks students' skills, knowledge, and language proficiency, and disaggregates data for sub-groups of students in order to determine growth over time.	Teacher tracks individual students' skills, knowledge, and language proficiency, and has a strategy for maintaining such information, including information from parents, in order to determine growth over time for each student.
<p>1b2. Knowledge of How Children, Adolescents, or Adults Learn</p> <p><i>Plans lessons based on current, proven research regarding how students learn</i></p> <p>PC, A</p>	Teacher displays little or no knowledge of the developmental characteristics of the age group, or of how these students learn.	Teacher displays partial knowledge of the developmental characteristics of the age group, but his/her knowledge of how students learn is limited.	Teacher's knowledge of how students learn is accurate and current, reflecting an understanding of the typical developmental characteristics of the age group. Teacher applies this knowledge to the class as a whole and to subgroups of students.	Teacher displays current, extensive, and subtle understanding of how students learn, including exceptions to the traditional learning styles, and how 21 st Century skills apply, and then applies this knowledge to individual students.
<p>1b3. Knowledge of Students' Special Needs</p> <p><i>Knows which students have special needs and plans instruction to accommodate for those needs</i></p> <p>PC, A, SF</p>	Teacher displays little or no awareness of the importance of knowing students' special learning or medical needs, and such knowledge may be incomplete or inaccurate.	Teacher possesses information about each student's learning and medical needs.	Teacher possesses information about each student's learning and medical needs and applies this knowledge to individual students.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources, and applies this knowledge to individual students.
<p>1b4. Knowledge of Students' Interests and Cultural Heritage</p> <p><i>Uses students' interests and cultural heritage to plan instruction that will engage students</i></p> <p>PC, A, SF</p>	Teacher displays little or no knowledge of students' interests or cultural heritage, and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage, but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage, and displays this knowledge for sub-groups of students.	Teacher recognizes the value of understanding students' interests, family and cultural heritage, and displays this knowledge for individual students.

Standard 1: Planning and Preparation
Component 1c: Establishing Instructional Outcomes

Teaching is goal directed and designed to achieve certain well-defined purposes. It is through the articulation of instructional outcomes that the teacher describes these purposes. The outcomes should be clear and related to what it is that the students are intended to learn as a consequence of instruction. 21st Century outcomes must be included, as students must also learn essential skills such as critical thinking, problem solving, communication and collaboration. Teacher collaboration strengthens this process.

Element	Ineffective	Developing	Effective	Highly Effective
<p><i>Tc1. Value, Sequence Alignment, and Clarity</i></p> <p><i>Selects and writes clear outcomes that are important to the discipline, follow a sequence of learning and are aligned to national, state, and/or local standards</i></p> <p>PC, A</p>	<p>Instructional outcomes are either not stated, or are stated as activities, rather than as student learning. Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the content area, nor do they include language objectives or a connection to a sequence of learning, or suggest viable methods of assessment.</p>	<p>Instructional outcomes are unclear or consist of a combination of outcomes and activities, representing moderately high expectations and rigor. Learning expectations are aligned with important grade level content standards, include language objectives, and some outcomes suggest viable methods of assessment. There is at least some connection to a sequence of learning and to 21st Century skills.</p>	<p>Most instructional outcomes are clearly stated, represent high expectations and rigor, focus on important grade level content standards and academic language objectives, and suggest viable methods of assessment. They are connected to a sequence of learning and align with 21st Century skills.</p>	<p>All instructional outcomes are clearly stated in terms of student learning outcomes, represent high expectations and rigor, focus on important grade level content standards and academic language objectives, and permit viable methods of assessment. They are connected to a sequence of learning both in the discipline and across disciplines and align with 21st Century skills.</p>
<p><i>Tc2. Suitability for Diverse Learners</i></p> <p><i>Outcomes are planned so that they are appropriate for all students in the class</i></p> <p>PC, A</p>	<p>Instructional outcomes are not suitable for the class, or are not based on any assessment of student learning.</p>	<p>Most instructional outcomes are suitable for most of the students in the class based on global assessments of student learning.</p>	<p>Most of the outcomes are suitable for all students in the class, and are based on multiple assessments of student learning.</p>	<p>Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or subgroups.</p>

Standard 1: Planning and Preparation
Component 1d: Designing Coherent Instruction

Teachers translate instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21st Century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media. Teachers should plan collaboratively to strengthen the design process. Skilled teachers have knowledge of a variety of resources and are constantly adding these to their repertoire. They persistently search for appropriate 21st Century resources that can inform their teaching, including collaborating with other educators. They effectively incorporate these tools in varied contexts for a variety of purposes.

Elements	Ineffective	Developing	Effective	Highly Effective
<p>1d1. Standards-Based Learning Activities</p> <p><i>Activities are designed to engage students in cognitively challenging work that is aligned to the standards.</i></p> <p>PC, A</p>	<p>Learning activities are not suitable for students or aligned with instructional standards, and are not designed to engage students in active intellectual activity.</p>	<p>Some of the learning activities are suitable for students or aligned to the instructional standards. Some represent a moderate cognitive challenge, there is differentiation to meet some diverse student learning needs.</p>	<p>All of the learning activities are suitable for students and aligned to the instructional standards, and most represent significant cognitive challenge and awareness of 21st Century Skills with some differentiation to meet most diverse student learning needs.</p>	<p>Learning activities are highly suitable for all diverse learners and directly aligned to the instructional standards. They are designed to engage all students in high-level cognitive activities that reflect 21st Century Skills, and are differentiated, as appropriate, to meet the needs of individual learners.</p>
<p>1d2. Instructional Materials, Technology, and Resources</p> <p><i>Plans lessons that use resources that will promote high levels of learning and student engagement in the classroom environment</i></p> <p>PC, A</p>	<p>Teacher is unaware of resources for classroom use or materials and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning.</p>	<p>Teacher displays some awareness of resources available for classroom use. Some materials, technology, and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.</p>	<p>Teacher displays awareness of resources available for classroom use through a variety of sources. All materials and resources selected for instruction are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning, including the appropriate use of technology.</p>	<p>Teacher's knowledge of resources for classroom use is extensive. All materials and resources selected for instruction are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning, including the appropriate use of technology. Students participate in selecting or adapting materials.</p>
<p>1d3. Purposeful Instructional Groups</p> <p><i>Groups are purposefully designed to enhance student cognitive engagement</i></p> <p>PC, A</p>	<p>Instructional groups do not support the instructional outcomes.</p>	<p>Instructional groups partially support the instructional outcomes.</p>	<p>Instructional groups are purposefully designed to meet students' needs and are based on instructional outcomes.</p>	<p>Instructional groups are purposefully designed to meet students' needs and are based on instructional outcomes. Groups promote effective student interaction and offer student choice.</p>

