Port Huron Schools

Advocate Innovate Educate

Teacher Evaluation

2017-2018

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Our Vision…

The Port Huron Area School District will provide a personalized, world-class education for each student today to shape tomorrow's community and global leaders.

Our Mission…

We will *advocate* for our students and families in partnership with our community to assure their success inside and outside of school; continuously *innovate* our practices and programs to improve student achievement; and *educate* in ways that are relevant, relationship driven, and rigorous.

Board of Education Goals:

1. Increase student academic achievement through the implementation of an aligned K-12 curriculum and high quality focused instruction on a daily basis.

2. Personalize learning for each student through the use of 21st century technologies and differentiated instruction.

3. Create an organizational culture of excellence with clear expectations, a focus on exemplary customer service, and an urgency to meet the needs of each student and family every day.

4. Prioritize financial resources with an unwavering focus on student learning and achievement.

Introduction

The Port Huron Area School District is dedicated to an evaluation process that focuses on effective teaching and continuous professional growth. We know an effective teacher has the greatest impact on student learning. Within Charlotte Danielson's *Framework for Teaching* the complexity of effective teaching is clearly defined within the 22 components clustered into 4 domains of teaching responsibility. As we collaboratively embark upon this journey, professional growth can be traced along the Danielson's *Framework for Teaching* continuum. The Port Huron Area School District remains committed to increasing student achievement. With this end in mind, the heart of Danielson's Framework is student engagement. The Danielson Model provides a framework for professional practice that lends itself to a spirit of collaboration within the educational community.

Purpose of the Evaluation Process

Charlotte Danielson explains two explicit purposes for teacher evaluation – to ensure teacher quality and to promote teacher professional development (December 2010/January 2011, Evaluations That Help Teachers Learn, *The Effective Educator*, 68(4), 35 – 39). It is the responsibility of the Board of Education and the Superintendent of Schools to meet all requirements established in the law and to ensure the public that we have the highest quality teachers working with their children every day. Our evaluation processes and tools should demonstrate that we hold ourselves to rigorous professional standards, just as we hold our students to rigorous academic standards.   The practice of teaching is ever-evolving. An effective evaluation system is an opportunity to determine professional development needs and identify areas where staff can become leaders, sharing their knowledge and experience with others.

The Port Huron Area School District has determined the following purposes for evaluation:
- Provide a format for reflection, on-going dialogue, and assessment of teaching practices and student learning outcomes.
- Identify areas of strength and areas for continued professional growth
- Evaluate performance for continuing employment
- Comply with Board Policy and all applicable laws, rules and regulations
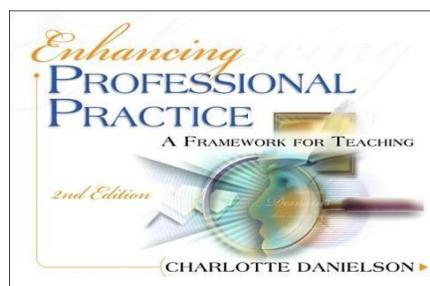
Professional Growth Cycle

Professional Improvement is characterized by a cycle that includes four steps:
PLAN – TEACH – REFLECT – APPLY

PLAN

What are my goals? What do I know about my students?

Information Gathering

Developing a plan

TEACH

Implementation in the classroom

REFLECT

What have I learned... about my students? about my teaching? about the community of learners at my school?

APPLY

How will I apply what I've learned in my classroom to enhance student learning?

The Danielson Group

Port Huron Schools
Advocate Innovate Educate

Collaborative Observation Process

Apply New Learning

Observation Initiation

Planning Conference with Lesson Plan

Observation (evidence collection)

Evidence Organization and Sharing

Analysis by Observer and Teacher

Reflection Conference

The Danielson Group

Process of Teacher Evaluation

The deliberate decision to utilize Danielson's *Framework for Teaching* guarantees a rigorous, transparent, and fair performance evaluation system. This model articulates a consistent definition of good teaching, creates a shared understanding of expectations, and promotes professional learning. Through the evaluation process we are able to analyze and reflect upon teacher practices (what teachers do) and student results (what teachers accomplish). Job performance will be evaluated using multiple rating categories during multiple classroom observations. Timely and constructive feedback will be provided to generate ample opportunities for improvement. Working together, we are dedicated to successfully meeting the educational needs of all students. Our work will be reflected through increased student achievement.

Research Base for Framework for Teaching

All supporting research, as well as evidence of reliability, validity and efficacy for the use of the *Framework for Teaching* can be found at https://www.danielsongroup.org/research/.

Performance Evaluation Components

Cycles
All teachers are evaluated annually. Teachers will be identified as either On-Cycle or Off-Cycle for evaluation purposes. On-Cycle teachers will have a full evaluation including all components listed within this document and a new Summative Rating will be determined. Off-Cycle teachers will have fewer observations and walkthroughs and will maintain their previous year's Summative Rating.

On Cycle Determination
1. all teachers not evaluated in 2016-17
2. all probationary teachers (IDP required)
3. all Minimally Effective teachers 2016-17 (IDP required)
4. anyone requesting a full evaluation due to desire to increase rating
5. others as determined by the building principal

On Cycle Requirements
1. Pre-evaluation meeting
2. 8-10 walkthroughs balanced throughout the year
3. 4 observations (1 using the Collaborative Observation Process)
   a. 2 announced
   b. 2 unannounced
4. Data submitted

Off Cycle Requirements
1. 3-4 walkthroughs balanced throughout the year
2. 1 observation (unscheduled)
3. Data submitted

Moving from Off Cycle to On Cycle

> The administrator can inform Executive Director of Employee and Student Services of the need to move a teacher On Cycle based on walkthroughs or other concerns. The president of the PHEA will be notified and then the principal will notify the teacher.

Meetings

Pre-evaluation Meeting
- Building expectations for a professional learning environment
  - Lesson plans accessibility and content (state standards, target concepts/objectives, student engagement strategies, assessment of learning)
- Evaluation process

Collaborative Observation Process
- Pre-meeting
- Observations
- Reflection meeting

Mid-Year Conference *(required for first year teachers and those rated less than "Effective" in previous year-end evaluation)*
- Review of progress towards IDP goals
- Discussion of evidence collected during walkthroughs and observations
- Identify observed strengths and areas needing improvement
- Review of available student growth data
- Discussion of support needed to meet expectations

End-of-Year Conference
- Discuss completed Annual Year-End Performance Evaluation and provide data-based rationale for the overall effectiveness rating
- Identify observed strengths and areas needing improvement
- Provide an opportunity to reflect upon the year
- Establish specific performance goals that will assist in improving effectiveness for the upcoming year
- Recommended training/professional development for the next school year

Classroom Visits

Walk-throughs
- Multiple classroom walk-throughs for each teacher will occur throughout the school year
- Walk-throughs are unannounced
- Walk-throughs vary in length, but are generally 3-5 minutes
- Documentation related to the walk-through is kept by the administrator
- Feedback will be provided to the teacher within 48 hours of a walkthrough

Observations
- A minimum of four observations for each On-Cycle teacher will occur throughout the

school year. A minimum of one observation for each Off-Cycle teacher will occur during the school year.
- o Two observations will be announced and two unannounced
- Each observation will be a minimum of 20 minutes
- Feedback will be provided within 72 hours and additional detail will be provided as requested
- One or more reflective conferences will be scheduled

Additional Evidence
- Evidence and artifacts will be collected through walkthroughs, observations and daily interactions and conversations
- Artifacts such as lesson plans and parent communications may be requested by the administrator to be collected as needed
- Artifacts can be provided by the teacher if desired, but this is not required

Student Growth Data
- Must account for 25% of the overall evaluation rating for the 2017-18 school year as determined by the Revised School Code.
- Student growth is measured using multiple data sources.
- When available the year-end evaluation will be based on student growth data for the most recent 3-consecutive-school-year period.

Feedback
1. Administrator will share the walkthrough form within 48 hours of completed walkthrough.
2. Administrators will use a notes template to document evidence during observations. Administrator will share observation data on evaluation form within 72 hours of completed observation.
3. Administrator will provide teachers with an opportunity to provide input for domains 1 & 4 and meet with teacher to discuss if requested.
4. All final evaluation meetings will include time for discussion.
5. Teacher feedback will be encouraged through the use of Google docs, email and personal conversations.

Training
1. Administrators will provide training to teachers in the understanding of the performance rubrics and the evaluation process. Training may take place during staff meetings or through participation in virtual training.
2. All administrators with the responsibility to evaluation professional staff will complete annual training in the evaluation tool and procedures. Training in the use of the *Framework for Teaching* rubrics is provided through Teachscape and during administrative meetings led by the Executive Director of Employee and Student Services.

PHASD Student Growth Philosophy

The philosophy of the PHASD regarding the Annual Year-End Performance Evaluation is that assessment is part of the learning that happens in our classrooms, it is not the score at the end. Assessment is about the process of analyzing student data, using that data to change instruction, and being able to demonstrate positive student response to that instruction. In that spirit, the student achievement and growth portion of the Annual Year-End Performance Evaluation will be part of a process, not simply student scores as an end product.

