

RUBRICS

PROFESSIONAL PRACTICE & PROFESSIONAL FOUNDATIONS

RHODE ISLAND MODEL

TEACHER EVALUATION & SUPPORT SYSTEM

2013-14



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Teacher Professional Practice Rubric | 2013-14

THE FRAMEWORK AT A GLANCE

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DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

“Respect” shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an environment of respect and rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing student behavior).

The elements of component 2a are:

- **Teacher interactions with students, including both words and actions**
 - A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.
- **Student interactions with other students, including both words and actions**
 - As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

Indicators include:

- Respectful talk, active listening, and turn- taking
- Acknowledgement of students’ backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

Component 2a: Creating an Environment of Respect and Rapport

LEVEL	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES	
4	<p>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>	<ul style="list-style-type: none"> • The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students' efforts. 	<ul style="list-style-type: none"> • The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). • Students say "Shhh" to classmates who are talking 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 . . ." • A student questions a classmate, "Didn't you mean ____?" and the classmate reflects and responds, "Oh, maybe you are right!"
3	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</p>	<ul style="list-style-type: none"> • Talk between teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher. 	<ul style="list-style-type: none"> • The teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, kneeling, for instance, 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. • The teacher and students use courtesies such as "please," "thank you," and "excuse me." • The teacher says, "Don't talk that way to your classmates," and the insults stop.
2	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<ul style="list-style-type: none"> • The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to respond to disrespectful behavior among students, with uneven results. • The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. 	<ul style="list-style-type: none"> • 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 halfheartedly following a classmate's presentation to the class. • The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.
1	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>	<ul style="list-style-type: none"> • The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • Student body language indicates feelings of hurt, discomfort, or insecurity. • The teacher displays no familiarity with, or caring about, individual students. • The teacher disregards disrespectful interactions among students. 	<ul style="list-style-type: none"> • A student slumps in his 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. • The teacher does not call students by their names.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2b: Establishing a Culture for Learning

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

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

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

The 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 although the work is challenging, they are capable of achieving if they are prepared to work hard. A manifestation of teachers’ expectations for high student achievement is their insistence on the use of precise language by students.
- **Student pride in work**
 - When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators include:

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

Component 2b: Establishing a Culture for Learning

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

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures

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

The elements of component 2c are:

- **Management of instructional groups**
 - Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, 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 at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.
- **Performance of classroom routines**
 - Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Indicators include:

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

Component 2c: Managing Classroom Procedures

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	<ul style="list-style-type: none"> • With minimal prompting by the teacher, the students ensure that their time is used productively. • Students take initiative in distributing and collecting materials efficiently. • Students themselves ensure that transitions and other routines are accomplished smoothly. 	<ul style="list-style-type: none"> • 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 redirects a classmate to the table he should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board.
3	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	<ul style="list-style-type: none"> • The students are productively engaged during small-group or independent 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. 	<ul style="list-style-type: none"> • In small-group work, students have established roles; they listen to one another, summarizing different views, etc. • Students move directly between large- and small-group activities. • Students get started on an activity while the teacher takes attendance. • The teacher has an established timing device, such as counting down, to signal students to return to their desks. • The 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. • Cleanup at the end of a lesson is fast and efficient.
2	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	<ul style="list-style-type: none"> • Students not working directly with the teacher are only partially engaged. • Procedures for transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. • Classroom routines function unevenly. 	<ul style="list-style-type: none"> • Some students not working with the teacher are off task. • Transition between large- and small-group activities requires five minutes but is accomplished. • Students ask what they are to do when materials are being distributed or collected. • Students ask clarifying questions about procedures. • Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.
1	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	<ul style="list-style-type: none"> • Students not working with the teacher are not productively engaged. • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures. 	<ul style="list-style-type: none"> • When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc. • There are long lines for materials and supplies. • Distributing or collecting supplies is time consuming. • Students bump into one another when lining up or sharpening pencils. • At the beginning of the lesson, roll-taking consumes much time, and students are not working on anything.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 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.

