

**ROCHESTER CITY SCHOOL DISTRICT**  
**131 West Broad Street**  
**Rochester, NY 14614**

## ***Teacher Evaluation Guide***

**2016-2017**

Based on the New York State Annual Professional Performance Review (APPR) Guidelines under Education Law 3012-d and accompanying regulations, the RCSD-RTA APPR Agreement, RCSD-RTA Contractual Agreement, and Charlotte Danielson's *Framework for Teaching* (2013).

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**The Career In Teaching (CIT) Joint Governing Panel**



**Career in Teaching Program**  
*Rochester City School District*



Every child is a work of art.  
Create a masterpiece.

***If any disagreement between this document and the NYS APPR approved document exists,  
the NYS APPR Document applies.***

***All forms and related APPR documentation are available on the following websites:***

***<http://www.rcsdk12.org//Domain/44> (ENGAGE ROCHESTER)***

***<http://www.rcsdk12.org/CIT> (CIT DEPARTMENT)***

***<http://www.rochesterteachers.com> (ROCHESTER TEACHERS ASSOCIATION)***

# Teacher Evaluation Guide

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### CIT Joint Governing Panel 2016-2017

Thomas Anderson	Anaida Gonzalez-Fortiche/Harry Kennedy
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## TIMELINE FOR APPR: TENURED AND NON-TENURED TEACHERS

Month	Tasks	IMPORTANT Deadlines
July-September	<input type="checkbox"/> Composite APPR ratings sent to teachers. Transition ratings sent to teachers of grades 3-8, ELA and Math. Teachers with “Ineffective” rating must include Independent Evaluator as part of Observation component. <input type="checkbox"/> Appeals filed. See page 78.	<b>Appeals must be filed within 15 days from the receipt of the APPR Composite or Transition Rating (see page 78).</b>
September-October	<input type="checkbox"/> Teachers review the <i>Framework for Teaching</i> (Danielson rubrics). See page 8. <input type="checkbox"/> Administrator Supervisors (Lead Evaluators and/or Designees) explain evaluation process and review Domains and Components of the <i>Framework for Teaching</i> by September 30. <input type="checkbox"/> Independent Evaluators (if required or requested) review process with relevant teachers by September 30. See page 74. <input type="checkbox"/> Teachers who select PART select PART Reviewers, develop PART Proposal, and complete PART Form #1 (“Declaration”) by October 15. See page 75. <input type="checkbox"/> If a teacher received an APPR composite or transition rating of “Ineffective” or “Developing,” a Teacher Improvement Plan (TIP) or Development Plan must be written in consultation with the Administrator Supervisor and Teacher (and Mentor, Independent Evaluator, and/or union representative as applicable) by October 1. See page 76. <input type="checkbox"/> Teachers rated “Ineffective” should be referred to CIT for a voluntary Professional Support CIT Mentor. Teachers who receive two consecutive APPR composite or transition ratings of “Ineffective” must be referred to CIT and offered Intervention support. <input type="checkbox"/> Teachers set Student Learning Objectives (SLOs). See page 7.	<b>Deadlines may be adjusted by RCSD and RTA as per negotiated agreement.</b> <b>By September 30:</b> Process reviewed with teachers. <b>By October 1:</b> For teachers rated “Ineffective” or “Developing” based on APPR composite or transition rating, a Teacher Improvement Plan (TIP) or Development Plan is uploaded. (see page 76). <b>By October 15:</b> For teachers who selected PART, PART Form #1 (“Declaration”) is uploaded.
October-April	<input type="checkbox"/> Begin Observations of Teachers by Administrator Supervisors (and Independent Evaluators if applicable) with written and oral feedback provided to teacher. Formal Observations require pre-observation and post-observation conferences.* Informal observations continue throughout the school year. <input type="checkbox"/> Non-tenured teachers receive TWO Formal Observations and ONE Unannounced Observation. Tenured teachers receive ONE Formal Observation and ONE Unannounced Observation. (Independent Evaluators, if required or selected, conduct a minimum of one Unannounced Observation. See page 74.) <input type="checkbox"/> Teachers who selected PART, collect evidence and consult with PART Reviewers throughout the school year. See page 75. <input type="checkbox"/> Teachers may be referred to CIT for additional voluntary professional support if Domains or Components are rated “Developing” or “Ineffective.” <input type="checkbox"/> Teacher acknowledges observations on PeopleSoft (e-Performance) and may add comments or rebuttal.	<b>By November 30:</b> For non-tenured teachers, first Formal Observation* must be completed, entered into PeopleSoft (e-Performance). <b>By April 30:</b> For non-tenured teachers, second Formal Observation* must be completed and entered into PeopleSoft (e-Performance). <b>By April 30:</b> For tenured teachers, the Formal Observation* must be completed and entered into PeopleSoft (e-Performance).
April-June	<input type="checkbox"/> Independent Evaluators complete Evaluations and final conferences (when applicable) and enter ratings into PeopleSoft (e-Performance) by May 21 (April 30 for non-tenured teachers). <input type="checkbox"/> Teachers who selected PART conduct structured PART Interviews (PART Form #2). PART Reviewers reach consensus, upload ratings into PeopleSoft (e-Performance), and upload signed PART Form #3 to confirm consensus by May 21. See p. 75. <input type="checkbox"/> Administrator Supervisors complete Final Evaluations and enter into PeopleSoft (e-Performance). Final Evaluation Conferences held with Administrator Supervisors to discuss Evaluation ratings. <input type="checkbox"/> Teachers acknowledge Evaluation in PeopleSoft (e-Performance) and may add comments or rebuttal. Administrator Supervisors complete process for non-tenured teachers by May 15, and for tenured teachers by June 1. <input type="checkbox"/> Teachers choose evaluation process for Observation component: Administrator, Administrator/Independent Evaluator, or Administrator/PART	<b>By May 15:</b> non-tenured teachers, Final Evaluation must be completed and entered into PeopleSoft (e-Performance). <b>By May 21:</b> Independent Evaluator Evaluation (when required or requested) and PART process (when selected) must be completed. <b>By April 30</b> for non-tenured teachers. <b>By June 1:</b> Final Evaluation must be completed and entered into PeopleSoft (e-Performance). <b>By End of School Year:</b> Teacher Evaluation Selection due.

\*Pre- and Post-Observation Conference meetings are mandatory for Formal Observations:

- Pre-Observation Conference should take place within one week prior to any formal observation.
- Post-Observation Conference should take place no later than one week after any formal observation.
- RTA Representative may be present for conferences if requested by the teacher.
- Administrators and Independent Evaluators should document the beginning and end time of observations and must stay no less than 30 minutes and no longer than the length of the lesson.

## QUICK GLANCE: A FRAMEWORK FOR TEACHING

<p><b>Domain 1: Planning and Preparation</b></p> <p>1a. Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> <li>▪ <i>knowledge of content and the structure of the discipline</i></li> <li>▪ <i>knowledge of prerequisite relationships</i></li> <li>▪ <i>knowledge of content-related pedagogy</i></li> </ul> <p>1b. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> <li>▪ <i>knowledge of child and adolescent development</i></li> <li>▪ <i>knowledge of the learning process</i></li> <li>▪ <i>knowledge of students' skills, knowledge, and language proficiency</i></li> <li>▪ <i>knowledge of students' interests and cultural heritage</i></li> <li>▪ <i>knowledge of students' special needs</i></li> </ul> <p>1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> <li>▪ <i>value, sequence, and alignment</i></li> <li>▪ <i>clarity</i></li> <li>▪ <i>balance</i></li> <li>▪ <i>suitability for diverse students</i></li> </ul> <p>1d. Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> <li>▪ <i>resources for classroom use</i></li> <li>▪ <i>resources to extend content knowledge and pedagogy</i></li> <li>▪ <i>resources for students</i></li> </ul> <p>1e. Designing coherent instruction</p> <ul style="list-style-type: none"> <li>▪ <i>learning activities</i></li> <li>▪ <i>instructional materials and resources</i></li> <li>▪ <i>instructional groups</i></li> <li>▪ <i>lesson and unit structure</i></li> </ul> <p>1f. Designing student assessments</p> <ul style="list-style-type: none"> <li>▪ <i>congruence with instructional outcomes</i></li> <li>▪ <i>criteria and standards</i></li> <li>▪ <i>design of formative assessments</i></li> <li>▪ <i>use for planning</i></li> </ul>	<p><b>Domain 2: Classroom Environment</b></p> <p>2a. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> <li>▪ <i>teacher interaction with students</i></li> <li>▪ <i>student interactions with one another</i></li> </ul> <p>2b. Establishing a culture for learning</p> <ul style="list-style-type: none"> <li>▪ <i>importance of the content</i></li> <li>▪ <i>expectations for learning and achievement</i></li> <li>▪ <i>student pride in work</i></li> </ul> <p>2c. Managing classroom procedures</p> <ul style="list-style-type: none"> <li>▪ <i>management of instructional groups</i></li> <li>▪ <i>management of transitions</i></li> <li>▪ <i>management of materials and supplies</i></li> <li>▪ <i>performance of classroom routines</i></li> <li>▪ <i>supervision of volunteers and paraprofessionals</i></li> </ul> <p>2d. Managing student behavior</p> <ul style="list-style-type: none"> <li>▪ <i>expectations</i></li> <li>▪ <i>monitoring of student behavior</i></li> <li>▪ <i>response to student misbehavior</i></li> </ul> <p>2e. Organizing physical space</p> <ul style="list-style-type: none"> <li>▪ <i>safety and accessibility</i></li> <li>▪ <i>arrangement of furniture and use of physical resources</i></li> </ul>
<p><b>Domain 4: Professional Responsibilities</b></p> <p>4a. Reflection on Teaching</p> <ul style="list-style-type: none"> <li>▪ <i>accuracy</i></li> <li>▪ <i>use in future teaching</i></li> </ul> <p>4b. Maintaining accurate records</p> <ul style="list-style-type: none"> <li>▪ <i>student completion of assignments</i></li> <li>▪ <i>student progress in learning</i></li> <li>▪ <i>non-instructional records</i></li> </ul> <p>4c. Communicating with families</p> <ul style="list-style-type: none"> <li>▪ <i>information about the instructional program</i></li> <li>▪ <i>information about individual students</i></li> <li>▪ <i>engagement of families in the instructional program</i></li> </ul> <p>4d. Participating in the professional community</p> <ul style="list-style-type: none"> <li>▪ <i>relationships with colleagues</i></li> <li>▪ <i>involvement in a culture of professional inquiry</i></li> <li>▪ <i>service to school</i></li> <li>▪ <i>participation in school and district projects</i></li> </ul> <p>4e. Growing and developing professionally</p> <ul style="list-style-type: none"> <li>▪ <i>enhancement of content knowledge and pedagogical skill</i></li> <li>▪ <i>receptivity to feedback from colleagues</i></li> <li>▪ <i>service to profession</i></li> </ul> <p>4f. Showing professionalism</p> <ul style="list-style-type: none"> <li>▪ <i>integrity and ethical conduct</i></li> <li>▪ <i>service to students</i></li> <li>▪ <i>advocacy</i></li> <li>▪ <i>decision-making</i></li> <li>▪ <i>compliance with school and district regulations</i></li> </ul>	<p><b>Domain 3: Instruction</b></p> <p>3a. Communicating with students</p> <ul style="list-style-type: none"> <li>▪ <i>expectations for learning</i></li> <li>▪ <i>directions for activities</i></li> <li>▪ <i>explanations of content</i></li> <li>▪ <i>use of oral and written language</i></li> </ul> <p>3b. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> <li>▪ <i>quality of questions/prompts</i></li> <li>▪ <i>discussion techniques</i></li> <li>▪ <i>student participation</i></li> </ul> <p>3c. Engaging students in learning</p> <ul style="list-style-type: none"> <li>▪ <i>activities and assignments</i></li> <li>▪ <i>grouping of students</i></li> <li>▪ <i>instructional materials and resources</i></li> <li>▪ <i>structure and pacing</i></li> </ul> <p>3d. Using assessment in instruction</p> <ul style="list-style-type: none"> <li>▪ <i>assessment criteria</i></li> <li>▪ <i>monitoring of student learning</i></li> <li>▪ <i>feedback to students</i></li> <li>▪ <i>student self-assessment and monitoring of progress</i></li> </ul> <p>3e. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> <li>▪ <i>lesson adjustment</i></li> <li>▪ <i>response to students</i></li> <li>▪ <i>persistence</i></li> </ul>

## INTRODUCTION TO THE FRAMEWORK

The Rochester City School District Professional Practice Framework for Teaching identifies those aspects of a teacher's work that have been documented through empirical studies and theoretical research as promoting improved student learning.