Assessment is found in multiple places in the PHASD Annual Year-End Performance Evaluation. *The Framework for Teaching* has extensive reference to student growth and assessment. For example, assessment is found in 1E) Designing Coherent Instruction, 1F) Designing Student Assessments, 3D) Using Assessment in Instruction, 4A) Reflecting on Teaching, and 4B) Maintaining Accurate Records. In addition to these three components of the Framework, student achievement and growth is 25% of the total PHASD Annual Year-End Performance Evaluation as prescribed by law.

It is the role of all professionals working with our students to support all facets of their growth; therefore, all instructors can use data from classroom assessments, NWEA MAP assessments, IEP goals or other applicable assessments to demonstrate growth where appropriate. It is also important to note that some exclusions are allowable based on specific criteria.

Recognizing that student growth is mandated as 25% of the evaluation, teachers will be scored according to the following rubric for student growth.

Rating	Student Growth
Highly Effective	89.5% - 100% of data set shows adequate growth
Effective	69.5% - 89.4% of data set shows adequate growth
Minimally Effective	49.5% - 69.4% of data set shows adequate growth
Ineffective	Less than 49.5% of data set shows adequate growth <u>OR</u> No data provided

Data set includes all assessments as defined in the following section. For example the elementary data set includes District Writing Assessment data and NWEA data for Reading and Math. If you have 30 students in your class, you will have 90 data points in your data set (3 sources x 30 students). Secondary teachers will have writing data and selected response data. If you have 150 students, you will have 300 data points in the data set (2 sources x 150 students)

Elementary

K-5 Classroom Teachers
There will be two parts to Student Growth for K-5 Classroom Teachers. When appropriate, teachers may use IEP goals to demonstrate growth.

Writing District Benchmark Assessments: Fall and Spring Write Well assessments will be scored with the Write Well rubric. Adequate growth will be defined as an increase in the score on the rubric from fall to spring.

NWEA MAP: Growth will be determined from NWEA MAP fall to spring report for all students. Adequate growth will be defined as the student meeting the established projected RIT growth target from the fall to spring testing periods.

Teachers who departmentalize and are not responsible for teaching reading and math may use NWEA MAP Science or collaborate with the administrator to create a plan to address student growth in Social Studies. Adequate growth will be defined as the student meeting the established RIT target for science. Adequate growth for social studies will be defined as meeting the Simple Average Growth Target on the post-assessment.

Specialists (Art, Music, Tech, PE)
One assessment is required, using the pre and post assessments created by the Specialist group. Specialists only have one assessment for student growth due to the time limitations of their teaching assignment. Specialists will choose two grade levels to include all classes at those grade levels in the data set. Adequate growth will be defined as meeting the Simple Average Growth Target on the post-assessment.

ECSE
Two assessments are required, showing the pre and post results. ECSE teachers should use the Teaching Strategies Gold and IEP goals to demonstrate student growth.

SECONDARY
Classroom Teachers
There will be two parts to Student Growth, Selected Response (NWEA MAP or teacher created pre/post) and ABC writing pre/post assessment. When appropriate, teachers may use IEP goals to demonstrate growth.

NWEA MAP: Fall to spring reports will be used for grades 6-8 math, 6-8 reading, and 6-7 science.   Adequate growth will be defined as the student meeting the established projected RIT growth target from the fall to spring testing periods.

Selected Response Pre/Post Assessment: These assessments will be teacher-created, given the first week of school and again during exam time/semester time/natural break. This assessment will focus on the content of the instruction for the first semester. Adequate growth will be defined as meeting the Simple Average Growth Target on the post-assessment.

ABC Writing Prompt Pre/Post Assessment: These assessments will be teacher-created, given the first week of school and again around spring break/natural break in the unit. This assessment will focus on the ABC writing strategy and the growth in writing skills specific to a content area. Teachers will be given a variety of rubrics with which to use to determine the growth of student writing. Adequate growth will be defined as an increase in the rubric score from the Pre to the Post Assessment.

31a/Title I Intervention Specialists

During the Pre-Evaluation meeting, the teacher will work with the principal to determine appropriate data sets for the content area taught. Students identified based on 31a/Title I or other established criteria and provided support services by the Interventionist for a minimum of 8 weeks will be included in the data set. Adequate growth will be defined as follows:

Elementary Instructional Interventionist: Choose one of the following options

- Meeting projected RIT growth for NWEA
- Meeting the student growth trajectory for the prescribed intervention

Secondary Instructional Interventionist: Choose one of the following options
- Meeting projected RIT growth for NWEA
- Meeting growth projections for the prescribed intervention (SPI, SRI, SMI)
- Meeting the Simple Average Growth Target on teacher created pre/post assessment (if neither of the above are available)

Special Education Teachers

During the Pre-Evaluation meeting, the teacher will work with the principal to complete the Student Achievement and Growth Plan. Students provided support services for a minimum of 8 weeks will be included in the data set.

Speech Pathologist - IEP goals
Occupational Therapist – IEP goals
Social Worker – IEP goals
MOCI/MICI - IEP goals
Resource Room/EI - as defined above for classroom teachers

ESL Teachers:

During the Pre-Evaluation meeting, the teacher will work with the principal to complete the Student Achievement and Growth Plan. Students provided support services for a minimum of 8 weeks will be included in the data set. Choose one of the following options
- Meeting projected RIT growth for NWEA
- Meeting the Simple Average Growth Target on teacher created pre/post assessment
- Increased proficiency on WIDA assessment

Counselors /Teacher Consultants/Student Success Coordinator/Behavior Interventionist/ Instructional Coaches

No data required

Request to Use Alternate Data Sources

Additional options for data sets may be offered in specific circumstances when a student does not reach growth target with primary data source. This will be determined through agreement between the teacher and principal as to appropriate data with the final approval of the Executive Director of Employee and Student Services. The teacher must complete the appropriate form and supply all data to the administrator prior to meeting to discuss.

Exclusion Policy

Collection of achievement and growth data is critical for all students in order to guide instructional decisions and best meet the needs of individual students. However, it is understood that there are instances where a student's data should not be attributed to a specific teacher when growth data is not available. Student data will be excluded if they do not meet the following criteria:

High School: student is enrolled in class for less than 14 weeks
Middle School: student is enrolled in class for less than two NWEA data points or less than 14 weeks for non-NWEA tested courses.
Elementary School: student is enrolled in class for less than two NWEA data points or 14 weeks for itinerant classes

The following criteria may also be used to evaluate data for a specific student:

Homebound students: student is absent 14 weeks or more
Attendance: student absent for more than 40% of the scheduled class periods

Extenuating Circumstances: A teacher may request a student's exclusion from the data set for certain extenuating circumstances. The teacher must provide the rationale and appropriate data to the building administrator. If the building administrator supports the recommendation it will be forwarded to the Executive Director of Employee and Student Services for final approval.

Simple Average Growth Target Calculation
- Each student has an individualized target based on pre-test performance
- The target is figured as halfway between their baseline score and 100. Example: If the student scored 40 on the pre-test, his or her growth target is 70 (100-40=60/2=30...40+30=70)
- The target for Advanced Placement (AP) classes will be determined based on AP exam established norms

Multi-year Average
If student growth data is available for multiple years for a teacher then an average will be used to determine the final percentage used as part of the evaluation, for example:

% of students that met growth target 2015-16	95%
% of students that met growth target 2016-17	75%
% of students that met growth target 2017-18	82%
Average	84% (Effective on evaluation)

Rating Determination

- Each component will be given a rating during each observation with supporting evidence available if requested.
- General comments of strengths and areas for growth will be included for each Domain in the final evaluation.
- Final rating in each component will be based on all observations, walkthroughs and interactions throughout the year. Supporting evidence will be made available if requested.
- Rating for each Domain developed as follows *(some exceptions may apply in specialized areas when there are more components in a domain)*
    - 3 or more HE components = HE Domain
    - 3 or more ME components = ME Domain
    - 1 or 2 I components = ME Domain
    - 3 or more I components = I Domain
    - all other combinations = E Domain
- Overall summative rating will be figured as follows
    - 75% based on teacher practices and 25% based on student growth data
    - Steps to determine final rating for teachers with data requirement
        - Add points for each domain (HE=4, E=3,ME=2,I=1)
        - Domain total x 0.75 = Domain points
        - Add points for data (HE=4, E=3, ME=2, I=1, none provided=0)

Points	Final Rating
14-16	HE
11-13.99	E
8-10.99	ME
3-7.99	I

    - Steps to determine final rating for teachers without data requirement
        - Add points for each domain (HE=4, E=3,ME=2,I=1)

Points	Final Rating
15-16	HE
11-14	E
7-10	ME
4-6	I

Evaluation Timeline 2017 - 2018

1st Semester	2nd Semester
Pre-evaluation meeting Individualized Development Plans by October 30 Minimum of 2 observations – One of which must follow the Collaborative Observation Process Multiple walk-throughs	Minimum of 2 observations Optional second Collaborative Observation Process (administration discretion) Multiple walk-throughs Mid-Year Progress Report by February 9 Final performance review meetings before evaluations are submitted All evaluations to Human Resources by May 25.

Important Information

- Annual Year-End Performance Evaluations which reflect overall effectiveness ratings will be completed and reported to the State in accordance with Section 1249 of *The Revised School Code* (RSC).