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts; SF: Stakeholder feedback surveys

Elements	Ineffective	Developing	Effective	Highly Effective
<p>1d4. Lesson and Unit Structure</p> <p><i>The lesson/unit is logically designed to allow students sufficient time to achieve the learning outcomes</i></p> <p>PC, A</p>	<p>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.</p>	<p>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven; most time allocations are reasonable.</p>	<p>The lesson or unit has a clearly defined, logical structure around which activities are organized, and which anticipates student difficulties or confusion. Progression of activities is even, with reasonable time allocations.</p>	<p>The lesson or unit structure is clear and logical, allowing for different pathways according to diverse student needs, anticipating student misconceptions, and the needs of 21st Century learners. The progression of activities is highly coherent with appropriate time allocations.</p>

Standard 1: Planning and Preparation

Component 1e: Designing Student Assessment

Teachers plan and design lessons that reflect an understanding of their disciplines, including an understanding of instructional standards, concepts, and principles. Teachers value each discipline and the relationships between disciplines and design on-going formative assessments that measure student progress. Teachers use multiple measures to demonstrate student growth over time. Teachers should engage in collaborate design and analysis of assessments to strengthen assessment systems and to ensure equitable assessments for students.

Element	Ineffective	Developing	Effective	Highly Effective
<p>1e1. Aligns with Instructional Outcomes</p> <p><i>Assessments are purposefully and tightly aligned to the learning outcomes</i></p> <p>PC, A</p>	Formal and informal assessments are not aligned with instructional outcomes.	Some of the instructional outcomes are aligned with the formal and informal assessments, but many are not.	All the instructional outcomes are aligned with purposefully selected formal and informal assessments; assessment methodologies may have been adapted for student subgroups.	All formal and informal assessments are purposefully selected and tightly aligned with the instructional outcomes, in both content and process. Assessment methodologies may have been adapted for individual students.
<p>1e2. Criteria and Standards</p> <p><i>Criteria for the assessments are clear and reflect the standards and outcomes being taught</i></p> <p>PC, A</p>	The proposed assessment approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear to students.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
<p>1e3. Design of Formative Assessments</p> <p><i>Formative assessments are purposefully designed to determine student strengths and gaps in content knowledge.</i></p> <p>PC, A</p>	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Formative assessments are designed to highlight student strengths and gaps related to some content, skills or standards.	Formative assessments are purposefully designed to determine student strengths and gaps in content knowledge, skills, and/or mastery of standards.	Formative assessments are purposefully designed to determine student strengths and gaps in content knowledge, skills and mastery of standards, and includes student as well as teacher use of the assessment information.
<p>1e4. Analysis and Use of Assessment Data for Planning</p> <p><i>Teacher uses assessment data to determine next steps in instruction.</i></p> <p>PC, A</p>	Teacher rarely and/or ineffectively uses multiple measures of student growth including formative and summative data that may include student work, to demonstrate student learning. Teacher does not analyze or use assessment data to designing future instruction.	Teacher inconsistently uses multiple measures of student growth including both formative and summative data that includes student work to demonstrate student learning. Teacher analyzes and uses some assessment data to plan for future instruction for the class as a whole.	Teacher consistently uses multiple measures of student growth including both formative and summative data that includes student work to demonstrate student learning. Teacher analyzes and uses assessment data to plan future instruction for student subgroups, including re-teaching and re-assessment if necessary.	Teacher consistently uses multiple measures of student growth including both formative and summative data including student work to demonstrate a high level of student learning. Teacher disaggregates and analyzes assessment data and uses information to plan future instruction for individual students, including re-teaching and re-assessment if necessary.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts; SF: Stakeholder feedback surveys

Standard 2: The Classroom Environment

Standard 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Teaching depends, fundamentally, on the quality of relationships among individuals. When teachers strive to engage students in a discussion or an activity, their interactions with them speak volumes about the extent to which they value students as people.

Element	Ineffective	Developing	Effective	Highly Effective
<p>2a1. Teacher Interaction with Students</p> <p><i>Teacher interacts with students in a way that projects respect and creates a safe and supportive learning environment</i></p> <p>CO, SF</p>	<p>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 the teacher.</p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.</p>	<p>Teacher-student interactions are friendly and demonstrate caring and respect for the class as a whole. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.</p>	<p>Teacher's interactions with students reflect respect, caring, and cultural understanding, for individuals as well as groups of students. Students appear to trust the teacher with sensitive information and have a mutual respect and open dialogue in a variety of contexts.</p>
<p>2a2. Student Interactions with One Another</p> <p><i>Students interact with one another in a respectful, polite manner that promotes a positive learning environment for all students</i></p> <p>CO, SF</p>	<p>Student interactions are characterized by conflict, sarcasm, or put-downs.</p>	<p>Student interactions are usually appropriate but may reflect occasional displays of disrespect from a few students.</p>	<p>Student interactions are consistently polite and respectful.</p>	<p>Students demonstrate caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed, and assume and demonstrate personal responsibility.</p>
<p>2a3. Classroom Climate</p> <p><i>The classroom environment is safe and supportive; risk-taking is encouraged, students freely contribute their ideas, and student mistakes are treated as learning opportunities, never with ridicule.</i></p> <p>CO, SF</p>	<p>Students do not freely share their ideas or opinions. Student mistakes are ridiculed by the teacher or other students.</p>	<p>Some students freely share their ideas or opinions. Risk-taking and mistakes receive unpredictable responses from the teacher or other students.</p>	<p>Most students freely share their ideas or opinions and take risks in learning. Student mistakes are treated as learning opportunities by the teacher.</p>	<p>All students freely share their ideas and take risks in learning. Student and teacher mistakes are treated as learning opportunities, by the teacher and all students.</p>

Standard 2: The Classroom Environment

Component 2b: Establishing a Culture for Learning

A “culture for learning” refers to the atmosphere in the classroom that reflects the 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 look of the classroom, and the general “tone” of the class. A culture for learning implies high expectations for all students, ensuring that classrooms are cognitively busy places. Both students and teacher see the content as important, and students take obvious pride in their work and are eager to share with others.