In the framework, the complex activity of teaching is divided into the seven New York State Annual Professional Performance Review (APPR) Standards for teacher evaluation that are clustered into the following four domains (as in the Danielson *Framework for Teaching* Rubric approved by New York State):

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

The New York State APPR Standards included in this professional practice framework constitute a comprehensive set of components and elements reflecting the many different aspects of teaching and learning. Although the standards are distinct, they are, of course, related to one another. A teacher's planning and preparation affect instruction, and all these are affected by the reflection on practice that accompanies a unit or lesson. In addition, many features of teaching, such as the appropriate use of technology, do not constitute a single standard, but apply to all of them.

### WHY USE A FRAMEWORK?

A framework for professional practice is not unique to education. Other professions---medicine, accounting, and architecture, among many others---have well established definitions of expertise and procedures to certify novice and advanced practitioners. Such procedures are the public's guarantee that the members of a profession hold themselves and their colleagues to high standards of practice. Similarly a framework for teaching is useful not only to practicing educators but to the larger community, because it conveys that educators, like other professionals, are members of a professional community.

A framework for professional practice can be used for a wide range of purposes, from meeting novices' needs to enhancing veterans' skills. Because teaching is complex, it is helpful to have a roadmap through the territory, structured around a shared understanding of teaching. Novice teachers, of necessity, are concerned with day-to-day survival; experienced teachers want to improve their effectiveness and help their colleagues to do so as well; accomplished teachers may want to move toward advanced certification and serve as lead teachers.

### A COMMON LANGUAGE FOR PROFESSIONAL CONVERSATIONS

During conversations about practice, particularly when such conversations are organized around a common framework, teachers are able to learn from one another and from their supervisors, to thereby enrich their own teaching. It is this joint learning that makes the conversations so rich---and so valued.

It is through serious, professional conversations about the framework's components that the standards are validated for any particular setting. As educators study the components and consider them within their own contexts, they can determine which components and elements are applicable and which are not.

By providing an agreed-upon framework for excellence, a framework for teaching serves to **structure conversations** among educators about exemplary practice.

### USES FOR A FRAMEWORK

The framework can be used in the following ways:

- ✚ Mentoring and Induction (A Roadmap for Interns)
- ✚ Reflection and Self-Assessment (Guidance for Interns and Experienced Professionals)
- ✚ Peer Review
- ✚ Supervision and Evaluation
- ✚ Focusing the Teacher Improvement Plan or Development Plan
- ✚ Setting Professional Goals

## ROADMAP FOR INTERNS

The use of a variety of tools, based on the four domains of this framework, help to structure conversations and provide guidance to interns.

## GUIDANCE FOR EXPERIENCED PROFESSIONALS

A framework answers the questions “What does a highly effective teacher know?” and “What does a highly effective teacher do in the performance of his/her duties?” A framework for teaching provides the structure for professional dialogue and sharing of techniques.

## SUPERVISION AND EVALUATION/PEER REVIEW

Using the framework requires the following:

- ✚ Formal observations
- ✚ Conferences before and after the observation
  - the Pre-Conference provides essential evidence of a teacher’s skill in planning a lesson
  - the Post-Conference provides opportunities for reflection and professional growth
- ✚ Multiple Informal Observations using the rubrics to provide feedback

## APPLYING THE PROFESSIONAL PRACTICE FRAMEWORK FOR TEACHING TO CLASSROOM OBSERVATION

The RCSD Formal Teacher Observation process on PeopleSoft (e-Performance) enables observers to align their feedback directly with the domains and components in the rubrics. This ensures that all observers are focused on teaching practices that impact student achievement. During Formal Observations, the observer collects evidence that is described in each of the Framework rubrics for the Classroom Environment and Instruction domains (domains 2 and 3). The data collected enable the observers and teachers to have rich, structured conversations about professional practice grounded in the Framework. This information encourages reflection, and becomes useful for the teacher in setting professional development goals and plans. By conducting classroom observations, supervisors, mentors and independent evaluators (peer reviewers) build a common understanding of a teacher’s development. Conducting classroom observations is an essential part of the Framework, but formal classroom observations must be accompanied by conferences both before and after the lesson.

## A STRUCTURE FOR FOCUSING A TEACHER’S GOALS

When experienced teachers consult with their supervisors or peer reviewers, or when interns meet with their mentors, they need a framework to determine which aspects of teaching require attention. From all the complex elements of instruction that are found in any lesson, they must choose the components on which to concentrate. A professional practice framework provides a structure to help make those decisions. With a framework, participants can conduct conversations about where to focus improvement efforts within the context of shared understandings. This provides teachers with a starting point for formulating their goals and for continuing conversations throughout the year as they continuously reflect on their practice. Additionally, when a teacher reflects on a lesson, a comprehensive framework is useful in identifying the source of any area in need of development and therefore in guiding improvement efforts. These conversations are conducted in an environment of professional respect and focus on continuous improvement.

## WHO IS EVALUATED THROUGH THE APPR?

**All classroom teachers** must be evaluated in accordance with New York State Education Law 3012-d and accompanying regulations. The RCSD-RTA APPR Agreement is an acknowledgement of a collaborative effort to improve instructional practice, to focus on student achievement, and to promote teacher development and collaboration among teachers. **Speech Teachers, Teachers of the Deaf and Teachers of the Blind who teach content are classroom teachers and are evaluated using the Danielson *Framework for Teaching* Rubrics.**

**Lead Teachers, School Psychologists, Counselors and Social Workers** are evaluated using job-related rubrics approved by the RCSD. These are available on the following web sites:

<http://www.rcsdk12.org//Domain/44> (ENGAGE ROCHESTER)

<http://www.rcsdk12.org/CIT> (CIT DEPARTMENT)

<http://www.rochesterteachers.com> (ROCHESTER TEACHERS ASSOCIATION)

**Audiologists, Adult Education Teachers, pre-K or RPPP Teachers, and teachers who do not teach content** are evaluated using the methods approved prior to 2011.

## HOW ARE TEACHERS EVALUATED

The New York State APPR requires that teachers' evaluations be based on the following:

- **TEACHER OBSERVATION**

Results of observations and evaluations of professional practice—labeled “**Observation**” (previously “Other Measures”). Trained Administrator Supervisors (or CIT Independent Evaluators, or PART Reviewers if applicable), use the Danielson *Framework for Teaching* Rubrics to rate teachers based upon multiple observations:

- For Tenured Teachers: one Formal Observation and one Unannounced Observation
- For Probationary Teachers: two Formal Observations and one Unannounced Observation
- (Independent Evaluators, if required or selected, conduct a minimum of one Unannounced Observation.)

Each component of the Danielson *Framework for Teaching* Domains shall be rated using the HEDI criteria, which will be converted to a four point scale: Highly Effective = 4 points, Effective = 3 points, Developing = 2 points, Ineffective = 1 point. The component scores shall be averaged to determine a rubric score which shall be converted to a HEDI rating for the Teacher Observation component according to the following chart:

Teacher Observation Component Rating	Rubric Score Range	Teacher Observation Component Rating	Rubric Score Range
<b>Highly Effective</b>	<b>3.50 - 4.00</b>	<b>Developing</b>	<b>1.50 – 2.49</b>
<b>Effective</b>	<b>2.50 - 3.49</b>	<b>Ineffective</b>	<b>0.00 – 1.49</b>

- **STUDENT PERFORMANCE**

New York State education law requires that a teacher's APPR score include measures of student performance. Under the RCSD-RTA APPR Agreement, student performance will be assessed using Student Learning Objectives (SLOs) based on student assessments. **The district will provide a template and directions for teachers about setting Student Learning Objectives (SLOs).**

- **APPR COMPOSITE RATING**

An APPR Composite Rating will be determined using the Rubric Conversion Matrix provided by New York State. See below. All teachers will receive an APPR Composite Rating of Highly Effective, Effective, Developing, or Ineffective. Beginning in 2015-2016, a Transition score will also be issued to Grade 3-8 ELA and Math teachers that removes disallowed Grade 3-8 state assessment results.

		<b>Rubric Conversion Matrix</b> <i>Teacher Observation</i>			
		<i>Highly Effective (H)</i>	<i>Effective (E)</i>	<i>Developing (D)</i>	<i>Ineffective (I)</i>
<b>Student Performance</b>	Highly Effective (H)	<b>H</b>	<b>H</b>	<b>E</b>	<b>D</b>
	Effective (E)	<b>H</b>	<b>E</b>	<b>E</b>	<b>D</b>
	Developing (D)	<b>E</b>	<b>E</b>	<b>D</b>	<b>I</b>
	Ineffective (I)	<b>D*</b>	<b>D*</b>	<b>I</b>	<b>I</b>

\*If a teacher is rated ineffective on the Student Performance category, and a local selected state-designed supplemental assessment was included as an optional subcomponent of the Student Performance category, the teacher must be rated Ineffective overall. [NOTE: currently *not applicable* as part of RCSD APPR]

## TEACHER OBSERVATION CHOICES

Teachers select how they would like to be evaluated for the Observation component of the Rubric above.

### CHOICE 1: ADMINISTRATOR ONLY

The teacher's professional practice will be evaluated by the teacher's Administrator Supervisor, who will conduct multiple observations using the Danielson *Framework for Teaching* Rubric as described above.

OR

### CHOICE 2: ADMINISTRATOR / CIT INDEPENDENT EVALUATOR (formerly CIT Peer Reviewer)

This selection is mandatory for teachers who received an APPR Composite or Transition Rating of “Ineffective” for the previous school year and is optional for all other teachers. The teacher's professional practice will be evaluated by the teacher's Administrator Supervisor (80% of Observation component) **AND** an appropriately trained CIT Lead Teacher/Independent Evaluator (20% of Observation component) who will each conduct observations using the Danielson *Framework for Teaching* Rubric as described above. See page 74.

OR

### CHOICE 3: ADMINISTRATOR / PART

The teacher's professional practice will be evaluated by the teacher's Administrator Supervisor (80% of Observation component) **AND** will also be evaluated by selected PART Reviewers based on the PART Guidelines (20% of Observation component) using the Danielson *Framework for Teaching* Rubric. See page 75.

## RUBRICS TO ASSESS A TEACHER'S PROFESSIONAL PRACTICE

The Observation component of a Teacher's Evaluation is based on a review of the teacher's Professional Practice assessed through multiple observations by the teacher's administrator, and if selected, a CIT Lead Teacher Independent Evaluator (formerly "Peer Reviewer"). All evaluators have received extensive training in the use of the *Framework for Teaching* (sometimes referred to as "Teachscape") Rubric, which is used to assess a teacher's professional practice. This rubric is based on Charlotte Danielson's *Framework for Teaching* (2013 Revised Edition). The following is a description of the four domains: Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

### DOMAIN 1: PLANNING AND PREPARATION

#### 1a Demonstrating Knowledge of Content and Pedagogy

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

##### Elements of Component 1a are:

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

##### Indicators include:

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



**DOMAIN 1: PLANNING AND PREPARATION**  
**1a Demonstrating Knowledge of Content and Pedagogy**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p><i>In addition to the characteristics of effective,</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher cites intra- and inter-disciplinary content relationships.</i></li> <li>• <i>The teacher's plans demonstrate awareness of possible misconceptions and how they can be addressed.</i></li> <li>• <i>The teacher's plans reflect recent developments in content-related pedagogy.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher can identify important concepts of the discipline and their relationships to one another.</i></li> <li>• <i>The teacher consistently provides clear explanations of the content.</i></li> <li>• <i>The teacher answers student questions accurately and provides feedback that furthers their learning.</i></li> <li>• <i>Instructional strategies in unit and lesson plans are entirely suitable to the content.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<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>Before beginning a unit on the solar system, the teacher surveys the class on their beliefs as to why it is hotter in the summer than in the winter.</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 has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurement.</i></li> <li>• <i>The teacher plans to expand a unit on civics by having students simulate a court trial.</i></li> </ul>

**DOMAIN 1: PLANNING AND PREPARATION**  
**1a Demonstrating Knowledge of Content and Pedagogy**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher’s plans and practice indicate some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher’s plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher’s understanding of the discipline is rudimentary.</i></li> <li>• <i>Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.</i></li> <li>• <i>Lesson and unit plans use limited instructional strategies, and some are not be suitable to the content.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher makes content errors.</i></li> <li>• <i>Teacher does not consider prerequisite relationships when planning.</i></li> <li>• <i>The teacher ‘s plans use inappropriate strategies for the discipline</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.</i></li> <li>• <i>The teacher plans to forge ahead with a lesson on addition with re-grouping, even though some students have not fully grasped place value.</i></li> <li>• <i>The teacher always plans the same routine to study spelling: pre-test on Monday, copy the words 5 times each on Tuesday and test on Friday.</i></li> </ul>	<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 says, “I don’t understand why the math book has decimals in the same unit as fractions.”</i></li> <li>• <i>The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.</i></li> </ul>