- First year probationary teachers and any teacher rated "minimally effective" or "ineffective" on the previous year's Annual Year-End Performance Evaluation will have a written IDP and a Mid-Year Progress Report completed by an administrator. The IDP meetings will occur in October. The written IDP is due in the Department of Human Resources no later than October 30, 2017. The Mid-Year Progress Report is due in the Department of Human Resources on or before February 9, 2018.

- The purpose of the Mid-Year Progress Report is for the evaluator to provide feedback and progress prior to the Annual Year-End Performance Evaluation

- The probationary period for beginning teachers is five years. Probationary teachers will have an IDP in place throughout their probationary period.

- To be considered as having completed the probationary period, a probationary teacher must have been rated as "effective" or "highly effective" on three consecutive Annual Year-End Performance Evaluations and must have completed five full school years of employment depending upon the date of hire.

- If a teacher has been rated "highly effective" on three consecutive Annual Year-End Performance Evaluations and has completed at least four full school years of employment in a probationary period, the teacher shall be considered to have successfully completed the probationary period.

- If a teacher has been rated "highly effective" on three consecutive Annual Year-End Performance Evaluations, the administrator <u>may</u> choose to conduct a Year-End Evaluation biennially, rather than annually. If a teacher is not rated as "highly effective" on one biennial Year-End Evaluation, the teacher shall again be provided with Annual Year-End Performance Evaluations.

- **All evaluations should be completed and delivered to the Department of Human Resources by May 25, 2018.**

Port Huron Area School District
INDIVIDUALIZED DEVELOPMENT PLAN

Teacher Name _____   Date _____

Administrator Name _____

Goal 1 (define):

| This goal addresses the following domains of the Framework for Teaching (check all that apply): |
| ☐   Planning and Preparation |
| ☐   Classroom Environment |
| ☐   Instruction |
| ☐   Professional Responsibilities |

Purpose of the Goal (explain):

Teacher responsibilities (list the expectations, strategies and activities that will assist toward achieving the goal – **include time line** not to exceed 180 days):

Administrator responsibilities (list type(s) of reasonable support and activities that can be expected from the administration, **including coaching, instructional support or professional development**):

Goal 2 (define):

| This goal addresses the following domains of the Framework for Teaching (check all that apply): |
| ☐   Planning and Preparation |
| ☐   Classroom Environment |
| ☐   Instruction |
| ☐   Professional Responsibilities |

Purpose of the Goal (explain):

Teacher responsibilities (list the expectations, strategies and activities that will assist toward achieving the goal – **include time line** not to exceed 180 days):

Administrator responsibilities (list type(s) of reasonable support and activities that can be expected from the administration, **including coaching, instructional support or professional development**):

Goal 3 (define):

Purpose of the Goal (explain):

Teacher responsibilities (list the expectations, strategies and activities that will assist toward achieving the goal – **include time line** not to exceed 180 days):

Administrator responsibilities (list type(s) of reasonable support and activities that can be expected from the administration, **including coaching, instructional support or professional development**):

Attach additional sheets, if necessary

Mutually developed by

Teacher _____   Date _____

Administrator _____   Date _____

cc: Personnel File, Employee, Administrator   Revision Date: October 19, 2012

Port Huron Area School District
MID-YEAR PROGRESS REPORT

Teacher Name _____   Date _____

Administrator Name _____

IDP Goal 1 (define):

Teacher Report of Progress / Student Achievement Data to Support Attainment of Goal:

Evaluator Comments:

Goal 1 Status
- ☐ Goal complete
- ☐ Goal progressing – continue through end of year
- ☐ Goal progress insufficient – continue through end of year

IDP Goal 2 (define):

Teacher Report of Progress / Student Achievement Data to Support Attainment of Goal:

Evaluator Comments:

Goal 2 Status
- ☐ Goal complete
- ☐ Goal progressing – continue through end of year
- ☐ Goal progress insufficient – continue through end of year

IDP Goal 3 (define):

Teacher Report of Progress / Student Achievement Data to Support Attainment of Goal:

Evaluator Comments:

Goal 3 Status
- ☐ Goal complete
- ☐ Goal progressing – continue through end of year
- ☐ Goal progress insufficient – continue through end of year

Specific Goals for Remainder of Year, include any new goals:

Recommended Training (Administrator in consultation with Teacher shall develop a Written Improvement Plan):

Teacher _____   Date _____

Administrator _____   Date _____

Port Huron Schools
Teaching Evaluation Form
2017-2018 School Year

Teacher Information

Teacher:	
School:	
Grade/Subject:	
School Year:	
Primary Evaluator:	
Secondary Evaluator:	

Tenure Status *(please indicate with an "X"):*

	Tenured		Probationary		Not Eligible for Tenure

Evaluation Status *(please indicate with an "X"):*

	On Cycle		Off Cycle

Purpose of Evaluation

The purpose of the teacher evaluation process is to provide a format for reflection, on-going dialogue, and assessment of teaching practices and student learning outcomes. This document has been intentionally designed to be an interactive space for administrators and teachers to collaborate and have dialogue. All edits made in this document are automatically saved and this document is accessible anywhere.

Observation Information

Important Notes:

The teacher shall provide a lesson plan to the administrator a minimum of 24 hours prior to an announced observation. The teacher shall provide a lesson plan to the administrator by the end of the day following an unannounced observation.

All subdomains in domains #2 and #3 highlighted in orange shall be marked by administrators using the Highly Effective (HE), Effective (E), Minimally Effective (ME) and Ineffective (I) ratings for all on-cycle teachers following each observation. Administrators shall provide on-cycle teachers rubric specific feedback following each observation in Domains #2 and #3.

All subdomains in domains #1 and #4 highlighted in pink shall be marked by administrators using the Highly Effective (HE), Effective (E), Minimally Effective (ME) or Ineffective (I) ratings for probationary teachers and tenured teachers on an IDP following each observation. Administrators may provide on-cycle teachers rubric specific feedback following each observation in Domains #1 and #4.

All subdomains highlighted in blue shall be holistically marked by administrators as part of the final evaluation process for all on-cycle teachers.

The overall effectiveness rating for each subdomain is determined based on the holistic performance of the teacher including information gathered during observations, walkthroughs and daily interactions.

Administrator Statements of Strengths and Areas of Growth shall be completed for all on cycle and off cycle teachers after each observation.

Teachers are encouraged to provide reflections and feedback by using the comment feature at any time.

Dates

Pre-evaluation meeting			
Observation #1:		**Administrator Lesson Plan Review #1:**	
Observation #2:		**Administrator Lesson Plan Review #2:**	
Observation #3:		**Administrator Lesson Plan Review #3:**	
Observation #4:		**Administrator Lesson Plan Review #4:**	
Final evaluation meeting			

Domain #1 Planning and Preparation Feedback:
On-Cycle Teachers Only (probationary teachers and tenured teachers on an IDP)

Domain 1	Observation #1	Observation # 2	Observation #3	Observation #4	Holistic Summative Rating
1a. Demonstrating Knowledge of Content and Pedagogy					
1b. Demonstrating Knowledge of Students					
1c. Setting Instructional Outcomes					
1d. Demonstrating Knowledge of Resources					
1e. Designing Coherent Instruction					
1f. Designing Student Assessments					

On-Cycle and Off-Cycle Teachers

Domain 1 Comments

Teacher Reflection	Comment
Administrator Statement of Strengths	
Administrator Statement of Areas of Growth	

Domain #2 The Classroom Environment Feedback:

On-Cycle Teachers Only

Domain 2	Observation #1	Observation # 2	Observation #3	Observation #4	Holistic Summative Rating
2a. Creating an Environment of Respect and Rapport					
2b. Establishing a Culture for Learning					
2c. Managing Classroom Procedures					
2d. Managing Student Behavior					
2e. Organizing Physical Space					

On-Cycle and Off-Cycle Teachers

Domain 2 Comments

Teacher Reflection	Comment
Administrator Statement of Strengths	
Administrator Statement of Areas of Growth	

Domain #3 Instruction Feedback:

On-Cycle Teachers Only

Domain 3	Observation #1	Observation # 2	Observation #3	Observation #4	Holistic Summative Rating
3a. Communicating with Students					
3b. Using Questioning and Discussion Techniques					
3c. Engaging Students in Learning					
3d. Using Assessment in Instruction					
3e. Demonstrating Flexibility and Responsiveness					

On-Cycle and Off-Cycle Teachers

Domain 3 Comments

Teacher Reflection	Comment
Administrator Statement of Strengths	
Administrator Statement of Areas of Growth	

Domain #4 Professional Responsibilities Feedback:

On-Cycle Teachers Only (probationary teachers and tenured teachers on an IDP)

Domain 4	Observation #1	Observation # 2	Observation #3	Observation #4	Holistic Summative Rating
4a. Reflecting on Teaching					
4b. Maintaining Accurate Records					
4c. Communicating with Families					
4d. Participating in a Professional Community					
4e. Growing and Developing Professionally					
4f. Showing Professionalism					

On-Cycle and Off-Cycle Teachers

Domain 4 Comments

Teacher Reflection	Comment
Administrator Statement of Strengths	
Administrator Statement of Areas of Growth	

Statement regarding teacher attendance

Student Growth Data

Teacher must submit Student Growth Template with data by the date determined by administration.