The elements of component 2d are:

- **Expectations**
 - It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented
- **Monitoring of student behavior**
 - Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.
- **Response to student misbehavior**
 - Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content, are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators include:

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

Component 2d: Managing Student Behavior

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>	<ul style="list-style-type: none"> • Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled • The teacher silently and subtly monitors student behavior. • Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. 	<ul style="list-style-type: none"> • A student suggests a revision to 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 speaks privately to a student about misbehavior. • A student reminds her classmates of the class rule about chewing gum.
3	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<ul style="list-style-type: none"> • Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher frequently monitors student behavior. • The teacher's response to student misbehavior is effective. 	<ul style="list-style-type: none"> • Upon a nonverbal 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 neighbor.
2	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<ul style="list-style-type: none"> • The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. 	<ul style="list-style-type: none"> • Classroom rules are posted, but neither the teacher nor the students refer to them. • The teacher repeatedly asks students to take their seats; some ignore 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."
1	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<ul style="list-style-type: none"> • The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. 	<ul style="list-style-type: none"> • Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air, apparently without the teacher's notice. • Students are running around the room, resulting in chaos. • Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.

DOMAIN 3: INSTRUCTION

Component 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 that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

The elements of component 3a are:

- **Expectations for learning**
 - The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.
- **Directions for activities**
 - Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.
- **Explanations of content**
 - Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.
- **Use of oral and written language**
 - For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.

Indicators include:

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

Component 3a: Communicating with Students

LEVEL	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES	
4	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>	<ul style="list-style-type: none"> • If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • The teacher points out possible areas for misunderstanding. • The teacher invites students to explain the content to their classmates. • Students suggest other strategies they might use in approaching a challenge or analysis. • The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly. 	<ul style="list-style-type: none"> • The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully." • The teacher asks a student to explain the task to other students. • When clarification about the learning task is needed, a student offers it to classmates. • The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples. • The teacher asks, "Who would like to explain this idea to us?" • A student asks, "Is this another way we could think about analogies?" • A student explains an academic term to classmates. • The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means "not," and that the prefix un- also means the same thing. • A student says to a classmate, "I think that side of the triangle is called the hypotenuse."
3	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p>	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students will be learning. • The teacher's explanation of content is clear and invites student participation and thinking. • The teacher makes no content errors. • The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • Students engage with the learning task, indicating that they understand what they are to do. • If appropriate, the teacher models the process to be followed in the task. • The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher's vocabulary is appropriate to students' ages and levels of development. 	<ul style="list-style-type: none"> • The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials." • In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?" • The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention. • The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work." • The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun. • The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.
2	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<ul style="list-style-type: none"> • The teacher provides little elaboration or explanation about what the students will be learning. • The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. • The teacher makes no serious content errors but may make minor ones. • The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. • The teacher must clarify the learning task so students can complete it. • The teacher's vocabulary and usage are correct but unimaginative. • When the teacher attempts to explain academic vocabulary, it is only partially successful. • The teacher's vocabulary is too advanced, or too juvenile, for students. 	<ul style="list-style-type: none"> • The teacher mispronounces "_____." • The teacher says, "And oh, by the way, today we're going to factor polynomials." • A student asks, "What are we supposed to be doing?" and the teacher clarifies the task. • A student asks, "What do I write here?" in order to complete a task. • The teacher says, "Watch me while I show you how to____," asking students only to listen. • A number of students do not seem to be following the explanation. • Students are inattentive during the teacher's explanation of content. • Students' use of academic vocabulary is imprecise
1	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to the students what they will be learning. • Students indicate through body language or questions that they don't understand the content being presented. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through their questions that they are confused about the learning task. • The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. • The teacher's vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> • A student asks, "What are we supposed to be doing?" but the teacher ignores the question. • The teacher states that to add fractions they must have the same numerator. • Students have a quizzical look on their faces; some may withdraw from the lesson. • Students become disruptive or talk among themselves in an effort to follow the lesson. • The teacher uses technical terms without explaining their meanings. • The teacher says "ain't."