## **DOMAIN 1: PLANNING AND PREPARATION**

### **1b Demonstrating Knowledge of Students**

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

#### **Elements of Component 1b are:**

- **Knowledge of child and adolescent development**  
*Children learn differently at different stages of their lives.*
- **Knowledge of the learning process**  
*Learning requires active intellectual engagement.*
- **Knowledge of students' skills, knowledge, and *language proficiency***  
*Children's lives beyond school influence their learning.*
- **Knowledge of students' interest and cultural heritage**  
*Children's backgrounds influence their learning.*
- **Knowledge of students' special needs**  
*Children do not all develop in a typical fashion.*

#### **Indicators include:**

- *Formal and informal information about students gathered by teacher for use in planning instruction*
- *Student interests and needs learned and used by teacher in planning*
- *Teacher participation in community cultural events*
- *Teacher-designed opportunities for families to share heritage*
- *Teacher-created database of students with special needs available for teacher use*

**DOMAIN 1: PLANNING AND PREPARATION**  
**1b Demonstrating Knowledge of Students**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs and interests and cultural heritages.</p>	<p>Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p><i>In addition to the characteristics of "effective,"</i></p> <ul style="list-style-type: none"> <li>• <i>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</i></li> <li>• <i>The teacher seeks out information about their cultural heritage from all students.</i></li> <li>• <i>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher knows, for groups of students, their levels of cognitive development</i></li> <li>• <i>The teacher is aware of the different cultural groups in the class.</i></li> <li>• <i>The teacher has a good idea of the range of interests of students in the class.</i></li> <li>• <i>The teacher has identified "high", "medium, and "low" groups of students within the class.</i></li> <li>• <i>The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</i></li> <li>• <i>The teacher is aware of the special needs represented by students in the class.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <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> <li>• <i>The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.</i></li> <li>• <i>The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.</i></li> <li>• <i>The teacher attends the local Mexican heritage day, meeting several of his students' extended family members.</i></li> <li>• <i>The teacher regularly creates adapted assessment materials for several students with learning disabilities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher creates an assessment of students' levels of cognitive development.</i></li> <li>• <i>The teacher examines previous year's cumulative folders to ascertain the proficiency levels of groups of students in the class,</i></li> <li>• <i>The teacher administers a student interest survey at the beginning of the school year.</i></li> <li>• <i>The teacher plans activities using his knowledge of students' interests.</i></li> <li>• <i>The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</i></li> <li>• <i>The teacher realizes that not all of his students are Christian, so he plans to read a Hanukah story in December.</i></li> <li>• <i>The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.</i></li> </ul>

**DOMAIN 1: PLANNING AND PREPARATION**  
**1b Demonstrating Knowledge of Students**

DEVELOPING	INEFFECTIVE
<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>

CRITICAL ATTRIBUTES	CRITICAL ATTRIBUTES
<ul style="list-style-type: none"> <li>• <i>Teacher cites developmental theory, but does not seek to integrate it into lesson planning.</i></li> <li>• <i>Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."</i></li> <li>• <i>The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</i></li> <li>• <i>The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher does not understand child development characteristics and has unrealistic expectations for students.</i></li> <li>• <i>Teacher does not try to ascertain varied ability levels among students in the class.</i></li> <li>• <i>Teacher is not aware of student interests or cultural heritages.</i></li> <li>• <i>Teacher takes no responsibility to learn about students' medical or learning disabilities.</i></li> </ul>

POSSIBLE EXAMPLES	POSSIBLE EXAMPLES
<ul style="list-style-type: none"> <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> <li>• <i>In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</i></li> <li>• <i>Lesson plans make only peripheral reference to students' interests.</i></li> <li>• <i>The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds.</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>The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented amongst his students.</i></li> </ul>

## **DOMAIN 1: PLANNING AND PREPARATION**

### **1c Setting Instructional Outcomes**

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

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

#### **Elements of Component 1c are:**

- **Value, sequence, and alignment**  
*Students must be able to build their understanding of important ideas from concept to concept.*
- **Clarity**  
*Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.*
- **Balance**  
*Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.*
- **Suitability for diverse students**  
*Outcomes must be appropriate for all students in the class.*

#### **Indicators include:**

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

**DOMAIN 1: PLANNING AND PREPARATION**  
**1c Setting Instructional Outcomes**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes are differentiated in whatever way is needed, for individual students.</p>	<p>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination and they are differentiated, in whatever way is needed, for different groups of students.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p><i>In addition to the characteristics of “effective,”</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</i></li> <li>• <i>Teacher connects outcomes to previous and future learning</i></li> <li>• <i>Outcomes are differentiated to encourage individual students to take educational risks.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Outcomes represent high expectations and rigor.</i></li> <li>• <i>Outcomes are related to “big ideas” of the discipline.</i></li> <li>• <i>Outcomes are written in terms of what students will learn rather than do.</i></li> <li>• <i>Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, communication.</i></li> <li>• <i>Outcomes, differentiated where necessary, are suitable to groups of students in the class.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.</i></li> <li>• <i>Students will develop a concept map that links previous learning goals to those they are currently working on.</i></li> <li>• <i>Some students identify additional learning.</i></li> <li>• <i>The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.</i></li> <li>• <i>One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>One of the learning outcomes is for students to “appreciate the aesthetics of 18<sup>th</sup> century English poetry.”</i></li> <li>• <i>The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.</i></li> <li>• <i>The learning outcomes include students defending their interpretation of the story with citations from the text.</i></li> </ul>

**DOMAIN 1: PLANNING AND PREPARATION**  
**1c Setting Instructional Outcomes**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p>	<p>Outcomes represent low expectations for students and lack of rigor, and do not all reflect important learning in the discipline. Outcomes are stated as activities, rather than as outcomes for student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>Outcomes represent a mixture of low expectations and rigor.</i></li> <li>• <i>Some outcomes reflect important learning in the discipline.</i></li> <li>• <i>Outcomes are suitable for most of the class.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Outcomes lack rigor.</i></li> <li>• <i>Outcomes do not represent important learning in the discipline.</i></li> <li>• <i>Outcomes are not clear or are stated as activities.</i></li> <li>• <i>Outcomes are not suitable for many students in the class.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.</i></li> <li>• <i>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</i></li> <li>• <i>Most of the English Language Arts outcomes are based on narrative.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A learning outcome for a fourth grade class is to make a poster illustrating a poem.</i></li> <li>• <i>All the outcomes for a ninth grade history class are based on demonstrating factual knowledge.</i></li> <li>• <i>The topic of the social studies unit involves the concept of “revolutions” but the teacher expects his students to remember only the important dates of battles.</i></li> <li>• <i>Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.</i></li> <li>• <i>None of the science outcomes deals with the students’ reading, understanding, or interpretation of the text.</i></li> </ul>



## **DOMAIN 1: PLANNING AND PREPARATION**

### **1d Demonstrating Knowledge of Resources**

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

**Elements of component 1d are:**

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

**Indicators include:**

- *Materials provided by the district*
- *Materials provided by professional organizations*
- *A range of texts*
- *Internet resources*
- *Community resources*
- *Ongoing participation by the teacher in professional education courses or professional groups*
- *Guest speakers*

**DOMAIN 1: PLANNING AND PREPARATION**  
**1d Demonstrating Knowledge of Resources**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>Teacher's knowledge of resources for classroom use, and for expanding one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>	<p>The teacher displays awareness of resources beyond those provided by the school or district, including those on the internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p><i>In addition to the characteristics of "effective,"</i></p> <ul style="list-style-type: none"> <li>• <i>Texts are matched to student skill level</i></li> <li>• <i>The teacher has ongoing relationships with colleges and universities that support student learning.</i></li> <li>• <i>The teacher maintains log of resources for student reference.</i></li> <li>• <i>The teacher pursues apprenticeships to increase discipline knowledge</i></li> <li>• <i>The teacher facilitates student contact with resources outside the classroom.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Texts are at varied levels.</i></li> <li>• <i>Texts are supplemented by guest speakers and field experiences.</i></li> <li>• <i>Teacher facilitates Internet resources.</i></li> <li>• <i>Resources are multi-disciplinary.</i></li> <li>• <i>Teacher expands knowledge through professional learning groups and organizations.</i></li> <li>• <i>Teacher pursues options offered by universities.</i></li> <li>• <i>Teacher provides lists of resources outside the classroom for students to draw on.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.</i></li> <li>• <i>The teacher spends the summer at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry.</i></li> <li>• <i>The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher provides her fifth graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.</i></li> <li>• <i>The teacher takes an online course on literature to expand her knowledge of great American writers.</i></li> <li>• <i>The ELA lesson includes a wide range of narrative and informational reading materials.</i></li> <li>• <i>The teacher distributes a list of summer reading materials that will help prepare his 8<sup>th</sup> graders' transition to high school.</i></li> </ul>

**DOMAIN 1: PLANNING AND PREPARATION**  
**1d Demonstrating Knowledge of Resources**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>Teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one’s professional skill but does not seek to expand this knowledge.</p>	<p>Teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of the resources for expanding one’s own professional skills.</p>
<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher uses materials in the school library, but does not search beyond the school for resources.</i></li> <li>• <i>The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.</i></li> <li>• <i>The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher uses only district-provided materials, even when more variety would assist some students.</i></li> <li>• <i>The teacher does not seek out resources available to expand his/her own skill.</i></li> <li>• <i>Although the teacher is aware of some student needs, he does not inquire about possible resources.</i></li> </ul>
<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow. He does not seek out others from the public library.</i></li> <li>• <i>The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year.</i></li> <li>• <i>The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.</i></li> <li>• <i>In the second grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>For their unit on China, the students accessed all of their information from the district-supplied textbook.</i></li> <li>• <i>The teacher is not sure how to teach fractions, but doesn’t know how he’s expected to learn it by himself.</i></li> <li>• <i>A student says, “It’s too bad we can’t go to the nature center when we’re doing our unit on the environment.”</i></li> <li>• <i>In the literacy classroom, the teacher has provided only narrative works.</i></li> </ul>

## **DOMAIN 1: PLANNING AND PREPARATION**

### **1e Designing Coherent Instruction**

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

#### **Elements of Component 1e are:**

- **Learning activities**  
*Instruction is designed to engage students and advance them through the content.*
- **Instructional materials and resources**  
*Materials and resources are appropriate to the learning needs of the students.*
- **Instructional groups**  
*Groups are intentionally organized to support student learning.*
- **Lesson and unit structure**  
*Plans are clear and sequenced to advance student learning.*

#### **Indicators include:**

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

**DOMAIN 1: PLANNING AND PREPARATION**  
**1e Designing Coherent Instruction**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p><i>In addition to the characteristics of “effective,”</i></p> <ul style="list-style-type: none"> <li>• <i>Activities permit student choice.</i></li> <li>• <i>Learning experiences connect to other disciplines.</i></li> <li>• <i>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</i></li> <li>• <i>Lesson plans differentiate for individual student needs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learning activities are matched to instructional outcomes.</i></li> <li>• <i>Activities provide opportunity for higher-level thinking.</i></li> <li>• <i>Teacher provides a variety of appropriately challenging materials and resources.</i></li> <li>• <i>Instructional student groups are organized thoughtfully to maximize learning and build on students’ strengths.</i></li> <li>• <i>The plan for the lesson or unit is well structured, with reasonable time allocations.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher’s unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.</i></li> <li>• <i>While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.</i></li> <li>• <i>After the cooperative group lesson, students will reflect on their participation and make suggestions.</i></li> <li>• <i>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.</i></li> <li>• <i>The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher reviews her learning activities with a reference to high level “action verbs” and rewrites some of the activities to increase the challenge level.</i></li> <li>• <i>The teacher creates a list of historical fiction titles that will expand her students’ knowledge of the age of exploration.</i></li> <li>• <i>The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.</i></li> <li>• <i>The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.</i></li> <li>• <i>The fourth grade math unit plan focuses on the key concepts for that level.</i></li> </ul>

**DOMAIN 1: PLANNING AND PREPARATION**  
**1e Designing Coherent Instruction**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>Some of the learning activities and materials are aligned with the instructional outcomes, and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>
<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>Learning activities are moderately challenging.</i></li> <li>• <i>Learning resources are suitable, but there is limited variety.</i></li> <li>• <i>Instructional groups are random or only partially support objectives.</i></li> <li>• <i>Lesson structure is uneven or may be unrealistic in terms of time expectations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learning activities are boring and/or not well aligned to the instructional goals.</i></li> <li>• <i>Materials are not engaging or meet instructional outcomes.</i></li> <li>• <i>Instructional groups do not support learning.</i></li> <li>• <i>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</i></li> </ul>
<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</i></li> <li>• <i>The teacher finds an atlas to use as a supplemental resource during the geography unit.</i></li> <li>• <i>The teacher always lets students self-select their working groups because they behave better when they can choose with whom they want to sit.</i></li> <li>• <i>The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</i></li> <li>• <i>The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.</i></li> <li>• <i>The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.</i></li> <li>• <i>The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.</i></li> <li>• <i>The teacher's lesson plans are written on sticky notes in his grade book; they indicate: lecture, activity, or test, along with page numbers in the text.</i></li> </ul>