Percentage	Rating	Student Growth
	Highly Effective (HE)	89.5 - 100% of data set shows adequate growth
	Effective (E)	69.5 - 89.4% of data set shows adequate growth
	Minimally Effective (ME)	49.5 - 69.4 % of data set shows adequate growth
	Ineffective	Less than 49.5% of data set shows adequate growth OR No data provided

Effectiveness Rating

The overall effectiveness rating for each Domain is determined based on the holistic performance of the teacher including information gathered during observations, walkthroughs and daily interactions.

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

The Summative Evaluation Rating is a combination of Effectiveness Rating (75%)and Student Growth Data (25%). For the 2017-2018 school year the teacher's Summative Evaluation Rating has been identified with an "X" next to it:

	Points
Domains	
Data	
Total	

	Highly Effective (14-16)		Effective (11-13.99)
	Minimally Effective (8-10.99)		Ineffective (3-7.99)

Administrative Recommendation

_____ Recommended for continuing probationary employment

_____ Recommended for tenure

_____ Recommended for continuing tenured employment

_____ Not recommended for continuing employment

Administrator Signature_____   Date: _____

My signature below indicates that I have met and reviewed this evaluation with my administrator. It does not indicate my agreement or disagreement with any of the content herein.

Teacher Signature: _____   Date: _____

Additional Information

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This form is required to be completed by the teacher/administrator as part of the annual evaluation process. The questions listed are identified in the Revised School Code MCL.380.1249 as factors that must be considered as part of teacher evaluation and additional criteria listed in MCL.380.1248 regarding personnel decisions.

1. List any "significant/relevant accomplishments and contributions" which are above the normal expectations for teachers.

2. List and "relevant special training", <u>other than district provided professional development</u>, you have completed since the last evaluation. Describe how this training is integrated into your instruction.

3. Specific performance goals to improve effectiveness for the next school year.

4. Recommended training/professional development for the next school year.

Evaluation Forms for Other Certified Staff

Includes Student Growth	Does Not Include Student Growth
- Occupational Therapist - School Social Worker - Speech and Language Pathologist	- Behavior Interventionist/Coach - Instructional Coach - Library/Media Specialist - School Counselor - Teacher Consultant

All forms and performance level rubrics pertinent to the evaluation of certified staff are available on the DISTRICT WIDE shared drive (X:\Accessible By ALL Employees DISTRICT WIDE\EVALUATIONS). They are also linked above.

It is recommended that you save a copy of any forms you need to your local drive.

DO NOT save any completed forms on the shared drive.

Complete Framework for Teaching

DOMAIN 1: PLANNING AND PREPARATION

1a:

Demonstrating knowledge of content and pedagogy

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating 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 particularly pedagogical approaches best suited to each discipline.

The elements of component 1a are:
  Knowledge of content and the structure of the discipline
    Every discipline has a dominant structure, with smaller components or strands, 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 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 student questions Feedback to students that furthers learning
  Inter-disciplinary connections in plans and practice

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• 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's learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	• 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 relationships, 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.	• Teacher displays solid knowledge of the important concepts in the discipline and the ways they 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 discipline.	• Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed 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.

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1a:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• *Teacher makes content errors. Teacher does not consider prerequisite relationships when planning.* • *Teacher's plans use inappropriate strategies for the discipline.*	• *Teacher is familiar with the discipline but does not see conceptual relationships.* • *Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.* • *Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.*	• *The teacher can identify important concepts of the discipline, and their relationships to one another.* • *The teacher consistently provides clear explanations of the content.* • *The teacher answers student questions accurately and provides feedback that furthers their learning.* • *The teacher seeks out content- related professional development.*	*In addition to the characteristics of "proficient,"* • *Teacher cites intra- and inter-disciplinary content relationships* • *Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.*
Possible Examples	• *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."* • *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."* • *The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.*	• *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.* • *The teacher plans to forge ahead with a lesson on addition with re- grouping, even though some students have not fully grasped place value.* • *The teacher always plans the same routine to study spelling: pre-test on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday.*	• *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.* • *The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement.* • *The teacher plans to expand a unit on civics by having students simulate a court trial.*	• *In a unit on 19th century literature, the teacher incorporates information about the history of the same period.* • *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.*

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Complete Framework for Teaching

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Demonstrating knowledge of students</td>
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Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must not only know their 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.

The elements of component 1b are:

    Knowledge of child and adolescent development
        Children learn differently at different stages of their lives
    Knowledge of the learning process
        Learning requires active intellectual engagement
    Knowledge of students' skills, knowledge, 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:

    Teacher gathers formal and informal information about students for use in planning instruction
    Teacher learns student interests and needs for use in planning
    Teacher participation in community cultural events
    Teacher-designed opportunities for families to share heritage
    Database of students with special needs

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- 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.

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- 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 about the class as a whole.

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- Teacher understands the active nature of student learning and attains information about levels of development for groups of students.
- The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.

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- Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

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Complete Framework for Teaching

1b:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• Teacher does not understand child development characteristics and has unrealistic expectations for students. • Teacher does not try to ascertain varied ability levels among students in the class. • Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' medical or learning disabilities.	• Teacher cites developmental theory, but does not seek to integrate it into lesson planning. • Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group." • The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.	• The teacher knows, for groups of students, their levels of cognitive development • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high," "medium," and "low" groups of students within the class. • The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class.	*In addition to the characteristics of "proficient,"* • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information about their cultural heritage from all students. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
Possible Examples	• The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7- year olds. • The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. • The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented amongst his students.	• The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students. • In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. • Lesson plans make only peripheral reference to students' interests. • The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.	• The teacher creates an assessment of students' levels of cognitive development. • The teacher examines students' previous year's folders to ascertain the proficiency levels of groups of students in the class, • The teacher administers a student interest survey at the beginning of the school year. • The teacher plans activities based on student interests. • The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. • The teacher realizes that not all of his students are Christian, so he plans to read a Hanukah story in December. • The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.	• The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. • The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning. • The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult. • The teacher attended the local Mexican heritage day, meeting several of his students' extended family members. • The teacher regularly creates adapted assessment materials for several students with learning disabilities.

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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 do not describe 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; it's important not only 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.
	
	The 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
	    Permit assessment of student attainment
	    Differentiated for students of varied ability

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. • Outcomes are stated as activities rather than as student learning. • Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	• Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. • Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. • Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	• Most outcomes represent rigorous and important learning in the discipline. • All the instructional outcomes 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. • Outcomes take into account the varying needs of groups of students.	• All outcomes represent rigorous and important learning in the discipline. • The outcomes are clear, are 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 take into account the varying needs of individual students.

Complete Framework for Teaching

1c:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• *Outcomes lack rigor.* • *Outcomes do not represent important learning in the discipline.* • *Outcomes are not clear or are stated as activities.* • *Outcomes are not suitable for many students in the class.*	• *Outcomes represent a mixture of low expectations and rigor.* • *Some outcomes reflect important learning in the discipline.* • *Outcomes are suitable for most of the class.*	• *Outcomes represent high expectations and rigor.* • *Outcomes are related to "big ideas" of the discipline.* • *Outcomes are written in terms of what students will learn rather than do.* • *Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.* • *Outcomes are suitable to groups of students in the class, differentiated where necessary.*	• *In addition to the characteristics of "proficient" Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.* • *Teacher connects outcomes to previous and future learning.* • *Outcomes are differentiated to encourage individual students to take educational risks.*
Possible Examples	• *A learning outcome for a fourth grade class is to make a poster illustrating a poem.* • *All the outcomes for a ninth grade history class are factual knowledge.* • *The topic of the social studies unit involves the concept of "revolutions" but the teacher only expects his students to remember the important dates of battles.* • *Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.*	• *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.* • *The outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower- level students struggle.*	• *One of the learning outcomes is for students to "appreciate the aesthetics of 18th century English poetry."* • *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.* • *The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.*	• *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.* • *Students will develop a concept map that links previous learning goals to those they are currently working on. Some students identify additional learning.*

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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.

The elements of component 1d are:
Resources for classroom use
  Materials that align with learning outcomes
Resources to extend content knowledge and pedagogy
  Those that can further teachers' professional knowledge
Resources for students:
  Materials that are appropriately challenging

Indicators include:
District provided materials
Range of texts Guest speakers Internet resources
Materials provided by professional organizations
Teacher continuing professional education courses or professional groups
Community resources

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	• Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	• Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	• Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.

Complete Framework for Teaching

1d:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• *The teacher only uses district- provided materials, even when more variety would assist some students.* • *The teacher does not seek out resources available to expand his/her own skill.* • *Although aware of some student needs, the teacher does not inquire about possible resources.*	• *The teacher uses materials in the school library, but does not search beyond the school for resources.* • *The teacher participates in content- area workshops offered by the school, but does not pursue other professional development.* • *The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.*	• *Texts are at varied levels.* • *Texts are supplemented by guest speakers and field experiences.* • *Teacher facilitates Internet resources. Resources are multi-disciplinary.* • *Teacher expands knowledge with professional learning groups and organizations.* • *Teacher pursues options offered by universities.* • *Teacher provides lists of resources outside the class for students to draw on.*	*In addition to the characteristics of "proficient,"* • *Texts are matched to student skill level.* • *The teacher has ongoing relationship with colleges and universities that support student learning.* • *The teacher maintains log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge.* • *The teacher facilitates student contact with resources outside the classroom.*
Possible Examples	• *For their unit on China, the students accessed all of their information from the district- supplied textbook.* • *Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn it by himself.* • *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."*	• *For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow.* • *The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year.* • *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*	• *The teacher provides her 5t 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.* • *The teacher took an online course on Literature to expand her knowledge of great American writers.* • *The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.*	• *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.* • *The teacher spends the summer at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry.* • *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.*

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Complete Framework for Teaching

| 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.