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning/Prompts and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

The 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 provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.
- **Discussion techniques**
 - Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.
- **Student participation**
 - In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators include:

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

Component 3b: Using Questioning/Prompts and Discussion Techniques

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>	<ul style="list-style-type: none"> • Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion. 	<ul style="list-style-type: none"> • 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 how we might figure this out?" • A student asks, "What if...?"
3	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<ul style="list-style-type: none"> • The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • 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. • The teacher asks students to justify their reasoning, and most students attempt to do so. 	<ul style="list-style-type: none"> • The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?" • The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to ____?" • The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian. • The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class. • The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did ____?" to find the reason in the text and to explain their thinking to a neighbor.
2	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<ul style="list-style-type: none"> • The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher invites students to respond directly to one another's ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • The teacher asks students to explain their reasoning, but only some students attempt to do so. 	<ul style="list-style-type: none"> • 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?" The usual three students offer comments. • The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher. • The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters
1	<p>The teacher's questions are of low cognitive challenge, with 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; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<ul style="list-style-type: none"> • Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking. • Only a few students dominate the discussion. 	<ul style="list-style-type: none"> • 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 calls only on students who have their hands up. • A student responds to a question with wrong information, and the teacher doesn't follow up.

DOMAIN 3: INSTRUCTION

Component 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, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are “What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?” If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they are challenged to be “minds-on.”

The elements of component 3c are:

- **Activities and assignments**
 - The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourages students to explain their thinking.
- **Grouping of students**
 - How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly. **Note:** Grouping of students is an important element of 3c. However, because it is not possible to ascertain the suitability of the grouping strategy for the lesson without fully knowing the teacher’s instructional purpose—which is not evident from a video alone—it is not included in the levels of performance for the Framework for Teaching Evaluation Instrument, 2013 Edition (Observable Components).
- **Instructional materials and resources**
 - The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. Though some teachers are obliged to use a school’s or district’s officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.
- **Structure and pacing**
 - No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:

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

Component 3c: Engaging Students in Learning

LEVEL	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES	
4	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>	<ul style="list-style-type: none"> • Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. 	<ul style="list-style-type: none"> • Students are asked to write an essay in the style of Hemmingway and to describe which aspects of his style they have incorporated. • Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem. • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson.
3	<p>The learning tasks and activities are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> • Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity. • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning. • Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table. • Students are asked to create different representations of a large number using a variety of manipulative materials. • The lesson is neither rushed nor does it drag.
2	<p>The learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “down time.”</p>	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. 	<ul style="list-style-type: none"> • Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed. • Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle, and end to the lesson. • The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.
1	<p>The learning tasks/activities, materials, and resources require only rote responses, with only one approach possible. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. 	<ul style="list-style-type: none"> • Most students disregard the assignment given by the teacher; it appears to be much too difficult for them. • Students fill out the lesson worksheet by copying words from the board. • Students are using math manipulative materials in a rote activity. • The teacher lectures for 45 minutes. • Most students don't have time to complete the assignment; the teacher moves on in the lesson.

DOMAIN 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Assessment of student learning plays an important new role in teaching: no longer signaling 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 teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation.

The 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 example, of 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. Even after planning carefully, however, a teacher must weave monitoring of student learning 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 at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.
- **Student self-assessment and monitoring of progress**
 - The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.
- **Lesson adjustment**
 - Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or midcourse corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed.