## **DOMAIN 1: PLANNING AND PREPARATION**

### **1f Designing Student Assessments**

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

#### **Elements of Component 1f are:**

- **Congruence with instructional outcomes**  
*Assessments must match learning expectations.*
- **Criteria and standards**  
*Expectations must be clearly defined.*
- **Design of formative assessments**  
*Assessments for learning must be planned as part of the instructional process.*
- **Use for planning**  
*Results of assessment guide future planning.*

#### **Indicators include:**

- *Lesson plans indicate correspondence between assessments and instructional outcomes*
- *Assessment types are suitable to the style of outcome*
- *Variety of performance opportunities for students*
- *Modified assessments are available for individual students as needed*
- *Expectations clearly written with descriptors for each level of performance*
- *Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction*

**DOMAIN 1: PLANNING AND PREPARATION**  
**1f Designing Student Assessments**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>	<p>Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p><i>In addition to the characteristics of “effective,”</i></p> <ul style="list-style-type: none"> <li>• Assessments provide opportunities for student choice.</li> <li>• Students participate in designing assessments for their own work.</li> <li>• Teacher-designed assessments are authentic with real-world application, as appropriate.</li> <li>• Students develop rubrics according to teacher-specified learning objectives.</li> <li>• Students are actively involved in collecting information from formative assessments and provide input.</li> </ul>	<ul style="list-style-type: none"> <li>• All the learning outcomes have a method for assessment.</li> <li>• Assessment types match learning expectations.</li> <li>• Plans indicate modified assessments for some students as needed.</li> <li>• Assessment criteria are clearly written.</li> <li>• Plans include formative assessments to use during instruction.</li> <li>• Lesson plans indicate possible adjustments based on formative assessment data.</li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.</li> <li>• Mr. J’s students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics and they will refer to those as they create a rubric of their own.</li> <li>• After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.</li> <li>• Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.</li> </ul>	<ul style="list-style-type: none"> <li>• Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.</li> <li>• Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined.</li> <li>• Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson’s activities.</li> <li>• Based on the previous morning’s formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.</li> </ul>



**DOMAIN 1: PLANNING AND PREPARATION**  
**1f Designing Student Assessments**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>• Assessment criteria are vague.</li> <li>• Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>• Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments do not match instructional outcomes.</li> <li>• Assessments lack criteria.</li> <li>• No formative assessments have been designed.</li> <li>• Assessment results do not affect future plans.</li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• The district goal for the Europe unit is for students to understand geo-political relationships. The teacher plans to have the students memorize all the country capitals and rivers.</li> <li>• The plan indicates that the teacher will pause to “check for understanding” but without a clear process of how that will be done.</li> <li>• A student asks, “If half the class passed the test, why are we all reviewing the material again?”</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher marks papers on the foundation of the US constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc.</li> <li>• The teacher says, “What’s the difference between formative assessment and the test I give at the end of the unit?”</li> <li>• The teacher says, “The district gave me this entire curriculum to teach, so I just have to keep moving.”</li> </ul>

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### 2a Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that those 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 interaction 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 and safe.

#### Elements of Component 2a are:

- **Teacher interactions with students**, including both words and actions  
*A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.*
- **Student interactions with other students, including both words and actions**  
*As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.*

#### Indicators include:

- *Respectful talk and turn taking*
- *Respect for students' backgrounds and lives outside of the classroom*
- *Teacher and student body language*
- *Physical proximity*
- *Warmth and caring*
- *Politeness*
- *Encouragement*
- *Active listening*
- *Fairness*

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**2a Creating an Environment of Respect and Rapport**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth and 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>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 businesslike, though students may be somewhat cautious about taking risks.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p>In addition to the characteristics of “effective,”</p> <ul style="list-style-type: none"> <li>• <i>Teacher demonstrates knowledge and caring about individual students” lives beyond the class and school.</i></li> <li>• <i>There is no disrespectful behavior among students.</i></li> <li>• <i>When necessary, students respectfully correct one another.</i></li> <li>• <i>The teacher respects and encourages students’ efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Talk between teacher and students and among students is uniformly respectful.</i></li> <li>• <i>Teacher responds to disrespectful behavior among students.</i></li> <li>• <i>Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.</i></li> <li>• <i>The teacher makes general connections with individual students.</i></li> <li>• <i>Students exhibit respect for the teacher.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>Teacher inquires about a student’s soccer game last weekend (or extracurricular activities or hobbies).</i></li> <li>• <i>Students say “Shhh” to classmates who are talking while the teacher or another student is speaking.</i></li> <li>• <i>Students clap enthusiastically for one another’s presentations for a job well done.</i></li> <li>• <i>The teacher says “That’s an interesting idea, Josh, but you’re forgetting....”</i></li> <li>• <i>A student questions a classmate, “Didn’t you mean ___?” and the classmate reflects and responds, “Oh, maybe you are right.”</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, such as kneeling beside a student working at a desk.</i></li> <li>• <i>Students attend fully to what the teacher is saying.</i></li> <li>• <i>Students wait for classmates to finish speaking before beginning to talk.</i></li> <li>• <i>Students applaud politely following a classmate’s presentation to the class.</i></li> <li>• <i>Students help each other and accept help from each other.</i></li> <li>• <i>Teacher and students use courtesies such as “please/thank you, excuse me.</i></li> <li>• <i>Teacher says: “Don’t talk that way to your classmates” and the insults stop.</i></li> </ul>

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**2a Creating an Environment of Respect and Rapport**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.</i></li> <li>• <i>The teacher attempts to respond to disrespectful behavior among students, with uneven results.</i></li> <li>• <i>The teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not entirely successful.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher is disrespectful towards students, or insensitive to students' ages, cultural backgrounds or development levels.</i></li> <li>• <i>Student body language indicates feelings of hurt, discomfort, or insecurity.</i></li> <li>• <i>The teacher displays no familiarity with, or caring about, individual students.</i></li> <li>• <i>The teacher disregards disrespectful interactions among students.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<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> <li>• <i>Students applaud half-heartedly following a classmate's presentation to the class.</i></li> <li>• <i>The teacher says: "Don't talk that way to your classmates" but the student shrugs his/her shoulders</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A student slumps in his/her 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> <li>• <i>Many students talk when the teacher and other students are talking; the teacher does not correct them.</i></li> <li>• <i>Some students refuse to work with other students.</i></li> <li>• <i>The teacher does not call students by their names.</i></li> </ul>

## **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

### **2b Establishing a Culture for Learning**

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

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

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An insistence 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.

#### **Elements of Component 2b are:**

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

#### **Indicators include:**

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

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**2b Establishing a Culture for Learning**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning 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.</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work and the precise use of language.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p>In addition to the characteristics of “effective,”</p> <ul style="list-style-type: none"> <li>• <i>The teacher communicates passion for the subject.</i></li> <li>• <i>The teacher conveys the satisfaction that accompanies a deep understanding of the complex content.</i></li> <li>• <i>Students indicate through their questions and comments a desire to understand the content.</i></li> <li>• <i>Students assist their classmates in understanding the quality of their work.</i></li> <li>• <i>Students take initiative in improving the quality of their work.</i></li> <li>• <i>Students correct one another in their use of language.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher communicates the importance of the content, and the conviction that with hard work all students can master the material.</i></li> <li>• <i>The teacher demonstrates a high regard for students’ abilities.</i></li> <li>• <i>The teacher conveys an expectation of high levels of student effort.</i></li> <li>• <i>Students expend good effort to complete work of high quality</i></li> <li>• <i>The teacher insists on precise use of language by students.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<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 asks a classmate to explain a concept or procedure since s/he didn’t quite follow the teacher’s explanation.</i></li> <li>• <i>Students question one another on answers</i></li> <li>• <i>Student asks the teacher for permission to re-do a piece of work since s/he now sees how it could be strengthened.</i></li> <li>• <i>Students work even when the teacher isn’t working with them or directing their efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher says: “This is important; you’ll need to speak grammatical English when you apply for a job.”</i></li> <li>• <i>Teacher says: “This idea is really important! It’s central to our understanding of history.”</i></li> <li>• <i>Teacher says: “Let’s work on this together: it’s hard, but you all will be able to do it well.”</i></li> <li>• <i>Teacher hands a paper back to a student, saying “I know you can do a better job on this.” The student accepts it without complaint.</i></li> </ul>

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**2b Establishing a Culture for Learning**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task, rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work and the precise use of language is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.”</i></li> <li>• <i>The teacher conveys high expectations for only some students.</i></li> <li>• <i>Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.”</i></li> <li>• <i>The teacher’s primary concern appears to be to complete the task at hand.</i></li> <li>• <i>The teacher urges, but does not insist, that students use precise language.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• <i>The teacher conveys to at least some students that the work is too challenging for them.</i></li> <li>• <i>Students exhibit little or no pride in their work.</i></li> <li>• <i>Students use language incorrectly; the teacher does not correct them.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>Teacher says: “Let’s get through this.”</i></li> <li>• <i>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 classmates’ thinking.</i></li> <li>• <i>Teacher does not encourage students who are struggling.</i></li> <li>• <i>Only some students get to work after an assignment is given or after entering the room.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher tells students that they’re doing a lesson because it’s on the test; in the book, or is district-directed.</i></li> <li>• <i>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> <li>• <i>Many students don’t engage in an assigned task, and yet the teacher ignores their behavior.</i></li> <li>• <i>Students have not completed their homework, and the teacher does not respond.</i></li> </ul>

## **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

### **2c Managing Classroom Procedures**

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

#### **Elements of Component 2c are:**

- **Management of instructional groups**  
*Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.*
- **Management of transitions**  
*Many lessons engage students in different types of activities – large group, small group, independent work . It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.*
- **Management of materials and supplies** *Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.*
- **Performance of classroom routines**  
*Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.*

#### **Indicators include:**

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



**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**2c Managing Classroom Procedures**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>Instructional time is maximized due to efficient classroom routines and procedures. Students take initiative in the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p>In addition to the characteristics of "effective,"</p> <ul style="list-style-type: none"> <li>• <i>With minimal prompting by the teacher, students ensure that their time is used productively.</i></li> <li>• <i>Students take initiative in distributing and collecting materials efficiently.</i></li> <li>• <i>Students themselves ensure that transitions and other routines are accomplished smoothly.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The students are productively engaged during small group work.</i></li> <li>• <i>Transitions between large and small group activities are smooth.</i></li> <li>• <i>Routines for distribution and collection of materials and supplies work efficiently.</i></li> <li>• <i>Classroom routines function smoothly.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<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 re-directs a classmate to the table s/he should be at following a transition.</i></li> <li>• <i>Students propose an improved attention signal.</i></li> <li>• <i>Students independently check themselves into class on the attendance board.</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 get started on an activity while the teacher takes attendance.</i></li> <li>• <i>Students move smoothly between large and small group activities.</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> <li>• <i>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>In small group work, students have established roles, they listen to one another, summarize g different views, etc.</i></li> <li>• <i>Clean-up at the end of a lesson is fast and efficient.</i></li> </ul>

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**2c Managing Classroom Procedures**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>Students not working directly with the teacher are only partially engaged.</i></li> <li>• <i>Procedures for transitions seem to have been established, but their operation is not smooth.</i></li> <li>• <i>There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</i></li> <li>• <i>Classroom routines function unevenly.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students not working with the teacher are not productively engaged.</i></li> <li>• <i>Transitions are disorganized, with much loss of instructional time.</i></li> <li>• <i>There do not appear to be any established procedures for distributing and collecting materials.</i></li> <li>• <i>A considerable amount of time is spent off task because of unclear procedures.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>Some students not working with the teacher are not productively engaged in learning.</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> <li>• <i>The attendance is not fully routinized; students are idle while the teacher completes the attendance.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>When moving into small groups, students are confused as to 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> <li>• <i>Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.</i></li> <li>• <i>Most students ask what they are to do or look around for clues from others.</i></li> </ul>

## **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

### **2d Managing Student Behavior**

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

#### **Elements of Component 2d are:**

- **Expectations**

*It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.*

- **Monitoring of student behavior**

*Experienced teachers seem to have eyes “in the backs of their heads;” they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe.*

- **Response to student misbehavior**

*Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions are 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 such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.*