The elements of component 1e are:
    Learning activities
        Instruction designed to engage students and advance them through the content
    Instructional materials and resources
        Appropriate to the learning needs of the students
    Instructional groups
        Intentionally organized to support student learning
    Lesson and unit structure
        Clear and sequenced to advance students' 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 plan |

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. • The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. • Instructional groups do not support the instructional outcomes and offer no variety.	• Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. • Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. • The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	• Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. • The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. • The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	• Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. • Learning activities are differentiated appropriately for individual learners. • Instructional groups are varied appropriately with some opportunity for student choice. • The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.

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1e:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. • The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. • Instructional groups do not support the instructional outcomes and offer no variety.	• Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. • Instructional groups partially support the instructional outcomes, with an effort at providing some variety. • The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	• Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. • The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. • The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	• Plans represent the coordination of in- depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. • Instructional groups are varied as appropriate, with some opportunity for student choice. • The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Possible Examples	• *Learning activities are boring and/or not well aligned to the instructional goals.* • *Materials are not engaging or do not meet instructional outcomes.* • *Instructional groups do not support learning.* • *Lesson plans are not structured or sequenced and are unrealistic in their expectations.*	• *Learning activities are moderately challenging.* • *Learning resources are suitable, but there is limited variety.* • *Instructional groups are random or only partially support objectives.* • *Lesson structure is uneven or may be unrealistic in terms of time expectations.*	• *Learning activities are matched to instructional outcomes.* • *Activities provide opportunity for higher-level thinking.* • *Teacher provides a variety of appropriately challenging materials and resources.* • *Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.* • *The plan for the lesson or unit is well structured, with reasonable time allocations.*	*In addition to the characteristics of "proficient,"* • *Activities permit student choice. Learning experiences connect to other disciplines.* • *Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.* • *Lesson plans differentiate for individual student needs.*

Complete Framework for Teaching

| 1f: Designing student assessments | 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.

The elements of component 1e are:
    Learning activities
        Instruction designed to engage students and advance them through the content
    Instructional materials and resources
        Appropriate to the learning needs of the students
    Instructional groups
        Intentionally organized to support student learning
    Lesson and unit structure
        Clear and sequenced to advance students' 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 plan |

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INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. • Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	• Some of the instructional outcomes are assessed through the proposed approach, but others are not. • Assessment criteria and standards have been developed, but they are not clear. • Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. • Teacher intends to use assessment results to plan for future instruction for the class as a whole.	• Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. • Assessment criteria and standards are clear. • Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. • Teacher intends to use assessment results to plan for future instruction for groups of students.	• Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. • Assessment methodologies have been adapted for individual students, as needed. • The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. • Teacher intends to use assessment results to plan future instruction for individual students.

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Complete Framework for Teaching

1f:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• *Assessments do not match instructional outcomes. Assessments have no criteria. No formative assessments have been designed.* • *Assessment results do not affect future plans.*	• *Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague.* • *Plans refer to the use of formative assessments, but they are not fully developed.* • *Assessment results are used to design lesson plans for the whole class, not individual students.*	• *All the learning outcomes have a method for assessment. Assessment types match learning expectations.* • *Plans indicate modified assessments for some students as needed. Assessment criteria are clearly written.* • *Plans include formative assessments to use during instruction.* • *Lesson plans indicate possible adjustments based on formative assessment data.*	*In addition to the characteristics of "proficient,"* • *Assessments provide opportunities for student choice.* • *Students participate in designing assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop rubrics according to teacher-specified learning objectives.* • *Students are actively involved in collecting information from formative assessments and provide input.*
Possible Examples	• *The teacher marks papers on the foundation of the U.S. constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc.* • *After the students present their research on Globalization, the teacher tells them their letter grade; when students asked how he arrived at the grade, he responds, "After all these years in education, I just know what grade to give."* • *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"* • *The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."*	• *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.* • *The teacher's students received their tests back; each one was simply marked with a letter grade at the top.* • *The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done.* • *A student says, "If half the class passed the test, why are we all reviewing the material again?"*	• *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.* • *Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined.* • *Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson's activities.* • *Based on the previous morning's formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.*	• *To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class.* • *Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics and they will refer to those as they create a rubric of their own.* • *After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.* • *Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.*

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Complete Framework for Teaching

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.

The elements of component 2a are listed below and are evaluated:

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' background and lives outside of the classroom
Teacher and student body language
Physical proximity Warmth and caring
Politeness
Encouragement
Active listening
Fairness

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• 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.	• Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. • Students rarely demonstrate disrespect for one another. • Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	• Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. • Students exhibit respect for the teacher. • Interactions among students are generally polite and respectful. • Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	• Classroom interactions among the teacher and individual 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 civil interaction between all members of the class. • The net result of interactions is that of connections with students as individuals.

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Complete Framework for Teaching

2a:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• *Teacher uses disrespectful talk towards students.* • *Student body language indicates feelings of hurt or insecurity.* • *Students use disrespectful talk towards one another with no response from the teacher* • *Teacher displays no familiarity with or caring about individual students' interests or personalities.*	• *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.* • *Teacher attempts to respond to disrespectful behavior among students, with uneven results.* • *Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.*	• *Talk between teacher and students and among students is uniformly respectful.* • *Teacher responds to disrespectful behavior among students.* • *Teacher makes superficial connections with individual students.*	*In addition to the characteristics of "proficient,"* • *Teacher demonstrates knowledge and caring about individual students' lives beyond school.* • *When necessary, students correct one another in their conduct towards classmates.* • *There is no disrespectful behavior among students.* • *The teacher's response to a student's incorrect response respects the student's dignity*
Possible Examples	• *A student slumps in his/her chair following a comment by the teacher.* • *Students roll their eyes at a classmate's idea; the teacher does not respond.* • *Many students talk when the teacher and other students are talking; the teacher does not correct them.* • *Some students refuse to work with other students.* • *Teacher does not call students by their names.*	• *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* • *A few students do not engage with others in the classroom, even when put together in small groups.* • *Students applaud half-heartedly following a classmate's presentation to the class.* • *Teacher says "Don't talk that way to your classmates," but student shrugs his/her shoulders*	• *Teacher greets students by name as they enter the class or during the lesson.* • *The teacher gets on the same level with students, such as kneeling beside a student working at a desk.* • *Students attend fully to what the teacher is saying.* • *Students wait for classmates to finish speaking before beginning to talk* • *Students applaud politely following a classmate's presentation to the class.* • *Students help each other and accept help from each other.* • *Teacher and students use courtesies such as "please/thank you, excuse me."* • *Teacher says "Don't talk that way to your classmates," and the insults stop.*	• *Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).* • *Students say "Shhh" to classmates while the teacher or another student is speaking.* • *Students clap enthusiastically for one another's presentations for a job well done.* • *The teacher says: "That's an interesting idea, Josh, but you're 'forgetting….'"*

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Complete Framework for Teaching

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.

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 the work
Expectations are high and supported through both verbal and nonverbal behaviors
Quality is expected and recognized
Effort and persistence are expected and recognized
Confidence in ability is evidenced by teacher and students language and behaviors
Expectation for all students to participate

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. • Hard work is not expected or valued. • Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	• The classroom culture is characterized by little commitment to learning by teacher or students. • The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. • The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	• The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. • The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. • Classroom interactions support learning and hard work.	• The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. • The teacher conveys high expectations for learning by all students and insists on hard work. • Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.

Complete Framework for Teaching

2b:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• *The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.* • *The teacher conveys to at least some students that the work is too challenging for them.* • *Students exhibit little or no pride in their work.* • *Class time is devoted more to socializing than to learning*	• *Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."* • *The teacher conveys high expectations for only some students.* • *Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.* • *Many students indicate that they are looking for an "easy path."*	• *The teacher communicates the importance of learning, and that with hard work all students can be successful in it.* • *The teacher demonstrates a high regard for student abilities.* • *Teacher conveys an expectation of high levels of student effort.* • *Students expend good effort to complete work of high quality.*	*In addition to the characteristics of "Proficient,"* • *The teacher communicates a genuine passion for the subject.* • *Students indicate that they are not satisfied unless they have complete understanding.* • *Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. Students recognize the efforts of their classmates.* • *Students take initiative in improving the quality of their work.*
Possible Examples	• *The teacher tells students that they're doing a lesson because it's on the test, in the book, or is district directed.* • *Teacher says to a student: "Why don't you try this easier problem?"* • *Students turn in sloppy or incomplete work.* • *Students don't engage in work and the teacher ignores it.* • *Students have not completed their homework and the teacher does not respond.* • *Almost all of the activities are "busy work."*	• *Teacher says: "Let's get through this."* • *Teacher says: "I think most of you will be able to do this."* • *Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking.* • *Teacher does not encourage students who are struggling.* • *Some students get to work after an assignment is given or after entering the room.*	• *Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."* • *Teacher says: "This idea is really important! It's central to our understanding of history." Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well."* • *Teacher hands a paper back to a student, saying "I know you can do a better job on this." The student accepts it without complaint.* • *Students get right to work right away when an assignment is given or after entering the room.*	• *The teacher says "It's really fun to find the patterns for factoring polynomials."* • *Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation.* • *Students question one another on answers.* • *Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened.* • *Students work even when the teacher isn't working with them or directing their efforts.*

Complete Framework for Teaching

<table>
<tr>
<td>2c:
Managing
classroom
procedures</td>
<td colspan="4">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 non-instructional duties

        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
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<td>INEFFECTIVE</td>
<td>MINIMALLY EFFECTIVE</td>
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Much instructional time is lost through inefficient classroom routines and procedures.
There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of material and supplies effectively.
There is little evidence that students know or follow established routines.