Element	Ineffective	Developing	Effective	Highly Effective
<p>2b1. Importance of the Content</p> <p><i>Teacher links content to students' lives, essential questions, or long-term goals.</i></p> <p>CO, SF</p>	<p>Teacher conveys a negative attitude toward the content, suggesting that it is not important or has been mandated by others. Teacher makes no attempt to link content to students' lives or essential questions.</p>	<p>Teacher communicates importance of the work but with little conviction or with minimal links to real-world application. Only some students value the importance of the content.</p>	<p>Teacher conveys enthusiasm for the content, and students value the importance of the content. Teacher links content to students' lives, essential questions, or long-term goals.</p>	<p>Students demonstrate through their active participation, curiosity, and taking initiative that they value the content's importance. Teacher and students link content to real-world applications, essential questions, and long-range goals. Teacher and students make content culturally relevant and applicable to students' lives.</p>
<p>2b2. Expectations for Learning and Achievement</p> <p><i>The culture of the classroom reflects clear and high expectations about what is expected of students in order for them to learn and achieve.</i></p> <p>CO, SF</p>	<p>The classroom environment conveys a culture of low expectations. Instructional outcomes, activities, assignments, and classroom interactions lack challenge and support. Overall learning expectations are not made clear to students, or are not linked to standards.</p>	<p>The classroom environment conveys a culture of modest expectations. Instructional outcomes, activities, assignments, and classroom interactions lack appropriate challenge and support. Teacher demonstrates uneven expectations regarding which students can learn and achieve. Overall learning expectations are either unclear to students or inconsistently related to standards.</p>	<p>The classroom environment conveys a culture of high expectations. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Teacher demonstrates clear and high expectations about what is expected of students in order for them to learn and achieve, including effort. Overall learning expectations are clear to all students and consistently related to standards.</p>	<p>The classroom environment conveys a culture of high expectations. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. Students set their own goals and monitor their own progress toward achieving mastery of standards. There is a celebration of growth and achieving personal bests for students and the teacher. Overall learning expectations are clear to all students and consistently related to standards.</p>

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts; SF: Stakeholder feedback surveys

Element	Ineffective	Developing	Effective	Highly Effective
<p>2b3. Student Ownership of Their Work</p> <p><i>Students demonstrate ownership of their work and share their learning with others</i></p> <p>CO, SF</p>	<p>Students demonstrate little or no ownership of their work. They seem to be motivated by the desire to complete a task rather than to do high quality work.</p>	<p>Students minimally accept the responsibility to do good work but invest little of their energy into its quality.</p>	<p>Students accept responsibility for doing high quality work and demonstrate ownership of the assigned work.</p>	<p>Students demonstrate attention to detail and take obvious ownership of their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.</p>
<p>2b4. Physical Environment</p> <p><i>The classroom is designed to ensure safety and all students' access to learning. Classroom furniture and technology are arranged and utilized to facilitate high-level learning and interaction for all students.</i></p> <p>CO</p>	<p>The classroom is unsafe, or learning opportunities are inaccessible for some students. The physical environment impedes student learning, or teacher makes little or no use of available physical resources to support student learning or interaction.</p>	<p>The classroom is safe and essential learning is accessible. The teacher occasionally uses the physical environment, but with limited effect on student learning or interaction.</p>	<p>The classroom is safe and accessible. The teacher uses the physical environment to support student learning and interaction.</p>	<p>The classroom is safe and accessible. Both teacher and students use the physical environment easily and skillfully to advance student learning and encourage student collaboration.</p>

Standard 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction. Teachers must develop procedures for the smooth operation of the classroom and the efficient use of time. One of the marks of effective teachers is that they can take the time required to establish routines and procedures at the outset of the school year. It is also important for teachers to manage transitions efficiently. Effective teachers make efficient use of time when managing non-instructional tasks such as taking attendance, collecting or checking homework, writing passes, etc., and are familiar with and successfully execute school emergency procedures.

Element	Ineffective	Developing	Effective	Highly Effective
<p>2c1. Management of Routines, Procedures, and Transitions</p> <p><i>Routines, procedures, and transitions are managed in such a way that there is little to no loss of instructional time.</i></p> <p>CO, SF</p>	<p>Transitions are chaotic, with much time being lost between activities or lesson segments. Students do not appear to know what is expected for specific routines or transitions.</p>	<p>Only some transitions are efficient, resulting in some loss of instructional time. Students require specific direction and oversight from the teacher in order to execute routines and transitions.</p>	<p>Transitions occur smoothly, with little loss of instructional time. Students use efficient, previously learned routines with minimal direction from the teacher.</p>	<p>Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. Students initiate and efficiently use routines and procedures appropriate to the task, transition, or grouping structure. Instructional time is maximized.</p>
<p>2c2. Management of Materials and Supplies</p> <p><i>Materials and supplies are distributed/available to students in a way that does not interrupt instructional time</i></p> <p>CO</p>	<p>Materials and supplies are handled inefficiently or have not been prepared in advance, resulting in significant loss of instructional time.</p>	<p>Some materials are prepared in advance, but there is some loss of instructional time while the teacher accesses or gathers materials or supplies. Routines for handling materials and supplies function moderately well, but with some loss of instructional time.</p>	<p>Materials are prepared and gathered in advance of the lesson. Routines for handling materials and supplies occur smoothly, with little loss of instructional time. Students assume responsibility when directed by the teacher.</p>	<p>Materials are prepared and gathered in advance of the lesson. Routines for effectively using a variety of tools/media and handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.</p>
<p>2c3. Performance of Non-Instructional Duties</p> <p><i>Any non-instructional duties are performed while students are engaged in productive work</i></p> <p>CO</p>	<p>Considerable instructional time is lost in performing non-instructional duties.</p>	<p>Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.</p>	<p>Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.</p>	<p>Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.</p>

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts; SF: Stakeholder feedback surveys