#### **Indicators include:**

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

**THE CLASSROOM ENVIRONMENT**  
**2d Managing Student Behavior**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. Teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p>In addition to the characteristics of “effective,”</p> <ul style="list-style-type: none"> <li>• <i>Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.</i></li> <li>• <i>The teacher silently monitors student behavior.</i></li> <li>• <i>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Standards of conduct appear to have been established and implemented successfully.</i></li> <li>• <i>Student behavior is generally appropriate.</i></li> <li>• <i>The teacher frequently monitors student behavior.</i></li> <li>• <i>Teacher’s response to student misbehavior is effective.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>A student suggests a revision in 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 his/her classmates of the class rule about chewing gum.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Upon a non-verbal 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/her neighbor.</i></li> </ul>

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**2d Managing Student Behavior**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There 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.
<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</i></li> <li>• <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i></li> <li>• <i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The classroom environment is chaotic, with no standards of conduct evident.</i></li> <li>• <i>The teacher does not monitor student behavior.</i></li> <li>• <i>Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</i></li> </ul>
<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>Classroom rules are posted, but neither teacher nor students refers to them.</i></li> <li>• <i>The teacher repeatedly asks students to take their seats; some ignore him/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> </ul>	<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 without apparent teacher notice</i></li> <li>• <i>Students are running around the room, resulting in a chaotic environment.</i></li> <li>• <i>Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.</i></li> </ul>

## **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

### **2e Organizing Physical Space**

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

#### **Elements of Component 2e are:**

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

#### **Indicators include:**

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

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**2e Organizing Physical Space**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>	<p>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.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p>In addition to the characteristics of “effective,”</p> <ul style="list-style-type: none"> <li>• <i>Modifications are made to the physical environment to accommodate students with special needs.</i></li> <li>• <i>There is total alignment between the goals of the lesson and the physical environment.</i></li> <li>• <i>Students take the initiative to adjust the physical environment.</i></li> <li>• <i>Teachers and students make extensive and imaginative use of available technology</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The classroom is safe, and all students are able to see and hear.</i></li> <li>• <i>The classroom is arranged to support the instructional goals and learning activities.</i></li> <li>• <i>The teacher makes appropriate use of available technology.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>Students ask if they can shift the furniture to better suit small group work, or discussion.</i></li> <li>• <i>A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate’s eyes.</i></li> <li>• <i>A student suggests an application of the white board for an activity.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</i></li> <li>• <i>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</i></li> <li>• <i>The use of an Internet connection enriches the lesson.</i></li> </ul>

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**2e Organizing Physical Space**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>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.</p>	<p>The physical 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.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>The physical environment is safe, and most students can see and hear the teacher or see the board.</i></li> <li>• <i>The physical environment is not an impediment to learning, but does not enhance it.</i></li> <li>• <i>The teacher makes limited use of available technology and other resources.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>There are physical hazards in the classroom, endangering student safety.</i></li> <li>• <i>Many students can't see or hear the teacher or the board.</i></li> <li>• <i>Available technology is not being used, even if available and its use would enhance the lesson.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher ensures that dangerous chemicals are stored safely.</i></li> <li>• <i>The classroom desks remains in two semicircles, requiring students to lean around their classmates during small-group work.</i></li> <li>• <i>The teacher tries to use a computer to illustrate a concept, but requires several attempts to make the demonstration work.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>There are electrical cords running around the classroom.</i></li> <li>• <i>There is a pole in the middle of the room; some students can't see the board.</i></li> <li>• <i>A white board is in the classroom, but it is facing the wall.</i></li> </ul>



## DOMAIN 3: INSTRUCTION

### 3a Communicating with Students

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what it is that they are to do. When they present concepts and information, those presentations are made 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. And the teacher's 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. Teacher presents complex concepts in ways that provide scaffolding and access to students.

#### Elements of Component 3a are:

- **Expectations for learning**  
*The goals for learning are communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science), by the end of the lesson students are clear about what they have been learning.*
- **Directions for activities**  
*Students are clear about 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 activities may be provided orally, in writing, or in some combination of the two, with some modeling by the teacher, if it is appropriate.*
- **Explanations of content**  
*Skilled teachers, when explaining concepts 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.*
- **Use of oral and written language**  
*For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise academic vocabulary and to explain the use of it.*

#### Indicators include:

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

**DOMAIN 3: INSTRUCTION**  
**3a Communicating with Students**

HIGHLY EFFECTIVE	EFFECTIVE
<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. Teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies. Students contribute to the correct use of 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. 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. Teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. Vocabulary is appropriate to the students’ ages and interests. The teacher’s used of academic vocabulary is precise and serves to extend student understanding.</p>

CRITICAL ATTRIBUTES	CRITICAL ATTRIBUTES
<p>In addition to the characteristics of “effective,”</p> <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 points out possible areas for misunderstanding.</li> <li>• Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>• All students seem to understand the presentation.</li> <li>• The teacher invites students to explain the content to their classmates.</li> <li>• Teacher uses rich language, offering brief vocabulary lessons where appropriate.</li> <li>• Students suggest other strategies they might use in approaching a challenge or analysis.</li> <li>• Students use academic language correctly.</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>• If appropriate, the teacher models the process to be followed in the task.</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>• The teacher makes no content errors.</li> <li>• Teacher’s explanation of content is clear, and invites student participation and thinking.</li> <li>• Vocabulary and usage are correct and completely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</li> <li>• Vocabulary is appropriate to the students’ ages and levels of development.</li> </ul>

POSSIBLE EXAMPLES	POSSIBLE EXAMPLES
<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 needed, a student offers clarification about the learning task 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>• The teacher pauses during an explanation of the civil rights movement to remind students that the prefix “in” as in “inequality” means “not.” The prefix “un” also means the same thing.</li> <li>• A student asks “Is there another way we could think about analogies?”</li> <li>• A student says to a classmate, “I think that side of the triangle is called a hypotenuse.”</li> </ul>	<ul style="list-style-type: none"> <li>• 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 of students: “Can anyone think of an example of that?”</li> <li>• The teacher uses a board or projection device so 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 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> </ul>

**DOMAIN 3: INSTRUCTION**  
**3a Communicating with Students**

DEVELOPING	INEFFECTIVE
<p>Teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. 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 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 the 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>

CRITICAL ATTRIBUTES	CRITICAL ATTRIBUTES
<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>• Vocabulary and usage are correct but unimaginative.</li> <li>• Vocabulary is too advanced or juvenile for the students.</li> <li>• While the teacher attempts to explain academic vocabulary, it is only partially successful.</li> </ul>	<ul style="list-style-type: none"> <li>• At no time during the lesson does the teacher convey to the students what they will be learning.</li> <li>• Students indicate through their questions that they are confused as to the learning task.</li> <li>• The teacher makes a serious content error that will affect students’ understanding of the lesson.</li> <li>• Students indicate through body language or questions that they don’t understand the content being presented.</li> <li>• Teacher’s communications include errors of vocabulary or usage, or imprecise use of academic language.</li> <li>• Vocabulary is inappropriate to the age or culture of the students.</li> </ul>

POSSIBLE EXAMPLES	POSSIBLE EXAMPLES
<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 ....” with students asked 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> </ul>	<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> </ul>

## DOMAIN 3: INSTRUCTION

### 3b Using Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving 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 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 non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.

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, in 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 this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.

#### Elements of Component 3b are:

- **Quality of questions/prompts**

*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 they provide students with sufficient time to think about their response, 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 may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding.*

- **Discussion techniques**

*Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Some teachers report that "we discussed x" when what they mean is that "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, and enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.*

- **Student participation**

*In some classes a few students tend to dominate the discussion,; other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.*

#### Indicators include:

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

## DOMAIN 3: INSTRUCTION

### 3b Using Questioning and Discussion Techniques

HIGHLY EFFECTIVE	EFFECTIVE
<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. 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.</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher challenges students to justify their thinking and successfully engage most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>

CRITICAL ATTRIBUTES	CRITICAL ATTRIBUTES
<p>In addition to the characteristics of "effective,"</p> <ul style="list-style-type: none"> <li>• <i>Students initiate higher-order questions.</i></li> <li>• <i>The teacher builds on and uses student responses to questions in order to deepen student understanding.</i></li> <li>• <i>Students extend the discussion, enriching it.</i></li> <li>• <i>Students invite comments from their classmates during a discussion and challenge one another's thinking.</i></li> <li>• <i>Virtually all students are engaged in the discussion.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</i></li> <li>• <i>The teacher makes effective use of wait time.</i></li> <li>• <i>Discussions enable students to talk to one another, without ongoing mediation by the teacher.</i></li> <li>• <i>The teacher calls on most students, even those who don't initially volunteer.</i></li> <li>• <i>Many students actively engage in the discussion.</i></li> <li>• <i>The teacher asks students to justify their reasoning, and most attempt to do so.</i></li> </ul>

POSSIBLE EXAMPLES	POSSIBLE EXAMPLES
<ul style="list-style-type: none"> <li>• <i>A student asks "How many ways are there to get this answer?"</i></li> <li>• <i>A student says to a classmate: "I don't think I agree with you on this, because..."</i></li> <li>• <i>A student asks of other students: "Does anyone have another idea as to how we might figure this out?"</i></li> <li>• <i>A student asks "What if...?"</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?"</i></li> <li>• <i>The teacher uses the plural form in asking questions, such as: "What are some things you think might contribute to...?"</i></li> <li>• <i>The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.</i></li> <li>• <i>The teacher poses a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class.</i></li> <li>• <i>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.</i></li> </ul>

**DOMAIN 3: INSTRUCTION**  
**3b Using Questioning and Discussion Techniques**

DEVELOPING	INEFFECTIVE
<p>Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>Teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>

CRITICAL ATTRIBUTES	CRITICAL ATTRIBUTES
<ul style="list-style-type: none"> <li>• <i>Teacher frames some questions designed to promote student thinking, but only a few students are involved.</i></li> <li>• <i>Teacher invites students to respond directly to one another’s ideas, but few students respond.</i></li> <li>• <i>Teacher calls on many students, but only a small number actually participate in the discussion.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Questions are rapid-fire, and convergent, with a single correct answer.</i></li> <li>• <i>Questions do not invite student thinking.</i></li> <li>• <i>All discussion is between teacher and students; students are not invited to speak directly to one another.</i></li> <li>• <i>The teacher does not ask students to explain their thinking.</i></li> <li>• <i>Only a few students dominate the discussion.</i></li> </ul>

POSSIBLE EXAMPLES	POSSIBLE EXAMPLES
<ul style="list-style-type: none"> <li>• <i>Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?”</i></li> <li>• <i>The teacher asks: “Who has an idea about this?” but the same three students offer comments.</i></li> <li>• <i>The teacher asks: “Michael, can you comment on Mary’s idea?” but Michael does not respond, or makes a comment directly to the teacher.</i></li> <li>• <i>The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>All questions are of the “recitation” type, such as “What is 3 x 4?”</i></li> <li>• <i>The teacher asks a question for which the answer is on the board; students respond by reading it.</i></li> <li>• <i>The teacher only calls on students who have their hands up.</i></li> <li>• <i>A student responds to a question with wrong information, and the teacher doesn’t follow up.</i></li> </ul>

## DOMAIN 3: INSTRUCTION

### 3c Engaging Students in Learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important 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.

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, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. While students may be physically active (eg. 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.”

#### Elements of Component 3c are:

- **Activities and assignments**

*The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.*

- **Grouping of students**

*How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.*

- **Instructional materials and resources**

*The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. While some teachers are obliged to use a school 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.*

- **Structure and pacing**

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

#### Indicators include:

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

**DOMAIN 3: INSTRUCTION**

**3c Engaging Students in Learning**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>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 to intellectually engage with and reflect upon their learning, but also to consolidate their understanding.</p>	<p>The learning tasks and activities are 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.</p>
<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p>In addition to the characteristics of “effective”</p> <ul style="list-style-type: none"> <li>• <i>Virtually all students are intellectually engaged in the lesson.</i></li> <li>• <i>Lesson activities require high-level student thinking and explanations of their thinking.</i></li> <li>• <i>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.</i></li> <li>• <i>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Most students are intellectually engaged in the lesson.</i></li> <li>• <i>Most learning tasks have multiple correct responses or approaches and/or demand higher-order thinking</i></li> <li>• <i>Students are invited to explain their thinking as part of completing tasks.</i></li> <li>• <i>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</i></li> <li>• <i>The pacing of the lesson provides students the time needed to be intellectually engaged.</i></li> <li>• <i>The teacher uses groupings that are suitable to the lesson activities.</i></li> </ul>
<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>Students are asked to write an essay “in the style of Hemmingway and to describe which aspects of his style they have incorporated.</i></li> <li>• <i>Students determine which of several tools—eg. a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.</i></li> <li>• <i>A student asks whether he and his classmates might remain in their small groups to complete another section of the activity, rather than work independently.</i></li> <li>• <i>Students identify or create their own learning materials.</i></li> <li>• <i>Students summarize their learning from the lesson.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Five students out of 27 finish an assignment early and begin talking among themselves; the teacher assigns a follow-up assignment.</i></li> <li>• <i>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</i></li> <li>• <i>Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.</i></li> <li>• <i>Students are asked to create different representations of a large number using a variety of manipulative materials..</i></li> <li>• <i>The lesson is neither rushed nor does it drag.</i></li> </ul>



**DOMAIN 3: INSTRUCTION**  
**3c Engaging Students in Learning**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>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.”</p>	<p>The learning tasks/activities, materials, and resources, are poorly aligned with the instructional outcomes, or require only rote responses. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>Some students are intellectually engaged in the lesson.</i></li> <li>• <i>Learning tasks are a mix of those requiring thinking and recall.</i></li> <li>• <i>Student engagement with the content is largely passive, learning primarily facts or procedures.</i></li> <li>• <i>Students have no choice in how they complete tasks.</i></li> <li>• <i>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</i></li> <li>• <i>The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</i></li> <li>• <i>The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Few students are intellectually engaged in the lesson.</i></li> <li>• <i>Learning tasks/activities/materials require only recall or have a single correct response or method.</i></li> <li>• <i>The instructional materials used are unsuitable to the lesson and/or the students.</i></li> <li>• <i>The lesson drags, or is rushed</i></li> <li>• <i>Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>Students are asked to fill in a worksheet, following an established procedure.</i></li> <li>• <i>There is a recognizable beginning, middle, and end to the lesson.</i></li> <li>• <i>Parts of the lesson have a suitable pace; other parts drag or feel rushed.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.</i></li> <li>• <i>Students fill out the lesson worksheet without understanding what it’s asking them to do.</i></li> <li>• <i>The teacher lectures for 45 minutes.</i></li> <li>• <i>Most students do not have time to complete the assignment; the teacher moves on in the lesson.</i></li> </ul>

## DOMAIN 3: INSTRUCTION

### 3d Using Assessment in Instruction

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

Of course, 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 in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed 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 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 element, then demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring of 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.