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Some instructional time is lost through 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, the result being some disruption of learning.
With regular guidance and prompting, students follow established routines.

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<td>

There is little loss of instructional time because of effective classroom routines and procedures.
The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.
With minimal guidance and prompting, students follow established classroom routines.

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<td>

Instructional time is maximized because of efficient classroom routines and procedures.
Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.
Routines are well understood and may be initiated by students.

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Complete Framework for Teaching

2c:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• *Students not working with the teacher are disruptive to the class.* • *There are no established procedures for distributing and collecting materials.* • *Procedures for other activities are confused or chaotic.*	• *Small groups are only partially engaged while not working directly with the teacher.* • *Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.* • *Classroom routines function unevenly.*	• *The students are productively engaged during small group work.* • *Transitions between large and small group activities are smooth.* • *Routines for distribution and collection of materials and supplies work efficiently.* • *Classroom routines function smoothly.*	*In addition to the characteristics of "proficient,"* • *Students take the initiative with their classmates to ensure that their time is used productively.* • *Students themselves ensure that transitions and other routines are accomplished smoothly.* • *Students take initiative in distributing and collecting materials efficiently.*
Possible Examples	• *When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.* • *There are long lines for materials and supplies or distributing supplies is time-consuming.* • *Students bump into one another lining up or sharpening pencils.* • *Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.* • *Most students ask what they are to do or look around for clues from others.*	• *Some students not working with the teacher are not productively engaged in learning.* • *Transitions between large and small group activities are rough but they are accomplished.* • *Students are not sure what to do when materials are being distributed or collected.* • *Students ask some clarifying questions about procedures* • *The attendance or lunch count consumes more time than it would need if the procedure were more routinized.*	• *Students get started on an activity while the teacher takes attendance.* • *Students move smoothly between large and small group activities.* • *The teacher has an established timing device, such as counting down, to signal students to return to their desks.* • *Teacher has an established attention signal, such as raising a hand, or dimming the lights.* • *One member of each small group collects materials for the table. There is an established color-coded system indicating where materials should be stored.* • *In small group work, students have established roles, they listen to one another, summarize g different views, etc.* • *Clean-up at the end of a lesson is fast and efficient.*	• *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. A student reminds classmates of the roles that they are to play within the group.* • *A student re-directs a classmate to the table s/he should be at following a transition.* • *Students propose an improved attention signal.* • *Students independently check themselves into class on the attendance board.*

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Complete Framework for Teaching

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
	    E*xperienced 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
	    E*ven experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? Are they trying to impress their friends?) and respond in 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 Fairness
	Absence of misbehavior
	Reinforcement of positive behavior

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INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. • Students challenge the standards of conduct. • Response to students' misbehavior is repressive or disrespectful of student dignity.	• Standards of conduct appear to have been established, but their implementation is inconsistent. • Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. • There is inconsistent implementation of the standards of conduct.	• Student behavior is generally appropriate. • The teacher monitors student behavior against established standards of conduct. • Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	• Student behavior is entirely appropriate. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teachers' monitoring of student behavior is subtle and preventive. • Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

Complete Framework for Teaching

2d:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• *The classroom environment is chaotic, with no apparent standards of conduct.* • *The teacher does not monitor student behavior.* • *Some students violate classroom rules, without apparent teacher awareness.* • *When the teacher notices student misbehavior, s/he appears helpless to do anything about it.*	• *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.* • *Teacher attempts to keep track of student behavior, but with no apparent system.* • *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.*	• *Standards of conduct appear to have been established.* • *Student behavior is generally appropriate.* • *The teacher frequently monitors student behavior.* • *Teacher's response to student misbehavior is effective.* • *Teacher acknowledges good behavior.*	*In addition to the characteristics of "proficient,"* • *Student behavior is entirely appropriate; no evidence of student misbehavior.* • *The teacher monitors student behavior without speaking – just moving about. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.*
Possible Examples	• *Students are talking among themselves, with no attempt by the teacher to silence them.* • *An object flies through the air without apparent teacher notice.* • *Students are running around the room, resulting in a chaotic environment.* • *Their phones and other electronics distract students and teacher doesn't do anything.*	• *Classroom rules are posted, but neither teacher nor students refers to them.* • *The teacher repeatedly asks students to take their seats; they ignore him/her.* • *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."*	• *Upon a non-verbal signal from the teacher, students correct their behavior.* • *The teacher moves to every section of the classroom, keeping a close eye on student behavior.* • *The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.*	• *A student suggests a revision in one of the classroom rules.* • *The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.* • *The teacher asks to speak to a student privately about misbehavior.* • *A student reminds his/her classmates of the class rule about chewing gum.*

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Complete Framework for Teaching

| **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 computer (and other) technology.

Elements of this component 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 |

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• The physical environment is unsafe, or many students don't have access to learning resources. • There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	• The classroom is safe, and essential learning is accessible to most students. • The teacher's use of physical resources, including computer technology, is moderately effective. • Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	• The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. • Teacher makes effective use of physical resources including computer technology.	• The classroom is safe, and learning is accessible to all students, including those with special needs. • Teacher makes effective use of physical resources, including computer technology. • The teacher ensures that the physical arrangement is appropriate to the learning activities. • Students contribute to the use or adaptation of the physical environment to advance learning.

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Complete Framework for Teaching

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

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Complete Framework for Teaching

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; where appropriate 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 well used 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.

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.

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.

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

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• 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. • The teacher's spoken or written language contains errors of grammar or syntax. • The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	• The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. • The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. • The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. • Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	• The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. • Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. • During the explanation of content, the teacher invites student intellectual engagement. • Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	• The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. • The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. • Students contribute to extending the content and help explain concepts to their classmates. • The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

Complete Framework for Teaching

3a:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• *At no time during the lesson does the teacher convey to the students what they will be learning.* • *Students indicate through their questions that they are confused as to the learning task.* • *The teacher makes a serious content error that will affect students' understanding of the lesson.* • *Students indicate through body language or questions that they don't understand the content being presented.* • *Teacher's communications include errors of vocabulary or usage.* • *Vocabulary is inappropriate to the age or culture of the students.*	• *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.* • *Teacher must clarify the learning task so students can complete it.* • *The teacher makes no serious content errors, although may make a minor error.* • *The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.* • *Vocabulary and usage are correct but unimaginative.* • *Vocabulary is too advanced or juvenile for the students.*	• *The teacher states clearly, at some point during the lesson, what the students will be learning.* • *If appropriate, the teacher models the process to be followed in the task.* • *Students engage with the learning task, indicating that they understand what they are to do.* • *The teacher makes no content errors.* • *Teacher's explanation of content is clear, and invites student participation and thinking.* • *Vocabulary and usage are correct and completely suited to the lesson.* • *Vocabulary is appropriate to the students' ages and levels of development.*	*In addition to the characteristics of "proficient,"* • *The teacher points out possible areas for misunderstanding.* • *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.* • *All students seem to understand the presentation.* • *The teacher invites students to explain the content to the class, or to classmates.* • *Teacher uses rich language, offering brief vocabulary lessons where appropriate.*
Possible Examples	• *A student asks: "What are we supposed to be doing?" but the teacher ignores the question.* • *The teacher states that to add fractions, they must have the same numerator.* • *Students have a quizzical look on their faces; some may withdraw from the lesson.* • *Students become disruptive, or talk among themselves in an effort to follow the lesson.* • *The teacher uses technical terms with an elementary class without explaining their meanings.* • *The teacher says "ain't."*	• *The teacher mis-pronounces "..." The teacher says: "And oh, by the way, today we're going to factor polynomials."* • *A student asks: "What are we supposed to be doing?" and the teacher clarifies the task.* • *Students ask "What do I write here?" in order to complete a task.* • *The teacher says: "Watch me while I show you how to ...." with students asked only to listen.* • *A number of students do not seem to be following the explanation.* • *Students are inattentive during the teacher's explanation of content.*	• *"By the end of today's lesson, you're all going to be able to factor different types of polynomials."* • *In the course of a presentation of content, the teacher asks of students: "Can anyone think of an example of that?"* • *The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.*	• *The teacher says: "Here's a spot where some students have difficulty: be sure to read it carefully."* • *The teacher asks a student to explain the task to other students.* • *When needed, a student offers clarification about the learning task to classmates.* • *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or by the water in a hose that has been sitting in the sun.* • *The teacher says: "Who would like to explain this idea to us?"* • *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.*

Complete Framework for Teaching

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. 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.
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
High levels of student participation in discussion

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion.	• Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	• Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. • Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. • Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	• Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. • Students formulate many questions, initiate topics, and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion.