Element	Ineffective	Developing	Effective	Highly Effective
<p>2c4. Management of Parent Leaders, other Volunteers and Paraprofessionals</p> <p><i>Volunteers and/or paraprofessionals have clear roles that promote student learning.</i></p> <p>CO</p>	<p>Parent leaders, volunteers and/or paraprofessionals have few clearly defined duties and are idle most of the time.</p>	<p>Parent leaders, volunteers and/or paraprofessionals are productively engaged during portions of class time but require frequent direction from teacher.</p>	<p>Teacher provides parent leaders, volunteers and/or paraprofessionals with clear direction regarding tasks and that they are productively and independently engaged during the entire class.</p>	<p>Teacher provides parent leaders, volunteers and/or paraprofessionals with clear direction regarding tasks in advance of the class; they are productively and independently engaged during the entire class, and make a substantive contribution to the classroom environment.</p>

Standard 2: The Classroom Environment Component 2d: Managing Student Behavior

A key to efficient and respectful management of student behavior lies in agreed upon standards of conduct and clear consequences for overstepping boundaries. Effective teachers successfully enlist students in both setting and maintaining standards of conduct. Active participation in setting the rules of the classroom contributes to students' feelings of safety in class. In a well-managed classroom, students themselves will be able to explain and uphold the agreed-upon standards of conduct.

Element	Ineffective	Developing	Effective	Highly Effective
<p>2d1. Expectations for Behavior</p> <p><i>Expectations for behavior are clear to all students and parents.</i></p> <p>CO, SF</p>	<p>No standards of conduct appear to have been established, or students are confused as to what the standards are. Teacher does not model expectations.</p>	<p>Standards of conduct appear to have been established, and most students seem to understand them. Teacher usually models expectations.</p>	<p>Standards of conduct are clear to all students and parents. Teacher always models expectations.</p>	<p>Standards of conduct are clear to all students and parents, and appear to have been developed with student participation. Teacher and students always model expectations.</p>
<p>2d2. Monitoring and Responding to Student Behavior</p> <p><i>The teacher monitors and responds to behaviors in a way that promotes student dignity and does not disrupt the learning</i></p> <p>CO</p>	<p>Teacher does not monitor student behavior. Appropriate behaviors are not acknowledged. Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.</p>	<p>Teacher is generally aware of student behavior and occasionally acknowledges appropriate behaviors. Teacher attempts to respond to student misbehavior but with uneven results.</p>	<p>Teacher recognizes and appropriately reinforces positive behavior and has a clear and consistent system for addressing negative behavior or rule-breaking. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.</p>	<p>Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. Teacher and students regularly acknowledge appropriate behaviors. Teacher seeks to understand underlying reasons for negative behavior. Teacher response to misbehavior is sensitive to students' individual needs, or student behavior is entirely appropriate.</p>

Standard 3: Delivery of Instruction

Standard 3: Delivery of Instruction
Component 3a: Communicating With Students

The presentation of a lesson impacts its outcome. In order to successfully engage students in the lesson, teachers need to clearly frame the purpose of the lesson including presenting the context. Teachers must communicate reasonable and appropriate expectations for learning, provide directions and describe procedures with clarity, model and expect the use of academic language, and use multiple strategies to explain content to meet diverse student learning needs.

Element	Ineffective	Developing	Effective	Highly Effective
<p>3a1. Communicating the Purpose of the Lesson</p> <p><i>The learning expectations are communicated clearly to all students</i></p> <p>CO, SF</p>	<p>Teacher’s explanation of the instructional purpose is unclear to students. Students are unable to communicate the learning expectations.</p>	<p>Teacher’s explanation of the instructional purpose is uneven. Some students are able to communicate the activities related to learning expectations but are unclear about the purpose of the learning.</p>	<p>Teacher’s explanation of the instructional purpose is clear to students, including where it connects to broader learning. Most students are able to communicate learning expectations and their purpose to peers.</p>	<p>Teacher’s purpose of the lesson or unit is clear to students, including where it connects to broader authentic learning, linking that purpose to student interests. All students are able to communicate learning expectations and their purpose to peers and others.</p>
<p>3a2. Directions and Procedures</p> <p><i>All directions and procedures are clearly communicated to students</i></p> <p>CO, SF</p>	<p>Teacher directions and procedures are confusing to students. Teacher does not adapt directions appropriately to meet the needs of all students.</p>	<p>The clarity of teacher directions and procedures is inconsistent. Teacher clarifies directions when prompted by student questions or confusion. Teacher sometimes adapts directions to meet the needs of all students.</p>	<p>Teacher directions and procedures are clear to students. Teacher checks for student understanding of directions and attends to possible student misunderstandings. Most students can articulate, paraphrase, and/or demonstrate directions. Teacher adapts directions to meet the needs of all students and utilizes realia and visuals as needed.</p>	<p>Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding or misconceptions. Teacher has multiple ways to check for student understanding of directions. Students can articulate, paraphrase, and/or demonstrate directions. Teacher and students adapt directions to meet the needs of all students, by utilizing realia, visuals, technology, and peer support as needed.</p>

Element	Ineffective	Developing	Effective	Highly Effective
<p>3a3. Delivery of Content</p> <p><i>The content is delivered in ways that can be understood by all students</i></p> <p>CO, SF</p>	<p>Teacher’s delivery of the content is unclear, inaccurate, or confusing, or uses inappropriate language. Teacher does not adapt content explanations to meet the needs of all students.</p>	<p>Teacher’s delivery of the content is uneven: some is done skillfully; other portions are difficult to follow at times. Few connections are made to 21st Century skills. Teacher sometimes adapts content explanations to meet the needs of all students.</p>	<p>Teacher’s delivery of content is clear, accurate, appropriate, and connects with students’ prior knowledge, experience and 21st Century skills. Teacher attempts a gradual transition from teacher-directed to student-directed learning. Teacher adapts content explanations to meet the needs of all students.</p>	<p>Teacher’s delivery of content is clear, accurate, innovative, and connects with students’ prior knowledge, experience and 21st Century skills. Students contribute to explaining concepts to their peers. Teacher uses a variety of strategies to adapt content explanations to meet the needs of all students.</p>
<p>3a4. Use of Academic Language</p> <p><i>Academic language is used to communicate and deepen understanding of the content</i></p> <p>CO, SF</p>	<p>Teacher and students rarely use academic language.</p>	<p>Teacher and students occasionally use academic language.</p>	<p>Teacher models and instructs on correct use of academic language and provides structured opportunities for students to incorporate academic language in speaking and/or writing.</p>	<p>Teacher models and students correctly use academic language in speaking and writing without prompting. Teacher and students acknowledge student use of academic language and clarify subtle differences in meaning.</p>

Standard 3: Delivery of Instruction
Component 3b: Using Questioning and Discussion Techniques

Effective teachers design questions that provide cognitive challenge and engineer discussions among students to ensure all students participate. The highly effective teacher designs instruction that provides opportunities for students to develop their own cognitively challenging questions and to engage in various types of student-to-student discussions.