#### Elements of Component 3d are:

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

#### Indicators include:

- *Teacher paying close attention to evidence of student understanding*
- *Teacher posing specifically-created questions to elicit evidence of student understanding*
- *Teacher circulating to monitor student learning and to offer feedback*
- *Students assessing their own work against established criteria*

**DOMAIN 3: INSTRUCTION**  
**3d Using Assessment in Instruction**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual student’s misunderstandings.</p>	<p>Students appear to be aware of the assessment criteria and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p>In addition to the characteristics of “effective”</p> <ul style="list-style-type: none"> <li>• <i>Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</i></li> <li>• <i>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.</i></li> <li>• <i>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</i></li> <li>• <i>High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher makes the standards of high quality work clear to students.</i></li> <li>• <i>The teacher elicits evidence of student understanding.</i></li> <li>• <i>Students are invited to assess their own work and make improvements; most of them do so.</i></li> <li>• <i>Feedback includes specific and timely guidance, at least for groups of students.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher reminds students of the characteristics of high-quality work, (the assessment criteria), suggesting that the students themselves helped develop them.</i></li> <li>• <i>While students are working, the teacher circulates providing substantive feedback to individual students.</i></li> <li>• <i>The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding</i></li> <li>• <i>Students offer feedback to their classmates on their work.</i></li> <li>• <i>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher circulates during small group or independent work, offering suggestions to groups of students.</i></li> <li>• <i>The teacher uses a specifically-formulated question to elicit evidence of student understanding.</i></li> <li>• <i>The teacher asks students to look over their papers to correct their errors; most engage in this task.</i></li> </ul>

**DOMAIN 3: INSTRUCTION**  
**3d Using Assessment in Instruction**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>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.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>There is little evidence that the students understand how their work will be evaluated.</i></li> <li>• <i>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.</i></li> <li>• <i>Feedback to students is vague and not oriented toward future improvement of work.</i></li> <li>• <i>The teacher makes only minor attempts to engage students in self- or peer-assessment.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher gives no indication of what high quality work looks like.</i></li> <li>• <i>The teacher makes no effort to determine whether students understand the lesson.</i></li> <li>• <i>Students receive no feedback, or feedback is global or directed to only one student.</i></li> <li>• <i>The teacher does not ask students to evaluate their own or classmates' work.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>Teacher asks: "does anyone have a question?"</i></li> <li>• <i>When a student completes a problem on the board, the teacher corrects the student's work without explaining why.</i></li> <li>• <i>The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.</i></li> <li>• <i>The teacher says: "good job, everyone"</i></li> <li>• <i>The students receive their tests back; each one is simply marked with a letter grade at the top.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A student asks: "How is this assignment going to be graded?"</i></li> <li>• <i>A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.</i></li> <li>• <i>The teacher forges ahead with a presentation without checking for understanding.</i></li> <li>• <i>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."</i></li> </ul>

## **DOMAIN 3: INSTRUCTION**

### **3e Demonstrating Flexibility and Responsiveness**

“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream 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 on occasion find that either a lesson is not going 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.

#### **Elements of Component 3e are:**

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

#### **Indicators include:**

- *Incorporation of student interests and events of the day into a lesson*
- *The teacher adjusting instruction in response to evidence of student understanding (or lack of it)*
- *Teacher seizing on a “teachable moment”*

**DOMAIN 3: INSTRUCTION**  
**3e Demonstrating Flexibility and Responsiveness**

HIGHLY EFFECTIVE	EFFECTIVE
<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>

CRITICAL ATTRIBUTES	CRITICAL ATTRIBUTES
<p>In addition to the characteristics of "effective,"</p> <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 s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use.</li> <li>• In reflecting on practice, the teacher can cite others in the school and beyond who s/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>	<ul style="list-style-type: none"> <li>• Teacher incorporates students' interests and questions into the heart of the lesson.</li> <li>• The teacher conveys to students that s/he 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 improving becomes necessary, the teacher makes adjustments to the lesson.</li> </ul>

POSSIBLE EXAMPLES	POSSIBLE EXAMPLES
<ul style="list-style-type: none"> <li>• The teacher stops a lesson mid-stream 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> </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: "Let's try this way, and then uses another approach."</li> </ul>

**DOMAIN 3: INSTRUCTION**  
**3e Demonstrating Flexibility and Responsiveness**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>The teacher accepts responsibility for the success of students, but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>Teacher ignores student questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.</i></li> <li>• <i>The teacher conveys to students a level of responsibility for their learning, but also his uncertainty about how to assist them.</i></li> <li>• <i>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies for doing so.</i></li> <li>• <i>The teacher's attempts to adjust the lesson are partially successful.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher ignores indications of student boredom or lack of understanding.</i></li> <li>• <i>The teacher brushes aside student questions.</i></li> <li>• <i>The teacher conveys to students that when they have difficulty learning, it is their fault.</i></li> <li>• <i>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</i></li> <li>• <i>The teacher makes no attempt to adjust the lesson in response to student confusion.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher says: "I'll try to think of another way to come at this and get back to you."</i></li> <li>• <i>The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."</i></li> <li>• <i>The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher says: "We don't have time for that today."</i></li> <li>• <i>The teacher says: "If you'd just pay attention, you could understand this."</i></li> <li>• <i>When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then."</i></li> </ul>

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

### 4a Reflection on Teaching

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

#### Elements of Component 4a are:

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

#### Indicators include:

- *Accurate reflections on a lesson.*
- *Citation of adjustments to practice, drawing on a repertoire of strategies.*



**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**4a Reflection on Teaching**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>	<p>The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>
<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p><i>In addition to the characteristics of “effective,”</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher’s assessment of the lesson is thoughtful, and includes specific indicators of effectiveness</i></li> <li>• <i>Teacher’s suggestions for improvement draw on an extensive repertoire.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher accurately assesses the effectiveness of instructional activities used</i></li> <li>• <i>The teacher identifies specific ways in which a lesson might be improved.</i></li> </ul>
<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher says: “I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.”</i></li> <li>• <i>In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.</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>The teacher’s journal indicates several possible lesson improvements.</i></li> </ul>

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**4a Reflection on Teaching**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</p>	<p>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</p>
<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher has a general sense of whether or not instructional practices were effective.</i></li> <li>• <i>The teacher offers general modifications for future instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</i></li> <li>• <i>The teacher makes no suggestions for improvement.</i></li> </ul>
<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>At the end of the lesson the teacher says, "I guess that went okay."</i></li> <li>• <i>The teacher says: "I guess I'll try _____ next time."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Despite evidence to the contrary, the teachers says, "My students did great on that lesson!"</i></li> <li>• <i>The teacher says: "That was awful; I wish I knew what to do!"</i></li> </ul>

## **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

### **4b Maintaining Accurate Records**

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

#### **Elements of Component 4b are:**

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

#### **Indicators include:**

- *Routines and systems that track student completion of assignments.*
- *Systems of information regarding student progress against instructional outcomes*
- *Processes of maintaining accurate non-instructional records.*

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**4b Maintaining Accurate Records**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.	Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p><i>In addition to the characteristics of “effective,”</i></p> <ul style="list-style-type: none"> <li>• Students contribute to and maintain records indicating completed and outstanding work assignments.</li> <li>• Students contribute to and maintain data files indicating their own progress in learning.</li> <li>• Students contribute to maintaining non-instructional records for the class.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher’s process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</li> <li>• The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.</li> <li>• The teacher’s process for recording non-instructional information is both efficient and effective.</li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• A student-from each team maintains the database of current and missing assignments for the team.</li> <li>• When asked about their progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.</li> <li>• When they bring in their permission slips for a field trip, students add their own information to the database.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher-creates a link on the class website which students can access to check on any missing assignments.</li> <li>• The teacher’s grade book records student progress toward learning goals.</li> <li>• The teacher-creates a spreadsheet for tracking which students have paid for their school pictures.</li> </ul>

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**4b Maintaining Accurate Records**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher’s records for non-instructional activities are adequate, but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p>	<p>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.</i></li> <li>• <i>The teacher’s process for tracking student progress is cumbersome to use.</i></li> <li>• <i>The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>There is no system for either instructional or non-instructional records.</i></li> <li>• <i>Record-keeping systems that are in disarray and provide incorrect or confusing information.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>A student says, “I wasn’t in school today, and my teacher’s website is out of date, so I don’t know what the assignments are!”</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>On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A student says, “I’m sure I turned in that assignment, but the teacher lost it!”</i></li> <li>• <i>The teacher says, “I misplaced the writing samples for my class but it doesn’t matter – I know what the students would have scored.”</i></li> <li>• <i>On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.</i></li> </ul>

## **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

### **4c Communicating with Families**

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

#### **Elements of Component 4c are:**

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

#### **Indicators include:**

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

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**4c Communicating with Families**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns in a professional and culturally sensitive manner. The teacher's efforts to engage families in the instructional program are frequent and successful.</p>	<p>The teacher provides frequent and appropriate information about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p><i>In addition to the characteristics of "effective,"</i></p> <ul style="list-style-type: none"> <li>• Students regularly develop materials to inform their families about the instructional program.</li> <li>• Students maintain accurate records about their individual learning progress and frequently share this information with families.</li> <li>• Students contribute to regular and ongoing projects designed to engage families in the learning process.</li> <li>• All of the teacher's communications are highly sensitive to families' cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher regularly makes information about the instructional program available.</li> <li>• The teacher regularly sends home information about student progress.</li> <li>• The teacher develops activities designed to engage families successfully and appropriately in their children's learning.</li> <li>• Most of the teacher's communications are appropriate to families' cultural norms.</li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• Students create materials for "Back to School" night that outline the approach for learning science</li> <li>• Each student's daily reflection log describes what she or he is learning and the log goes home each week for review by a parent or guardian.</li> <li>• Students design a project on charting their family's use of plastics.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher sends a weekly newsletter home to families, that describe current class activities, community and/or school projects, field trips, etc.</li> <li>• The teacher creates a monthly progress report, which is sent home for each student.</li> <li>• The teacher sends home a project that asks students to interview a family member about growing up during the 1950's.</li> </ul>

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**4c Communicating with Families**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p>	<p>The teacher provides little information about the instructional program to families; the teacher's communication about student's progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>School or district-created materials about the instructional program are sent home.</i></li> <li>• <i>The teacher sends home infrequent or incomplete information about the instructional program.</i></li> <li>• <i>The teacher maintains a school-required grade book but does little else to inform families about student progress.</i></li> <li>• <i>Some of the teacher's communications are inappropriate to families' cultural norms.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Little or no information regarding instructional program is available to parents.</i></li> <li>• <i>Families are unaware of their children's progress.</i></li> <li>• <i>Family engagement activities are lacking.</i></li> <li>• <i>There is some culturally inappropriate communication.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <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> <li>• <i>A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."</i></li> <li>• <i>Weekly quizzes are sent home for parent/guardian signature.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A parent says, "I'd like to know what my kid is working on at school."</i></li> <li>• <i>A parent says, "I wish I knew something about my child's progress before the report card comes out."</i></li> <li>• <i>A parent says, "I wonder why we never see any school work come home."</i></li> </ul>