Indicators include:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)

Component 3d: Using Assessment in Instruction

		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement. • The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students. 	<ul style="list-style-type: none"> • The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them. • While students are working, the teacher circulates, providing specific feedback to individual students. • The teacher 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.
3	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	<ul style="list-style-type: none"> • The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance at least for groups of students. • When improvising becomes necessary, the teacher makes adjustments to the lesson 	<ul style="list-style-type: none"> • The teacher circulates during small-group or independent work, offering suggestions to students. • The teacher uses specifically formulated questions to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors; most of them engage in this task.
2	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. Adjustment of the lesson in response to assessment is minimal or ineffective.	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment. • The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> • The teacher asks, "Does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher says, "Good job, everyone." • The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept. • The students receive their tests back; each one is simply marked with a letter grade at the top.
1	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent, or of poor quality. Students do not engage in self- or peer assessment, and the teacher makes no attempt to adjust the lesson even when students don't understand the content.	<ul style="list-style-type: none"> • The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work. • The teacher makes no attempt to adjust the lesson in response to student confusion. 	<ul style="list-style-type: none"> • A student asks, "How is this assignment going to be graded?" • A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher. • The teacher forges ahead with a presentation without checking for understanding. • After the students present their research on globalization, the teacher tells them their letter grade; when students ask how the teacher arrived at the grade, he responds, "After all these years in education, I just know what grade to give."

Teacher Professional Foundations Rubric | 2013-14

THE RUBRIC AT A GLANCE

DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION	DOMAIN 2: PROFESSIONALISM	DOMAIN 3: PLANNING
<p>PF1: Understands and participates in school/district-based initiatives and activities</p> <ul style="list-style-type: none"> ▪ Knowledge of school and district initiatives and activities ▪ Involvement in school and district initiatives and activities <p>PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</p> <ul style="list-style-type: none"> ▪ Teacher interactions with parents ▪ Teacher interactions with colleagues ▪ Student or personnel records ▪ Grade books ▪ Specialist referrals 	<p>PF3: Acts on the belief that all students can learn and advocates for students' best interests</p> <ul style="list-style-type: none"> ▪ Teacher interactions with students ▪ Teacher interactions with parents ▪ Course offerings ▪ Support services offerings ▪ Student advocacy meetings or call notes ▪ After school support logs <p>PF 4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions</p> <ul style="list-style-type: none"> ▪ Interactions with colleagues ▪ Interactions with parents or other community members <p>PF 5: Acts ethically and with integrity while following all school, district, and state policies</p> <ul style="list-style-type: none"> ▪ Required personnel file documentation of behavior ▪ Interactions with school leadership ▪ Interactions with colleagues <p>PF 6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators</p> <ul style="list-style-type: none"> ▪ Professional Growth Plans ▪ Involvement in district or school-sponsored professional development 	<p>PF 7: Plans effectively based on accurate knowledge of how children learn and develop</p> <ul style="list-style-type: none"> ▪ Lesson and unit plans ▪ Classroom materials and learning activities ▪ Assessments <p>PF 8: Uses data appropriately to plan instruction for a diverse group of learners</p> <ul style="list-style-type: none"> ▪ Lesson and unit plans ▪ Classroom materials and learning activities ▪ Assessments

PROFESSIONAL FOUNDATIONS DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PF1: Understands and participates in school/district-based initiatives and activities

Beyond instruction, teachers are responsible for understanding new initiatives in the district and school. In addition, the professional educator engages meaningfully in activities and initiatives that support the efforts of other colleagues, show appreciation to community members and recognize the academic and non-academic accomplishments of students. Any activities that may support the operation of the school and advance the knowledge and skills of adults in the school community are taken seriously and, when appropriate, led by teachers.