Element	Ineffective	Developing	Effective	Highly Effective
<p>3b1. Quality and Purpose of Questions</p> <p><i>Questions are designed to challenge students and elicit high-level thinking.</i></p> <p>CO</p>	<p>Teacher’s questions do not invite a thoughtful response or are not relevant. Questions do not reveal student understanding about the content/concept or text under discussion, or are not comprehensible to most students.</p>	<p>Teacher’s questions are a combination of both high and low quality, or delivered in rapid succession. Only some questions invite a thoughtful response that reveals student understanding about the content/concept or text under discussion. Teacher differentiates questions to make them comprehensible for some students.</p>	<p>Teacher’s questions require rigorous student thinking. Most questions invite and reveal student understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for sub-groups of students.</p>	<p>Teacher’s questions require rigorous student thinking and invite students to demonstrate understanding through reasoning. Students themselves formulate questions to advance their understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for all students in the class.</p>
<p>3b2. Discussion Techniques and Student Participation</p> <p><i>Techniques are used to ensure that all students share their thinking around challenging questions.</i></p> <p>CO, SF</p>	<p>Teacher makes no attempt to differentiate discussion. Interactions between the teacher and the students are characterized by the teacher generating all questions and most answers. The teacher and a few students dominate the discussion.</p>	<p>Teacher makes some attempt to use differentiated strategies to engage all students in discussion with uneven results. Only some students participate in the discussion and/or the discussion is not intellectually challenging.</p>	<p>Teacher uses intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher directed to student-initiated conversation. Students are expected to participate in an intellectually challenging discussion.</p>	<p>Teacher uses various, differentiated strategies to engage all students in intellectually challenging student-to-student interactions. Teacher creates conditions for students to assume considerable responsibility for the success of the discussion; initiating topics and making thoughtful, unprompted contributions that demonstrate innovative thinking.</p>

Standard 3: Delivery of Instruction
Component 3c: Structures to Engage Students in Learning

Teachers engage students in active construction of understanding by creating intellectual challenges that result in new knowledge and skills. The ownership of learning transfers from the teacher to the students. Teacher’s effective use of activities and assignments, grouping of students, available instructional materials, technologies and resources, and structure and pacing, all contribute to a classroom where students are deeply engaged in learning and mastery of grade level content standards.

Element	Ineffective	Developing	Effective	Highly Effective
<p>3c1. Standards-Based Projects, Activities and Assignments</p> <p><i>Learning activities cognitively engage students in the lesson</i></p> <p>CO, SF</p>	<p>Projects, activities and assignments lack rigor or appropriateness. Few or no students are cognitively engaged.</p>	<p>Some aspects of projects, activities and assignments lack rigor or appropriateness for all students, but some students are cognitively engaged. There is some differentiation to meet diverse student learning needs.</p>	<p>Most instructional projects, activities and assignments are rigorous, culturally relevant, and appropriate for most students. Most students are cognitively engaged. There is differentiation to meet most diverse student learning needs.</p>	<p>Instructional projects, activities and assignments are cognitively engaging and culturally relevant for all students. Students initiate or adapt activities and projects to enhance their understanding. There is differentiation to meet all student learning needs.</p>
<p>3c2. Purposeful and Productive Instructional Groups</p> <p><i>Students are grouped in order to promote productive, cognitive engagement in the lesson</i></p> <p>CO, SF</p>	<p>Instructional groups do not support student learning towards the instructional outcomes of the lesson. Students who are not working with the teacher are not productively engaged in learning.</p>	<p>Instructional groups allow some students to support each other as they advance towards the instructional outcomes of the lesson. Group tasks or products are not differentiated when needed. Students in only some groups are productively engaged in learning when unsupervised by the teacher.</p>	<p>Instructional groups support most students in achieving the instructional outcomes of the lesson; groups are purposeful, productive and appropriate for student needs and assignment requirements. Group structures, tasks or products may be differentiated according to the needs of groups of students.</p>	<p>Instructional groups are purposefully organized to support all students in achieving the instructional outcomes of the lesson. Students assist one another in achieving the outcomes of the lesson. Groups are purposeful, flexible, productive and appropriate for student needs and assignment requirements. Group structures, tasks, products and processes may be differentiated according to language and learning needs of students.</p>

Element	Ineffective	Developing	Effective	Highly Effective
<p>3c3. Use of Available Instructional Materials, Technology and Resources</p> <p><i>The materials and resources for the lesson promote cognitive engagement of all students</i></p> <p>CO</p>	<p>Instructional materials, technology, and resources are inappropriate for the instructional outcome, incorrectly used or do not cognitively engage students.</p>	<p>The use of available instructional materials, technology, and resources is partially appropriate to meet the instructional outcome, meet student needs or cognitively engage some students.</p>	<p>The use of available instructional materials, technology, and resources is appropriate to meet the instructional outcome, meet student needs, and to cognitively engage students. The teacher provides some choice in using or creating materials to enhance their learning.</p>	<p>The use of available instructional materials, technology and resources provides multiple strategies to meet the instructional outcome, differentiating for student needs and to cognitively engage students. Students initiate the choice, use, or creation of materials to enhance their learning.</p>
<p>3c4. Structure and Pacing</p> <p><i>The lesson is logically structured and allows students the time needed to learn cognitively challenging work.</i></p> <p>CO, SF</p>	<p>The project or lesson has no clearly defined structure, or the pace of the instruction is too slow, rushed, or both.</p>	<p>The project or lesson has a recognizable structure, although it is not uniformly maintained throughout the activities. Pacing of the instruction meets the needs of some students.</p>	<p>The project or lesson has a clearly defined structure around which the activities are organized. Pacing of the instruction is intentional, generally appropriate and meets the needs of most students.</p>	<p>The project's or lesson's structure is highly coherent, allowing for on-going student reflection and closure. Pacing of the instruction is intentional, varied, and appropriate for each student.</p>

Standard 3: Delivery of Instruction
Component 3d: Using Assessment in Instruction to Advance Student Learning

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal, including goals and benchmarks that both teachers and students set and use. High quality assessment practice makes students and families fully aware of criteria and performance standards, informs teachers’ instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and reflection and teacher analysis to advance learning and inform instruction during a lesson or series of lessons.