## **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

### **4d Participating in the Professional Community**

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

#### **Elements of Component 4d are:**

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

#### **Indicators include:**

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

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**4d Participating in the Professional Community**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p><i>In addition to the characteristics of "effective,"</i></p> <ul style="list-style-type: none"> <li>• <i>The teacher takes a leadership role in promoting activities related to professional inquiry.</i></li> <li>• <i>The teacher regularly contributes to and leads events that positively impact school life.</i></li> <li>• <i>The teacher regularly contributes to and leads significant school district and community projects.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher has supportive and collaborative relationships with colleagues.</i></li> <li>• <i>The teacher regularly participates in activities related to professional inquiry.</i></li> <li>• <i>The teacher frequently volunteers to participate in school events and school district and community projects.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher leads the group of mentor teachers at school, devoted to supporting new teachers during their first years of teaching.</i></li> <li>• <i>The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.</i></li> <li>• <i>The teacher leads the school's annual "Olympics" day, involving all students and faculty in athletic events.</i></li> <li>• <i>The teacher leads the school district wellness committee, involving healthcare and nutrition specialists from the community.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings.</i></li> <li>• <i>The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.</i></li> <li>• <i>The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there.</i></li> <li>• <i>The teacher enthusiastically represents the school during the district Social Studies review and brings her substantial knowledge of US history to the course writing team.</i></li> </ul>

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**4d Participating in the Professional Community**

DEVELOPING	INEFFECTIVE
<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p>

CRITICAL ATTRIBUTES	CRITICAL ATTRIBUTES
<ul style="list-style-type: none"> <li>• <i>The teacher has cordial relationship with colleagues.</i></li> <li>• <i>When invited, the teacher participates in activities related to professional inquiry.</i></li> <li>• <i>When asked, the teacher participates in school activities, as well as school district and community projects.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher's relationship with colleagues is characterized by negativity or combativeness.</i></li> <li>• <i>The teacher purposefully avoids contributing to activities promoting professional inquiry.</i></li> <li>• <i>The teacher avoids involvement in school activities and school district and community projects.</i></li> </ul>

POSSIBLE EXAMPLES	POSSIBLE EXAMPLES
<ul style="list-style-type: none"> <li>• <i>The teacher is polite, but seldom shares any instructional materials with his grade partners.</i></li> <li>• <i>The teacher attends PLC meetings only when reminded by her supervisor.</i></li> <li>• <i>The principal says, "I wish I didn't have to ask the teacher to "volunteer" every time we need someone to chaperone the dance.</i></li> <li>• <i>The teacher only contributes to the district Literacy committee when requested by the principal.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good.</i></li> <li>• <i>The teacher does not attend PLC meetings.</i></li> <li>• <i>The teacher does not attend any school function after the dismissal bell.</i></li> <li>• <i>The teacher says, "I work from 8:30 to 3:30 and not a minute more – I won't serve on any district committee unless they get me a substitute to cover my class."</i></li> </ul>

## **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

### **4e Growing and Developing Professionally**

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

#### **Elements of Component 4e are:**

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

#### **Indicators include:**

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

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**4e Growing and Developing Professionally**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>
<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<p><i>In addition to the characteristics of “effective,”</i></p> <ul style="list-style-type: none"> <li>• The teacher seeks regular opportunities for continued professional development, including initiating action research.</li> <li>• The teacher actively seeks feedback from supervisors and colleagues.</li> <li>• The teacher takes an active leadership role in professional organizations in order to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher seeks regular opportunities for continued professional development.</li> <li>• The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.</li> <li>• The teacher actively participates in professional organizations designed to contribute to the profession.</li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• The teacher’s principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.</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>• The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year.</li> <li>• The teacher enjoys her principal’s weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day.</li> <li>• The teacher joins a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students.</li> </ul>

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**4e Growing and Developing Professionally**

<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession</p>	<p>The teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>

<b>CRITICAL ATTRIBUTES</b>	<b>CRITICAL ATTRIBUTES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher participates in professional activities when required or when provided by the school district.</i></li> <li>• <i>The teacher reluctantly accepts feedback from supervisors and colleagues.</i></li> <li>• <i>The teacher contributes in a limited fashion to educational professional organizations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher is not involved in any activity that might enhance knowledge or skill.</i></li> <li>• <i>The teacher purposefully resists discussing performance with supervisors or colleagues.</i></li> <li>• <i>The teacher ignores invitations to join professional organizations or attend conferences.</i></li> </ul>

<b>POSSIBLE EXAMPLES</b>	<b>POSSIBLE EXAMPLES</b>
<ul style="list-style-type: none"> <li>• <i>The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.</i></li> <li>• <i>The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.</i></li> <li>• <i>The teacher joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn't feel it's worth too much of her time.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher never takes continuing education courses, even though the credits would increase his salary.</i></li> <li>• <i>The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she can simply discard the feedback form.</i></li> <li>• <i>Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.</i></li> </ul>

## **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

### **4f Showing Professionalism**

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this domain is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective.

#### **Elements of Component 4f are:**

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

#### **Indicators include:**

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

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**4f Showing Professionalism**

HIGHLY EFFECTIVE	EFFECTIVE
<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.</p>

CRITICAL ATTRIBUTES	CRITICAL ATTRIBUTES
<p><i>In addition to the characteristics of “effective,”</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</i></li> <li>• <i>Teacher is highly proactive in serving students.</i></li> <li>• <i>Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</i></li> <li>• <i>Teacher takes a leadership role in team and departmental decision-making.</i></li> <li>• <i>Teacher takes a leadership role regarding school district regulations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher is honest and known for having high standards of integrity.</i></li> <li>• <i>Teacher actively addresses student needs.</i></li> <li>• <i>Teacher actively works to provide opportunities for student success.</i></li> <li>• <i>Teacher willingly participates in team and departmental decision-making.</i></li> <li>• <i>Teacher complies completely with school district regulations.</i></li> </ul>

POSSIBLE EXAMPLES	POSSIBLE EXAMPLES
<ul style="list-style-type: none"> <li>• <i>When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom she knows can be relied on for expert advice and complete discretion.</i></li> <li>• <i>After the school’s intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students who have come to love the after-school sessions.</i></li> <li>• <i>The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students.</i></li> <li>• <i>The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.</i></li> <li>• <i>When the district adopts a new web-based grading program, the teacher learns it inside and out so that she could assist her colleagues with its implementation.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</i></li> <li>• <i>Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.</i></li> <li>• <i>The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.</i></li> <li>• <i>The English department chair says, “I appreciate when .... attends our after school meetings – he always contributes something meaningful to the discussion.</i></li> <li>• <i>The teacher learns the district’s new online curriculum mapping system and writes in all of her courses.</i></li> </ul>



**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**4f Showing Professionalism**

DEVELOPING	INEFFECTIVE
<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher’s attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. The teacher’s decisions and recommendations are based on limited though genuinely professional considerations. The must be reminded about complying with school and district regulations.</p>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students’ needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations based on self-serving interests. The teacher does not comply with school and district regulations.</p>
CRITICAL ATTRIBUTES	CRITICAL ATTRIBUTES
<ul style="list-style-type: none"> <li>• <i>Teacher is honest.</i></li> <li>• <i>Teacher notices the needs of students, but is inconsistent in addressing them.</i></li> <li>• <i>Teacher does not notice that some school practices result in poor conditions for students.</i></li> <li>• <i>Teacher makes decisions professionally, but on a limited basis.</i></li> <li>• <i>Teacher complies with school district regulations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher is dishonest.</i></li> <li>• <i>Teacher does not notice the needs of students.</i></li> <li>• <i>The teacher engages in practices that are self-serving.</i></li> <li>• <i>The teacher willfully rejects school district regulations.</i></li> </ul>
POSSIBLE EXAMPLES	POSSIBLE EXAMPLES
<ul style="list-style-type: none"> <li>• <i>The teacher says, “I have always known my grade partner to be truthful. If she called in sick, then I believe her.</i></li> <li>• <i>The teacher considers staying late to help some of her students in after-school daycare, but realizes it conflicts with her gym class so she decides against it.</i></li> <li>• <i>The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn’t get a response, he assumes it has been taken care of.</i></li> <li>• <i>When her grade partner goes out on maternity leave, the teacher said, “Hello” and “Welcome” to her substitute, but does not offer any further assistance.</i></li> <li>• <i>The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher makes some errors when marking the last common assessment but doesn’t tell his colleagues.</i></li> <li>• <i>The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mother can’t afford daycare.</i></li> <li>• <i>The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.</i></li> <li>• <i>When one of his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won’t have to share in the coverage responsibilities.</i></li> <li>• <i>The teacher does not file her students’ writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.</i></li> </ul>

## INDEPENDENT EVALUATOR as part of TEACHER OBSERVATION and EVALUATION

Evaluation by an Independent Evaluator (formerly CIT Peer Reviewer) is mandatory for teachers who received an APPR Composite or Transition Rating of “Ineffective” for the previous school year and is optional for all other teachers. The teacher’s professional practice will be evaluated by the teacher’s Administrator Supervisor (80% of Observation component) **AND** an appropriately trained CIT Lead Teacher/Independent Evaluator (20% of Observation component) who will each conduct observations using the Danielson Rubric..

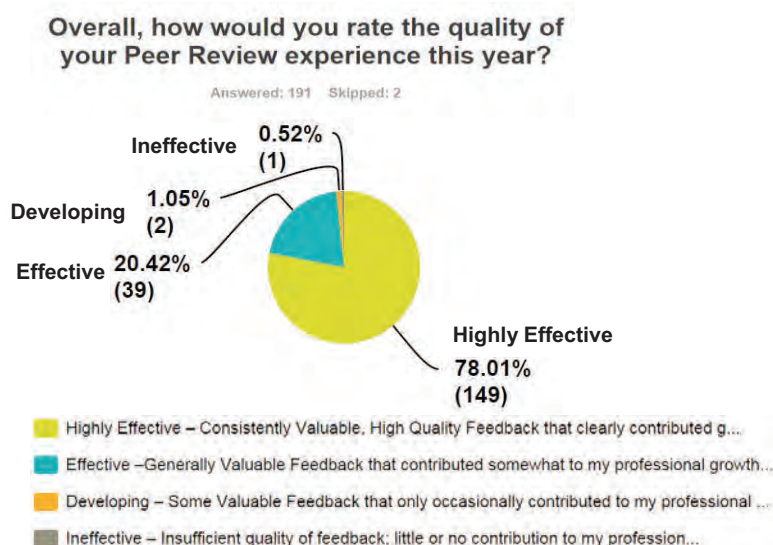
DETAILED instructions for the Independent Evaluator process can be found in “Teacher Evaluation Guide SUPPLEMENT A: INDEPENDENT EVALUATOR PROCESS.”

The use of Lead Teachers as part of the evaluation process has always been part of Rochester’s Peer Assistance and Review (PAR) programs, and represents the highest principles of teacher professionalism and teacher leadership. Trained CIT Lead Teacher-Mentors use the same framework and rubric language that are used in teacher evaluation. As part of the negotiated APPR Agreement, the use of an Independent Evaluator builds these principles into the structure of our teacher evaluation process with the goal of improving instruction and supporting student learning.

CIT Independent Evaluators conduct classroom observations of teachers (in their field whenever possible) followed by rich learning-focused conferences. They provide verbal and written feedback, and then assign ratings for Domains 2 and 3 (Classroom Environment and Instruction) as part of the teacher evaluation process. Independent Evaluator ratings constitute 80% of the “Observation” component of APPR (see Supplement A).

In Rochester, CIT Independent Evaluators are selected from a corps of trained Lead Teacher-Mentors. Lead Teacher-Mentors are vetted and selected by the collaborative CIT Governing Panel made up of teachers and administrators. They are well-trained in the Learning-focused Conversation skills that are the heart of an effective evaluation system with professional growth as its goal. In addition to their selection and training as mentors, Independent Evaluators must be recommended for this role by the CIT Governing Panel and successfully complete the Teachscape Proficiency Focus Assessment. Independent Evaluators must have a solid understanding of the Danielson rubrics and apply them to the observation and evaluation process with minimal bias in order to provide feedback and fair, accurate ratings for teachers.

Research by Susan Moore Johnson and others suggest that a well-designed Peer Review program that is built on trust, communication, and credibility can provide subject matter expertise, classroom perspective, and teacher leadership into the evaluation process. CIT survey data from 2014-2015 supports that view:



### COMMENTS:

“I can honestly say that my teaching has improved as a result of the constructive feedback and conversations we had.”

“I love having a peer reviewer! There are things that he sees that other reviewers do not because they are not teachers, or haven’t been in a long time. I always feel like he “gets it” and offers the best recommendations and suggestions.”