Complete Framework for Teaching

3b:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• *Questions are rapid-fire, and convergent, with a single correct answer.* • *Questions do not invite student thinking.* • *All discussion is between teacher and students; students are not invited to speak directly to one another.* • *A few students dominate the discussion.*	• *Teacher frames some questions designed to promote student thinking, but only a few students are involved.* • *The teacher invites students to respond directly to one another's ideas, but few students respond.* • *Teacher calls on many students, but only a small number actually participate in the discussion.*	• *Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.* • *The teacher makes effective use of wait time.* • *The teacher builds on uses student responses to questions effectively.* • *Discussions enable students to talk to one another, without ongoing mediation by the teacher.* • *The teacher calls on most students, even those who don't initially volunteer.* • *Many students actively engage in the discussion.*	*In addition to the characteristics of "proficient,"* • *Students initiate higher-order questions. Students extend the discussion, enriching it.* • *Students invite comments from their classmates during a discussion.*
Possible Examples	• *All questions are of the "recitation" type, such as "What is 3 x 4?"* • *The teacher asks a question for which the answer is on the board; students respond by reading it.* • *The teacher only calls on students who have their hands up.*	• *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"* • *The teacher asks: "Who has an idea about this?" but the same three students offer comments.* • *The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.*	• *The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?"* • *The teacher uses plural the form in asking questions, such as: "What are some things you think might contribute to…?"* • *The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.* • *The teacher asks a question and asks every student to write a brief response, and then share with a partner before inviting a few to offer their ideas to the entire class.*	• *A student asks "How many ways are there to get this answer?"* • *A student says to a classmate: "I don't think I agree with you on this, because…."* • *A student asks of other students: "Does anyone have another idea as to how we might figure this out?"* • *A student asks "What if…?"*

Complete Framework for Teaching

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.

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 are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.
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 teacher 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:
Activities aligned with the goals of the lesson
Student enthusiasm, interest, thinking, problem-solving, etc.
Learning tasks that require high-level student thinking and are aligned with lesson objectives
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."

Complete Framework for Teaching

3c: Engaging students in learning	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested.	• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged.	• The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	• *Few students are intellectually engaged in the lesson.* • *Learning tasks require only recall or have a single correct response or method.* • *The materials used ask students only to perform rote tasks.* • *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.* • *Instructional materials used are unsuitable to the lesson and/or the* • *Students* • *The lesson drags, or is rushed.*	• *Some students are intellectually engaged in the lesson.* • *Learning tasks are a mix of those requiring thinking and recall.* • *Student engagement with the content is largely passive, learning primarily facts or procedures.* • *Students have no choice in how they complete tasks.* • *The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.* • *The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.* • *The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.*	• *Most students are intellectually engaged in the lesson.* • *Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.* • *Students have some choice in how they complete learning tasks.* • *There is a mix of different types of groupings, suitable to the lesson objectives.* • *Materials and resources support the learning goals and require intellectual engagement as appropriate.* • *The pacing of the lesson provides students the time needed to be intellectually engaged.*	*In addition to the characteristics of "proficient,"* • *Virtually all students are highly engaged the lesson.* • *Students take initiative to modify a learn task to make it more meaningful or relevant to their needs.* • *Students suggest modifications to the grouping patterns used.* • *Students have extensive choice in how to complete tasks.* • *Students suggest modifications or additions to the materials being used.* • *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.*

Complete Framework for Teaching

3c:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Possible Examples	• *Students are able to fill out the lesson worksheet without understanding what it's asking them to do.* • *The lesson drags, or feels rushed.* • *Students complete "busy work" activities.*	• *Students are asked to fill in a worksheet, following an established procedure.* • *There is a recognizable beginning, middle, and end to the lesson.* • *Parts of the lesson have a suitable pace; other parts drag or feel rushed.*	• *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.* • *Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.* • *There is a clear beginning, middle, and end to the lesson.* • *The lesson is neither rushed nor drags.*	• *Students are asked to write an essay "in the style of Hemmingway."* • *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.* • *Students identify or create their own learning materials.* • *Students summarize their learning from lesson.*

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Complete Framework for Teaching

| 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 their 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 it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they 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 do is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, 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 ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component.

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."

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
    Teacher adjusting instruction in response to evidence of student understanding (or lack of it) |

Complete Framework for Teaching

3d:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Using assessment in instruction	• There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	• Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. • Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	• Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. • Students appear to be aware of the assessment criteria; some of them engage in self-assessment. • Questions, prompts, assessments are used to diagnose evidence of learning.	• 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. • Students self-assess and monitor their progress. • A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. • Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. •
Critical Attributes	• *The teacher gives no indication of what high quality work looks like.* • *The teacher makes no effort to determine whether students understand the lesson.* • *Feedback is only global.* • *The teacher does not ask students to evaluate their own or classmates' work.*	• *There is little evidence that the students understand how their work will be evaluated.* • *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.* • *Teacher requests global indications of student understanding.* • *Feedback to students is not uniformly specific, not oriented towards future improvement of work.* • *The teacher makes only minor attempts to engage students in self- or peer-assessment.* • *The teacher's attempts to adjust the lesson are partially successful.*	• *Students indicate that they clearly understand the characteristics of high-quality work.* • *The teacher elicits evidence of student understanding during the lesson Students are invited to assess their own work and make improvements.* • *Feedback includes specific and timely guidance for at least groups of students.* • *The teacher attempts to engage students in self- or peer-assessment.* • *When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.*	*In addition to the characteristics of "proficient,"* • *There is evidence that students have helped establish the evaluation criteria.* • *Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.* • *Teacher makes frequent use of strategies to elicit information about individual student understanding.* • *Feedback to students is specific and timely, and is provided from many sources, including other students.* • *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.* • *The teacher's adjustments to the lesson are designed to assist individual students.* •

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Complete Framework for Teaching

3d:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Possible Examples	• *A student asks: "How is this assignment going to be graded?"* • *A student asks "Does this quiz count towards my grade?"* • *The teacher forges ahead with a presentation without checking for understanding. The teacher says: "good job, everyone."*	• *Teacher asks: "Does anyone have a question?"* • *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.* • *The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.*	• *The teacher circulates during small group or independent work, offering suggestions to groups of students.* • *The teacher uses a specifically-formulated question to elicit evidence of student understanding.* • *The teacher asks students to look over their papers to correct their errors.*	• *The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.* • *While students are working, the teacher circulates providing substantive feedback to individual students.* • *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.* • *Students offer feedback to their classmates on their work.* • *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*

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Complete Framework for Teaching

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 Visible adjustment in the face of student lack of understanding Teacher seizing on a "teachable moment"

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. • Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	• Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. • Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	• Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. • Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	• Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. • Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

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Complete Framework for Teaching

3e:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• *Teacher ignores indications of student boredom or lack of understanding.* • *Teacher brushes aside student questions.* • *Teacher makes no attempt to incorporate student interests into the lesson.* • *The teacher conveys to students that when they have difficulty learning, it is their fault.* • *In reflecting on practice, the teacher does not indicate that it is important to reach all students.*	• *Teacher's efforts to modify the lesson are only partially successful.* • *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.* • *The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.* • *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.*	• *Teacher successfully makes a minor modification to the lesson.* • *Teacher incorporates students' interests and questions into the heart of the lesson.* • *The teacher conveys to students that she has other approaches to try when the students experience difficulty.* • *In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.*	*In addition to the characteristics of "proficient,"* • *Teacher successfully executes a major lesson readjustment when needed. Teacher seizes on a teachable moment to enhance a lesson.* • *The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.* • *In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.*
Possible Examples	• *The teacher says: "We don't have time for that today."* • *The teacher makes no attempt to adjust the lesson based on student confusion.* • *The teacher says: "If you'd just pay attention, you could understand this."*	• *The teacher says: "I'll try to think of another way to come at this and get back to you."* • *The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."* • *The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.*	• *The teacher says: "That's an interesting idea; let's see how it fits."* • *The teacher illustrates a principle of good writing to a student using his interest in basketball as context.* • *The teacher says: "Let's try this way, and then uses another approach."*	• *The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it."* • *The teacher incorporates the school's upcoming championship game into an explanation of averages.* • *The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."*

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Complete Framework for Teaching

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

| 4a: Reflecting on teaching | Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made 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 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, specificity and ability to use what has been learned in future teaching is a learned 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 and 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
   Citations of adjustments to practice, drawing on a repertoire of strategies |

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	• Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. • Teacher has no suggestions for how a lesson could be improved.	• Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. • Teacher makes general suggestions about how a lesson could be improved.	• Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. • Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	• Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. • Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	• *The teacher considers the lesson but draws incorrect conclusions about its effectiveness.* • *The teacher makes no suggestions for improvement.*	• *The teacher has a general sense of whether or not instructional practices were effective.* • *The teacher offers general modifications for future instruction.*	• *The teacher accurately assesses the effectiveness of instructional activities used.* • *The teacher identifies specific ways in which a lesson might be improved.*	*In addition to the characteristics of "proficient,"* • *Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.* • *Teacher's suggestions for improvement draw on an extensive repertoire.*
Possible Examples	• *Despite evidence to the contrary, the teachers says, "My students did great on that lesson!"* • *The teacher says: "That was awful; I wish I knew what to do!"*	• *At the end of the lesson the teacher says, "I guess that went okay."* • *The teacher says: "I guess I'll try next time."*	• *The teacher says: "I wasn't pleased with the level of engagement of the students."* • *The teacher's journal indicates several possible lesson improvements.*	• *The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."* • *In conversation with colleagues, the teacher considers different group strategies for improving a lesson.*

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

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| **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
    Frequent information in provided to families, as appropriate, about the instructional program
  Information about individual students
    Frequent information in provided to families, as appropriate, about students' individual progress
  Engagement of families in the instructional program
    Successful and frequent engagement opportunities are offered to families so 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

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. • Teacher makes no attempt to engage families in the instructional program.	• Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. • Communications are one-way and not always appropriate to the cultural norms of those families.	• Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. • Teacher makes some attempts to engage families in the instructional program. • Information to families is conveyed in a culturally appropriate manner.	• Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. • Response to family concerns is handled with professional and cultural sensitivity. • Teacher's efforts to engage families in the instructional program are frequent and successful.