Element	Ineffective	Developing	Effective	Highly Effective
<p>3d1. Assessment Criteria</p> <p><i>Students know and understand the criteria by which their learning will be assessed</i></p> <p>CO, SF</p>	<p>Teacher does not communicate to students the criteria and performance standards by which their work will be evaluated. Teacher does not make assessment criteria comprehensible to students.</p>	<p>Teacher communicates to students the criteria and performance standards by which their work will be evaluated but the assessment criteria are only comprehensible to some students.</p>	<p>Teacher ensures that students are fully aware of and can articulate the criteria and performance standards by which their work will be evaluated. Teacher makes assessment criteria comprehensible to all students.</p>	<p>Teacher ensures that students are fully aware of and can accurately articulate the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Teacher and students make assessment criteria comprehensible to all students.</p>
<p>3d2. Monitoring of Student Learning</p> <p><i>Teachers closely monitors student work and responses in order to understand how students are progressing towards the learning objectives</i></p> <p>CO, SF</p>	<p>Teacher does not monitor student learning.</p>	<p>Teacher monitors student learning unevenly. Class is assessed as a whole; formative assessments are used infrequently and/or do not inform instruction. Teacher occasionally confers with students about their learning.</p>	<p>Teacher monitors the progress of students, making use of formative, diagnostic, and benchmark assessment data to guide instruction and adjust accordingly for subsets of students during lessons or units of instruction. Teacher regularly confers with students about their learning.</p>	<p>Teacher monitors the progress of individual students and uses a variety of formative, diagnostic and benchmark assessment data to adjust and differentiate instruction to meet individual needs during lessons and units of instruction. Teacher and students systematically and frequently confer.</p>
<p>3d3. Feedback to Students</p> <p><i>Students receive instructive and timely feedback that will move their learning forward</i></p> <p>CO, SF</p>	<p>Teacher’s feedback to students is limited, infrequent, and/or inaccurate. Feedback is not aligned to the instructional outcome.</p>	<p>Teacher’s feedback to students is not consistently timely, frequent, and/or accurate. Feedback may not be aligned with instructional outcome.</p>	<p>Teacher’s feedback to students is timely, frequent, relevant, accurate, and tied to the instructional outcome. Specific feedback allows students to revise and improve their work. Students provide feedback to their peers when directed by the teacher.</p>	<p>Teacher’s feedback to students is timely, frequent, specific, relevant, accurate, and tied to the instructional outcome. Students make use of the feedback to revise and improve their work. Students work collaboratively with peers to provide actionable feedback.</p>

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts; SF: Stakeholder feedback surveys

Element	Ineffective	Developing	Effective	Highly Effective
<p>3d4. Student Self-Assessment and Monitoring of Progress</p> <p><i>Students have opportunities to assess their own work against the established criteria and monitor their own progress towards achieving the expected learning outcomes.</i></p> <p>CO</p>	<p>Teacher does not provide students opportunities to engage in self-assessment or monitoring of progress against assessment criteria or performance standards.</p>	<p>Teacher provides inconsistent or limited opportunities for students to self-assess or monitor their progress and the results of their work against the assessment criteria and performance standards.</p>	<p>Teacher provides students with frequent opportunities to self-assess and monitor their progress and the results of their own work against the assessment criteria and performance standards. Teacher directs students to set learning goals.</p>	<p>Teacher provides students with frequent opportunities to reflect on their learning, self-assess and monitor their progress and the results of their own work against the assessment criteria and performance standards. Students independently set and modify learning goals and identify methods for achieving their goals based on their self-assessment.</p>

Standard 3: Delivery of Instruction
Component 3e: Demonstrating Flexibility and Responsiveness

Effective practitioners demonstrate flexibility and responsiveness in their classroom. They capitalize on opportunities for student learning by making adjustments to lessons based on assessment of student learning needs, building on students' interests, and employing multiple strategies and resources to meet diverse learning needs.

Element	Ineffective	Developing	Effective	Highly Effective
<p>3e1. Responds and Adjusts to Meet Student Needs</p> <p><i>The teacher adjusts the lesson or project in response to the learning needs of the students</i></p> <p>CO</p>	<p>Teacher does not acknowledge students' questions or interests and/or adheres rigidly to an instructional plan even when a change is clearly needed.</p>	<p>Teacher attempts to address students' questions or interests, or to adjust the lesson, although the pacing of the lesson is disrupted. Teacher does not adjust the instruction to meet multiple learning styles.</p>	<p>Teacher successfully addresses students' questions, interests or learning styles, while maintaining the learning objective of the lesson or adjusts the lesson to enhance student learning.</p>	<p>Teacher skillfully and comfortably adjusts the lesson to address students' questions, interests and learning styles while still maintaining the learning objective. Teacher takes advantage of spontaneous events or teachable moments to adjust instruction in order to enhance learning.</p>
<p>3e2. Persistence</p> <p><i>The teacher does not give up on students who may be having difficulty meeting the established learning outcomes</i></p> <p>CO, SF</p>	<p>Teacher gives up or places blame on other factors when students are having difficulty learning.</p>	<p>Teacher accepts responsibility for all students' learning and attempts to solve student-learning problems but strategies are limited or ineffective.</p>	<p>Teacher persists in seeking approaches for student-learning problems, drawing on a broad repertoire of research-based strategies. Teacher models persistence in achieving learning outcomes.</p>	<p>Teacher persists in seeking effective approaches for student-learning problems, using an extensive repertoire of research-based strategies and soliciting additional resources from others. Students show persistence in achieving learning outcomes.</p>

Standard 4: Additional Professional Responsibilities

Standard 4: Additional Professional Responsibilities
Component 4a: Maintaining Accurate Records

Maintaining accurate records inform interactions with parents, students, and administrators, inform practice and make teachers more responsive to individual student needs by tracking student growth over time. Effective maintenance of instructional records would include student assignments, skill lists, records of competencies, grades, portfolios etc. Non-instructional records would include attendance taking, field trip permission slips, picture money, supply orders, book orders, lunch records, discipline referrals etc. Teachers should use available technology for record keeping. Efficiency of operation in record keeping is a key to success. Well-designed and implemented systems require very little ongoing maintenance.