“Our conversations inspired me to grow as a teacher. I was able to see where I could improve, how I could use class routines in a way that encouraged student ownership of the classroom.”

“All interactions I had with my Peer Reviewer were respectful and constructive. I felt that my Peer Reviewer fairly evaluated my work, and offered constructive feedback that has helped me in the classroom.”

“Although we did not always agree, my peer evaluator professionally and with much consideration pointed out areas of weakness and provided suggests (strategies and methods) to improve practice. This is attention I seldom receive from administration.”

“The peer reviewer understood my certification area and because of that the suggestions were better aligned with the needs of my classroom.”

“My peer reviewer is an amazing asset and an integral part of my development as an educator!”

## PERFORMANCE APPRAISAL REVIEW FOR TEACHERS (PART) OPTIONS

PART is an annual process aimed at fostering a rigorous collegial examination of professional work. The teacher's professional practice will be evaluated by the teacher's Administrator Supervisor based on multiple observations (80% of Observation component) AND by the teacher's PART Review Team who will review evidence submitted by the teacher, conduct a structured interview, and submit ratings based on the Danielson Rubric (20% of Observation component).

**DETAILED instructions for the PART process can be found in  
"Teacher Evaluation Guide SUPPLEMENT B: Annual PART PROCESS."**

The APPR PART Process is modeled on the PART Summative Process that was part of the RCSD-RTA Contract for many years. The PART Summative was a three-year process used in place of administrator evaluation. It has been revised in the current annual process in order to comply with New York State education law and APPR regulations. It now includes an administrator evaluation and ratings are based on the Danielson rubrics.

**Each teacher is to select 1-2 educators (at least one teacher should be from the same tenure area/program if possible) and his/her immediate supervisor to serve as PART Reviewers.** Whenever possible members of the review team should be from the same building as the teacher who is completing the PART assignment. Teachers who choose PART may select from the two PART Options described below and in more detail in Supplement B.

**PART Option #1 Structured Review of Student Work or  
PART Option #2 Teacher Portfolio**

The selection of a PART Option and PART Reviewers are recorded on **PART Form #1: "Declaration."** Evidence is collected and presented to PART Reviewers with **PART Form #2: "Evidence."** PART Reviewers come to consensus on rubric ratings and confirm with signatures on **PART Form #3: "Final Signatures."** Forms are uploaded into PeopleSoft (e-Performance) by the teacher's direct supervisor or designee.

### PART OPTION #1 STRUCTURED REVIEW OF STUDENT WORK

A structured review of student work is a strategy for teachers and evaluators to "uncover" the immediate impact of instruction through analysis of student work products. Student work is a rich repository of evidence of teacher effort and success. Reviews of student work can be pursued by individuals, pairs, or groups of teachers working collaboratively; however, each teacher would need to submit a separate year-end PART report.

The teacher is to select three students whose work was examined all year (one working at a proficient level, one working towards standards, and one not meeting teacher standards). The teacher should prepare a Cover Sheet (see Supplement B). The teacher should attach a narrative in which the questions listed on the Cover Sheet are answered. The teacher should provide evidence of his or her performance based on each Domain of the Danielson Rubric.

### PART OPTION #2 TEACHER PORTFOLIOS

A teacher portfolio demonstrates teaching performance by documenting a wide range of teaching practices, behaviors, and professional learning over time. This requires a systematic collection of multiple strands of evidence accompanied by rigorous reflection that is aligned with the Danielson Rubric.

Portfolios are authentic and practical for use by teachers of all subject areas and grade levels, recognize the complexity of teaching, encourage reflection, and provide clear evidence of teaching practice aligned with the district approved rubric (in ways that may or may not be visible to an evaluator during a classroom observation). Portfolios should include a wide variety of evidence such as:

- unit and lesson plans, teacher assignments, assessments, scoring rubrics, etc.
- samples of student work from throughout the school year,
- video of a lesson,
- examples of action research or other professional learning,
- analysis of student learning data, and
- evidence of teacher reflection based on this evidence.

## CREATING A TEACHER IMPROVEMENT (TIP) OR DEVELOPMENT PLAN

As required by New York State Education Law 3012-d, a teacher who receives an APPR Composite or Transition rating of “Ineffective” or “Developing” shall be required to develop a plan in consultation with his/her supervisor, and Lead Teacher-Mentor (if assigned). Union representation shall be afforded at the teacher’s request.

Teachers who receive an APPR Composite or Transition rating of “**Ineffective**” are required to collaboratively design a **Teacher Improvement Plan (TIP)**. A TIP is not a disciplinary action. A TIP is created following a focused, collaborative discussion based on the teacher’s Final Evaluation, and is aligned with the *Framework for Teaching* rubric domains. A TIP should be a mutually agreed-upon plan with the purpose of improving practice and not simply a recitation of rubric language. The TIP uses a template that emphasizes goal-setting, activities to support improvement, professional development, assessment criteria, and a timeframe (form on following page). A TIP may include a request for a CIT Professional Support Lead Teacher-Mentor.

**Any teacher receiving consecutive APPR ratings of “Ineffective” shall be referred to the CIT Panel so that Intervention services may be offered.**

Teachers who receive an APPR Composite or Transition rating of “**Developing**” are required to collaboratively design a **Development Plan** using the same process as a TIP. The Development Plan shall consist of targeted goal setting, professional development, assessment criteria, and a timeframe (form on following page). A Development Plan may include a request for a CIT Professional Support Lead Teacher-Mentor, when available.

Once a final TIP/Development Plan is created and agreed upon by the teacher and administrator supervisor, the administrator will upload the TIP/Development Plan form as an attachment to PeopleSoft (e-Performance).

The TIP/Development Plan should be designed any time after the composite or transition rating has been determined, but no later than October 1<sup>st</sup> of the new school year. If the rating is not determined prior to the deadline, the TIP/Development Plan should be designed within ten days after receipt of the composite or transition rating.

At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP/Development Plan in assisting the teacher to achieve the goals set forth in the plan. Based on the outcome of this assessment, the TIP/Development Plan shall be modified accordingly.

# TEACHER IMPROVEMENT PLAN (TIP)/TEACHER DEVELOPMENT PLAN FORM

**CAREER LEVEL**

- Intern
- Resident
- Professional (Tenured)
- Lead

**STATUS**

- Contract Substitute
- 1<sup>st</sup> Year Probationer
- 2<sup>nd</sup> Year Probationer
- 3<sup>rd</sup> Year Probationer
- 4<sup>th</sup> Year Probationer

**DATE COMPOSITE SCORE RECEIVED:** \_\_\_\_\_

**LEVEL OF IMPROVEMENT PLAN**

**TIP**                       **DEVELOPMENT PLAN**

As required by Education Law 3012-d (NYS Commissioner's Regulation 30-3.11) all teachers who receive an **APPR Composite** or **Transition Rating** of "Ineffective" shall be required to develop a **Teacher Improvement Plan (TIP)** in consultation with his/her Administrator Supervisor, union representative (if requested) and Lead Teacher/Independent Evaluator (if applicable). All teachers who receive an **APPR Composite** or **Transition Rating** of "Developing," shall be required to develop a **Development Plan** in consultation with his/her Administrator Supervisor, union representative (if requested) and Lead Teacher/Independent Evaluator (if applicable). A TIP/Development Plan is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator supervisor, union representative (if requested), and Lead Teacher/independent Evaluator (if applicable) shall meet to assess the effectiveness of the TIP/Development Plan in assisting the teacher to achieve the goals set forth below. Based on the outcome of this assessment, the TIP/Development may be modified accordingly.

Teacher: \_\_\_\_\_ Employee ID \_\_\_\_\_

Tenure: Area: \_\_\_\_\_ School/Location \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Title of Observer \_\_\_\_\_

Dates of Observations: \_\_\_\_\_

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

- Planning and Preparation**                     
  **Learning Environment**                     
  **Instruction**                     
  **Professional Responsibilities**

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Goals to address area(s) checked off above.	Activities to Support Improvement (for TIP) PD to Support Improvement (for TIP or Development Plan)	How will the improvement be assessed?	Timeline

\_\_\_\_\_ **Recommendation made to teacher to contact CIT for a mentor**

List of Participants: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**These signatures confirm that this Plan has been agreed upon by the teacher and administrator supervisor.  
This form should be uploaded into PeopleSoft as an attachment by the Administrator.**

## APPEALS PROCESS

Teachers who are rated Developing or Ineffective may appeal their rating. The requirement to have a TIP or Development Plan may also be appealed.

**Written appeals must be filed no later than 15 days from the receipt of the APPR Composite or Transition rating** (form on following page).

The teacher must enumerate the reason for appealing the rating/TIP by completing the APPR Appeals Form (following page). All documents and relevant information must be included with the appeal. Specifics as to the areas under dispute must be contained within the Appeal. These items create the record of the Appeal.

The Superintendent and RTA President will form an Appeals Team that will hear the appeal. The Team is comprised of one administrator and one teacher from the CIT Joint Governing Panel. More than one team may operate at any given time.

The Team may affirm, modify, or reject the rating/TIP. The Team will issue a response no more than 30 business days after receipt of the Appeal.

The Team can conduct interviews of the teacher and/or administrator. An RTA Representative may attend a teacher's interview. A teacher has the right to decline the interview.

If the Appeals Team is deadlocked, the Appeal is forwarded to a neutral third party, jointly selected by the Superintendent and the RTA President. The decision from this process is due no more than 60 days from the receipt of the appeal.

If the teacher demonstrates extenuating circumstances for being unavailable during the 15 day window for filing an appeal, the number of days will be extended by the number of days of unavailability.

The determination is final and binding. It cannot be grieved unless the process has not been followed.

The RTA has the right to file a class action grievance to challenge the District's compliance with this process.

# APPR Appeal Form for APPR Composite or Transition Score\*

School Year of Score being appealed \_\_\_\_\_

\_\_\_\_\_  
Name (Please print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Tenure Area

\_\_\_\_\_  
Work Location previous school year

\_\_\_\_\_  
Name of Lead Evaluator (Administrator Supervisor) previous school year

\_\_\_\_\_  
Job Title of Lead Evaluator

\_\_\_\_\_  
Name of Independent Evaluator / PART Reviewers (if applicable) previous school year

**Please attach a copy of the APPR Composite Score/Transition Score Email Message to this form. This is required to process your appeal.**

<b>Select One:</b>	
*A teacher may appeal the Composite score if it is the only score received. If a teacher in Grades 3-8 teaching ELA or Math received both a Composite and Transition score, only the Transition score may be appealed.	
<input type="checkbox"/> <b>APPR Composite Score Rating:</b> Highly Effective (H), Effective (E), Developing (D), Ineffective (I) Observation (Final Evaluation/Professional Practice) Rating: ____ Student Performance Rating: ____ APPR Composite Rating: ____	<input type="checkbox"/> <b>APPR Transition Score Rating</b> (for Grade 3-8, ELA and Math Teachers): ____

<p><b>Type of Appeal (Select only one):</b></p> <input type="checkbox"/> Rating of Ineffective <input type="checkbox"/> Rating of Developing <input type="checkbox"/> Teacher Improvement Plan (TIP) OR Development Plan
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Contested APPR Score (Check all that apply):</b></p> <input type="checkbox"/> Observation Rating Score (Final Evaluation/Professional Practice) <input type="checkbox"/> Student Performance Rating <input type="checkbox"/> Both Observation and Student Performance Ratings
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Provide specific reason(s) for appealing your APPR score.</b>					
<input type="checkbox"/> <b>Assessment Quality</b>	<input type="checkbox"/> <b>Testing Conditions</b>	<input type="checkbox"/> <b>Observation/Evaluation Irregularities</b>	<input type="checkbox"/> <b>SLO Irregularities</b>	<input type="checkbox"/> <b>Data Dispute</b>	<input type="checkbox"/> <b>Other</b>
Additional details to support your appeal:           <div style="text-align: right;">[Additional pages may be added.]</div>					

List documents submitted as evidence. **Please attach these documents to this form.**

**Please return the completed form to the CIT Office no later than \_\_\_\_\_ . Thank you.**

**For Appeals Team Use only:**

<b>Outcome:</b>	<input type="checkbox"/> <b>Affirm assigned rating</b>	<input type="checkbox"/> <b>Modify assigned rating</b>	<input type="checkbox"/> <b>Reject assigned rating</b>
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\_\_\_\_\_  
Appeals Team signature

\_\_\_\_\_  
Appeals Team signature

Date reviewed: \_\_\_\_\_

Additional documentation received?  Yes  No

Outcome on \_\_\_\_\_ (date)

Forwarded to Third Party jointly selected by Superintendent, RTA President on \_\_\_\_\_ (date)

**Final outcome:** \_\_\_\_\_

\_\_\_\_\_  
Third Party signature

\_\_\_\_\_  
Date