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4c:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• *Little or no information regarding instructional program available to parents.* • *Families are unaware of their children's progress.* • *Lack of family engagement activities.* • *Culturally inappropriate communication.*	• *School or district-created materials about the instructional program are sent home.* • *Infrequent or incomplete information sent home by teachers about the instructional program.* • *Teacher maintains school-required grade book but does little else to inform families about student progress.* • *Teacher communications are sometimes inappropriate to families'*	• *Information about the instructional program is available on a regular basis.* • *The teacher sends information about student progress home on a regular basis.* • *Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.*	*In addition to the characteristics of "proficient,"* • *On a regular basis, students develop materials to inform their families about the instructional program.* • *Students maintain accurate records about their individual learning progress and frequently share this information with families.* • *Students contribute to regular and ongoing projects designed to engage families in the learning process.*
Possible Examples	• *A parent says, "I'd like to know what my kid is working on at school!"* • *A parent says, "I wish I knew something about my child's progress before the report card comes out."* • *A parent says, "I wonder why we never see any school work come home."*	• *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."* • *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."* • *Weekly quizzes are sent home for parent/guardian signature.*	• *The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc.* • *The teacher-created monthly progress report sent home for each student.* • *The teacher sends home a project that asks students to interview a family member about growing up during the 1950's.*	• *Students-create materials for "Back to School" night that outline the approach for learning science.* • *Student daily reflection log describes learning and go home each week for a response from a parent or guardian.* • *Students-design a project on charting family use of plastics.*

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4d: Participating in a professional community	Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, 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 to 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

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• Teacher's relationships with colleagues are negative or self-serving. • Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. • Teacher avoids becoming involved in school events or school and district projects.	• Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. • Teacher becomes involved in the school's culture of professional inquiry when invited to do so. • Teacher participates in school events and school and district projects when specifically asked to do so.	• Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. • Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	• Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. • Teacher takes a leadership role in promoting a culture of professional inquiry. • Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.

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4d:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• *The teacher's relationship with colleagues is characterized by negativity or combativeness.* • *The teacher purposefully avoids contributing to activities promoting professional inquiry.* • *The teacher avoids involvement in school activities and school district and community projects.*	• *The teacher has pleasant relationship with colleagues.* • *When invited, the teacher participates in activities related to professional inquiry.* • *When asked, the teacher participates in school activities, and school district and community projects.*	• *The teacher has supportive and collaborative relationships with colleagues.* • *The teacher regularly participates in activities related to professional inquiry.* • *The teacher frequently volunteers to participate in school events and school district and community projects.*	*In addition to the characteristics of "proficient,"* • *The teacher takes a leadership role in promoting activities related to professional inquiry.* • *The teacher regularly contributes to and leads events that positively impact school life.* • *The teacher regularly contributes to and leads significant school district and community projects.*
Possible Examples	• *The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good.* • *The teacher does not attend PLC meetings.* • *The teacher does not attend any school function after the dismissal bell.* • *The teacher says, "I work from 8:30 to 3:30 and not a minute more – I won't serve on any district committee unless they get me a substitute to cover my class."*	• *The teacher is polite, but never shares any instructional materials with his grade partners.* • *The teacher only attends PLC meetings when reminded by her supervisor.* • *The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."* • *The teacher only contributes to the district Literacy committee when requested by the principal.*	• *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings.* • *The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.* • *The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there.* • *The teacher enthusiastically represents the school during the district Social Studies review and brings her substantial knowledge of U.S. history to the course writing team.*	• *The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching.* • *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.* • *The teacher leads the school's annual "Olympics" day, involving all students and faculty in athletic events.* • *The teacher leads the school district wellness committee, involving healthcare and nutrition specialists from the community.*

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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

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. • Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	• Teacher participates in professional activities to a limited extent when they are convenient. • Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. • Teacher finds limited ways to contribute to the profession.	• Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. • Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. • Teacher participates actively in assisting other educators.	• Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. • Teacher seeks out feedback on teaching from both supervisors and colleagues. • Teacher initiates important activities to contribute to the profession.

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4e:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• *The teacher is not involved in any activity that might enhance knowledge or skill.* • *The teacher purposefully resists discussing performance with supervisors or colleagues.* • *The teacher ignores invitations to join professional organizations or attending conferences.*	• *The teacher participates in professional activities when required or when provided by the school district.* • *The teacher reluctantly accepts feedback from supervisors and colleagues.* • *The teacher contributes in a limited fashion to educational professional organizations.*	• *The teacher seeks regular opportunities for continued professional development.* • *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.* • *The teacher actively participates in professional organizations designed to contribute to the profession.*	*In addition to the characteristics of "proficient,"* • *The teacher seeks regular opportunities for continued professional development, including initiating action research.* • *The teacher actively seeks feedback from supervisors and colleagues.* • *The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.*
Possible Examples	• *The teacher never takes continuing education courses, even though the credits would increase his salary.* • *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.* • *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.*	• *The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.* • *The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.* • *The teacher joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn't feel it's worth too much of her time.*	• *The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year.* • *The teacher enjoys her principal's weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day.* • *The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding.*	• *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.* • *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.* • *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.*

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4f: Showing professionalism	Expert teachers demonstrate professionalism in both service to students as well as to the profession. Teaching at the highest levels of performance in this component 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, 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:
    Teacher has a reputation as someone who can be trusted and is often sought as a sounding board
    During committee or planning work, teacher frequently reminds participants that the students are the utmost priority
    Teacher will support students, even in the face of difficult situations or conflicting policies
    Teachers challenge existing practice in order to put students first
    Teacher consistently fulfills school district mandates regarding policies and procedures

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
• Teacher displays dishonesty in interactions with colleagues, students, and the public. • Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. • Teacher makes decisions and recommendations based on self-serving interests. • Teacher does not comply with school and district regulations.	• Teacher is honest in interactions with colleagues, students, and the public. • Teacher attempts, though inconsistently, to serve students. • Teacher does not knowingly contribute to some students' being ill served by the school. • Teacher's decisions and recommendations are based on limited but genuinely professional considerations. • Teacher complies minimally with school and district regulations, doing just enough to get by.	• Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. • Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. • Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	• Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. • Teacher is highly proactive in serving students, seeking out resources when needed. • Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. • Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. • Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

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4f:	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Critical Attributes	• *Teacher is dishonest.* • *Teacher does not notice the needs of students.* • *The teacher engages in practices that are self-serving.* • *The teacher willfully rejects school district regulations.*	• *Teacher is honest.* • *Teacher notices the needs of students, but is inconsistent in addressing them.* • *Teacher does not notice that some school practices result in poor conditions for students* • *Teacher makes decisions professionally, but on a limited basis.* • *Teacher complies with school district regulations.*	• *Teacher is honest and known for having high standards of integrity.* • *Teacher actively addresses student needs.* • *Teacher actively works to provide opportunities for student success.* • *Teacher willingly participates in team and departmental decision-making.* • *Teacher complies completely with school district regulations.*	• *Teacher is considered a leader in terms of honesty, integrity, and confidentiality.* • *Teacher is highly proactive in serving students.* • *Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.* • *Teacher takes a leadership role in team and departmental decision-making.* • *Teacher takes a leadership role regarding school district regulations.*
Possible Examples	• *The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.* • *The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother can't afford daycare.* • *The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.* • *When one his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.* • *The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.*	• *The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her."* • *The teacher considers staying late to help some of her students in after-school daycare, but realizes it conflicts with her gym class so she decides against it.* • *The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of.* • *When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance.* • *The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.*	• *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.* • *Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.* • *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.* • *The English department chair says, "I appreciate when …. attends our after school meetings – he always contributes something meaningful to the discussion.* • *The teacher learns the district's new online curriculum mapping system and writes in all of her courses.*	• *When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom she knows can be relied on for expert advice and complete discretion.* • *After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students who have come to love the after-school sessions.* • *The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students.* • *The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.* • *When the district adopts a new web-based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation.*

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