Element	Ineffective	Developing	Effective	Highly Effective
<p>4a1. Tracks Progress Towards Identified Learning Outcomes</p> <p><i>Teacher assesses how students are progressing toward the identified learning outcomes</i></p> <p>PC, A</p>	<p>Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. Student growth over time cannot be tracked.</p>	<p>Teacher’s system for maintaining information on student progress in learning is rudimentary and only partially effective. Student growth over time is inconsistently or randomly tracked.</p>	<p>Teacher system for maintaining information on student progress is well organized and tracks student progress towards learning outcomes. System allows for tracking student growth over time and communication with parents.</p>	<p>Teacher system for maintaining information on student progress is well organized, efficient, and tracks student progress towards learning outcomes. System allows for tracking individual student growth over time and communication with parents. Students contribute information and to the interpretation of the records.</p>
<p>4a2. Tracks Completion of Student Assignments in Support of Student Learning</p> <p><i>Teacher keeps track of student assignments in support of student learning</i></p> <p>PC, A</p>	<p>Teacher’s system for maintaining information on student progress/completion of assignments is disorganized and/or in disarray.</p>	<p>Teacher’s system for maintaining information on student progress/completion of assignments is rudimentary and only partially organized.</p>	<p>Teacher’s system for maintaining information on student progress/completion of assignments is organized. Teacher includes methods for communicating information to parents.</p>	<p>Teacher’s system for maintaining information on student progress/completion of assignments is highly organized and efficient. Students participate in maintaining the records and in communicating with parents.</p>

Element	Ineffective	Developing	Effective	Highly Effective
<p>4a3. Manages Non-instructional Records</p> <p><i>Teacher accurately manages records such as health records, book inventories, field trip permission slips, lunch counts, etc.</i></p> <p>PC, A</p>	<p>Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher’s records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.</p>	<p>Teacher maintains an organized system for managing information on non-instructional activities.</p>	<p>Teacher maintains a highly organized system for managing information on non-instructional activities, and students contribute to its management.</p>
<p>4a4. Submits Records on Time</p> <p><i>Teacher submits records within the expected timeliness.</i></p> <p>PC, A</p>	<p>Teacher’s submission of documents is late, incomplete, or absent.</p>	<p>Teacher’s submission of documents is usually on time and complete, but reminders may be necessary.</p>	<p>Teacher’s submission of documents is always accurate, timely, and complete.</p>	<p>Teacher’s submission of documents is always accurate, timely, complete, and provides contextual details when appropriate.</p>

**Standard 4: Additional Professional Responsibilities
Component 4b: Communicating with Families**

Parents/guardians care deeply about the progress of their child and appreciate meaningful communication regarding their child’s progress and achievement. Communication should include personal contact that will establish positive and on-going two-way communications.

Element	Ineffective	Developing	Effective	Highly Effective
<p>4b1. Information About the Instructional Program</p> <p><i>Teacher informs families about the instructional program in order to be clear about the learning expectations</i></p> <p>PC, A, SF</p>	<p>Teacher provides little or no information about the instructional program to families. Teacher does not utilize available district technology or any other communication means to enhance parent teacher communication.</p>	<p>Teacher provides required information, but offers little additional information. Teacher minimally uses available district technology or other communication means to enhance parent-teacher communication.</p>	<p>Teacher provides required and additional information on a regular basis to families about the instructional program. Teacher uses available district technology and other communication means to enhance parent-teacher communication.</p>	<p>Teacher provides required and on-going additional information to families about the instructional program. Students participate in preparing materials for their families. Both teacher and students use available district technology to promote two-way parent-teacher communication.</p>
<p>4b2. Information About Individual Students</p> <p><i>The teacher is able to respond to families about the progress of their own child(ren).</i></p> <p>PC, A, SF</p>	<p>Teacher provides minimal information to parents about individual students, or the communication is inappropriate to the cultures of the families. Minimal response to parent concerns is handled with no professional and cultural sensitivity.</p>	<p>Teacher adheres to the school’s required procedures for communicating with families. Responses to parent concerns are minimal, or may reflect occasional insensitivity to cultural norms. Some response to parent concerns is handled with little professional and cultural sensitivity.</p>	<p>Teacher successfully communicates with parents about students’ progress on a regular basis, beyond report cards and parent conference nights, respecting cultural norms and language differences. Teacher is available as needed to respond to parent concerns. Available technology is used to communicate pre and post assessment notification and performance. Teachers communicate available interventions.</p>	<p>Teacher successfully communicates with parents about students’ progress on a regular basis, beyond report cards and parent conference nights, respecting cultural norms and language differences. Response to parent concerns is handled expeditiously and with great professional and cultural sensitivity. Available technology is used to communicate pre and post assessment notification, as well as other academic and behavior information. Teachers communicate available interventions. Students contribute to the design and implementation of the system.</p>

Element	Ineffective	Developing	Effective	Highly Effective
<p>4b3. Engagement of Families in the Instructional Program</p> <p><i>The teacher communicates with families to create a partnership around student learning</i></p> <p>PC, A, SF</p>	<p>Teacher does not value the role parents play in the achievement of their students. Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.</p>	<p>Teacher values the role parents play in the achievement of their students, but attempts to engage families in the instructional program is inconsistent.</p>	<p>Teacher values the role parents play in the achievement of their students. Teacher successfully engages families in the instructional program through technology and/or assignments that involve parent input and home/school contacts.</p>	<p>Teacher values the role parents play in the achievement of their students. Teacher frequently and successfully engages families in the instructional program. Students and parents contribute ideas that encourage family participation.</p>

**Standard 4: Additional Professional Responsibilities
Component 4c: Demonstrating Professionalism**

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure that every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.

Element	Ineffective	Developing	Effective	Highly Effective
<p>4c1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations</p> <p><i>The teacher exhibits integrity and ethical conduct in all interactions with the school and community and complies with all rules and regulations of the profession</i></p> <p>PC, A</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, parents, the school community, and the public or teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, parents, the school community, and the public. Teacher partially complies with school and district regulations or is inconsistent in modeling a professional demeanor.</p>	<p>Teacher displays high standards of honesty, integrity, discretion, and confidentiality in interactions with colleagues, students, parents, the school community, and the public. Teacher supports and fully complies with school and district regulations and models professional demeanor.</p>	<p>Teacher displays high standards of honesty, integrity, discretion, and confidentiality, and takes a leadership role with colleagues, students, parents, the school community, and the public. Teacher supports and fully complies with school and district regulations, models professional demeanor, and takes a leadership role in establishing and articulating such regulations.</p>
<p>4c2. Advocacy/Intervention for Students</p> <p><i>The teacher is aware of students' needs and advocates for all students, particularly those who may be underserved</i></p> <p>PC, A</p>	<p>Teacher is not alert to student needs and contributes to school practices that result in some students being ill-served by the school.</p>	<p>Teacher is partially aware of student needs and attempts to address practices that result in some students being ill-served by the school.</p>	<p>Teacher is aware of student needs and actively works to ensure that all students receive an opportunity to succeed.</p>	<p>Teacher is aware of student needs and is highly proactive in challenging negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school, seeking out resources as needed.</p>
<p>4c3. Decision-Making</p> <p><i>The teacher is comfortable making informed decisions related to the wellbeing of students and student learning</i></p> <p>PC, A</p>	<p>Teacher makes decisions and recommendations based on self-serving interests.</p>	<p>Teacher's decisions and recommendations are based on limited though genuinely professional considerations.</p>	<p>Teacher maintains an open mind and collaborates in team or departmental decision-making. Teacher's decisions are based on thorough, genuinely professional, considerations.</p>	<p>Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.</p>

Standard 5: Professional Growth

Standard 5: Professional Growth Component 5a: Reflecting on Practice

Reflecting on teaching is the mark of a true professional. The importance of reflection on practice is governed by the belief that teaching can never be perfect yet it can be continually improved. With practice and experience in reflection, teachers can become more discerning and can evaluate both their successes and errors. Reflective practice enhances both teaching and learning. Skilled reflection is characterized by accuracy, specificity and ability to use the analysis of their reflection in future teaching as well as the ability to consider multiple perspectives. Other perspectives may include practices such as videotaping, PAR, journaling, action research, student work, etc.

Element	Ineffective	Developing	Effective	Highly Effective
<p>5a1. Accurate Reflection</p> <p><i>The teacher can analyze practice and student work, to determine what went well and what specific changes would improve the lesson and student outcomes</i></p> <p>PC, A</p>	<p>Teacher does not know whether a lesson was effective or achieved its goals, or how to measure a lesson's effectiveness and whether it achieved its goals, or profoundly misjudges the success of a lesson.</p>	<p>Teacher has a general impression of a lesson's effectiveness and uses that impression to determine the extent to which instructional goals were met.</p>	<p>Teacher uses criteria to assess a lesson's effectiveness and the extent to which it achieved its instructional goals; the teacher can cite evidence to support the judgment.</p>	<p>Teacher uses specific criteria to assess a lesson's effectiveness and the extent to which it achieved its goals. The teacher cites specific examples from the lesson to support the judgment and provides rationales for instructional choices or possible changes to the lesson.</p>
<p>5a2. Use of Reflection to Inform Future Instruction</p> <p><i>The teacher uses reflection to inform future lessons</i></p> <p>PC, A</p>	<p>Teacher has no suggestions for what could be improved another time the lesson is taught.</p>	<p>Teacher offers global suggestions for what could be improved another time the lesson is taught.</p>	<p>Teacher offers specific alternative actions to be used another time the lesson is taught.</p>	<p>Teacher offers specific alternative actions to be used another time the lesson is taught. The teacher can justify each instructional option and can predict the probable successes of each different approach.</p>
<p>5a3. Selection of Professional Development Based on Reflection and Data</p> <p><i>The teacher uses reflection and various forms of data to determine professional development needs</i></p> <p>PC, A</p>	<p>Teacher does not use information from self and peer analysis, or data on student achievement to determine professional development needs.</p>	<p>Teacher uses information from self and peer analysis, or data on student achievement to determine professional development needs.</p>	<p>Teacher uses information from self and peer analysis, along with data on student achievement to determine professional development needs.</p>	<p>Teacher continually uses information from self and peer analysis, along with data on student achievement to determine and prioritize professional development needs.</p>

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts; SF: Stakeholder feedback surveys

Element	Ineffective	Developing	Effective	Highly Effective
<p>5a4. Implementation of New Learning from Professional Development</p> <p><i>The teacher implements new learning into the classroom setting and monitors progress towards deep implementation</i></p> <p>PC, A</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill or does not implement new learning in the classroom.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient. Teacher attempts to implement new learning from professional development, with limited success.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher implements new learning from professional development and tracks the degree to which student achievement is positively impacted.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher implements new learning from professional development and tracks the degree to which individual student achievement is positively impacted. Teacher works with peers to deepen implementation.</p>

Standard 5: Professional Growth
Component 5b: Participating in a Professional Community

Participation in a professional community requires active involvement, the promotion of a culture of collaboration and inquiry that improves the culture of teaching and learning. Relationships with colleagues are an important aspect of creating a culture where expertise, materials, insights and experiences are shared. The goal of the professional community is improved teaching and learning.

Element	Ineffective	Developing	Effective	Highly Effective
<p>5b1. Collaboration with Colleagues</p> <p><i>The teacher supports and cooperates with colleagues in order to promote a professional school culture</i></p> <p>PC, A</p>	<p>Teacher's relationships with colleagues are negative or self-serving.</p>	<p>Teacher maintains cordial relationship with colleagues to fulfill duties that the school or district requires.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership roles among the faculty.</p>
<p>5b2. Promotes a Culture of Professional Inquiry and Collaboration</p> <p><i>The teacher promotes a culture of inquiry for the purpose of improving teaching and learning and collaborates with colleagues to do so.</i></p> <p>PC, A</p>	<p>Teacher does not value a culture of inquiry and collaboration, resisting opportunities to become involved. Teacher resists attendance at required department, grade-level, school-wide or district-sponsored professional development meetings.</p>	<p>Teacher attempts to promote a school culture of inquiry and collaboration. Teacher participates in department or grade-level meetings as required by the school or district.</p>	<p>Teacher actively promotes a culture of professional inquiry and collaboration. Teacher actively participates in professional learning communities, lesson study, teaming, or other inquiry models with colleagues.</p>	<p>Teacher takes a leadership role in promoting a culture of professional inquiry and collaboration. Teacher initiates or takes a leadership role in professional learning communities, lesson study, teaming, or other inquiry models with colleagues.</p>