ELEMENTS: Knowledge of school and district initiatives and activities • Involvement in school and district initiatives and activities

INDICATORS: Attendance at school or district activities • Leadership roles in a school or district activities • Contributions to school or district activities

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The teacher plays a leading role in the development or management of district and school initiatives and/or activities inside and outside of the classroom as well as those within the professional community of educators. The teacher has an awareness of the initiatives and activities led by his/her colleagues and support their work.	In addition to the criteria for “meets expectations”: <ul style="list-style-type: none"> The teacher shares information with colleagues about particular district or school initiatives. The teacher leads a district or school initiative or activity, if given the opportunity. 	<ul style="list-style-type: none"> The teacher shares information with colleagues about particular district or school initiatives. The teacher leads a district or school initiative or activity, if given the opportunity.
2	The teacher participates or has participated in the development or management of district and school initiatives and/or activities inside and outside of the classroom as well as those within the professional community of educators. The teacher has an awareness of the initiatives and activities led by his/her colleagues and supports their work.	<ul style="list-style-type: none"> The teacher can speak knowledgeably about current district or school initiatives and activities. The teacher attends school or district sponsored activities and participates in a constructive manner. The teacher actively volunteers to participate in school or district related activities. The teacher supports his or her colleagues when they lead activities. 	<ul style="list-style-type: none"> The teacher is aware of and has read recent communications from district leadership. The teacher attends a district-led information session. The teacher volunteers to assist a colleague with a school or district activity or initiative. The teacher participates in a school- organized food drive by encouraging students to bring in canned goods.
1	The teacher does not demonstrate awareness of district or school initiatives and activities. The educator avoids participating in one or more activity or initiative and does not demonstrate supportive behavior toward the work of his/her colleagues.	<ul style="list-style-type: none"> When asked to support a district or school initiative, the teacher does not participate or participates in a non-constructive manner. The teacher does not demonstrate knowledge or demonstrates inaccurate knowledge of district initiatives and activities. 	<ul style="list-style-type: none"> When asked to attend a professional development session the teacher is disengaged, does not complete the required work or is disruptive. The teacher does not read materials provided to him or her related to a district or school initiative. The teacher avoids assisting a colleague with a school or district activity when asked.

PROFESSIONAL FOUNDATIONS DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress.

A key responsibility of teachers is keeping accurate records relating to student behavior, learning needs, and academic progress. Record keeping should include artifacts of student work, formative and summative checks on the students' progress, grade books, records and non-instructional interactions having to do with student behavior or social skills. This data must be collected and tracked in a systematic way, making it easy to find and communicate student progress to other colleagues, parents, or the students themselves. When this is done well, the teacher, colleagues, students, and the students' families are clear on how well students are doing in school.

ELEMENTS: Teacher interactions with parents • Teacher interactions with colleagues • Student or personnel records • Grade books • Specialist referrals
INDICATORS: Seeking information about students' past performance • Seeking information about students' challenges, learning disabilities, or other individual needs • Maintaining records of and referencing IEPs, 504 plans, PLPs or other ILPs • Communicating student academic progress to students and families • Communicating non-instructional information about students in a timely manner to parents and colleagues • Sharing information professionally

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The teacher goes above and beyond to ensure that students and their families understand how each student is performing. Materials are tailored to individual student and family needs and students systematically take part in tracking and communicating their progress to others. All data and records are accurate, up-to-date, and reflect input from a variety of sources, as necessary.	In addition to the criteria for "meets expectations," <ul style="list-style-type: none"> Students take the lead role in tracking and communicating their performance. Additional attempts are made to communicate student performance to colleagues and families. Student progress is communicated in a variety of ways. 	<ul style="list-style-type: none"> After reviewing answers to a quiz, students record their scores on a graph used to track their own progress and the graph is initialed by parents each week. Regular progress reports showing all assignment scores are sent home and return signed by a guardian; when they are not returned signed, the educator follows up with a call to the parents. The teacher meets with other grade level educators to compile a master list of missing assignments for a particular student that will be discussed during a conference with the student.
2	The teacher has a system for collecting and maintaining information about student progress academically and non-academically. The teacher regularly coordinates with grade-level or subject-matter colleagues, solicits appropriate information from parents, and uses this information to inform instruction. Records of student performance are accurate and up-to-date. Students and families have a clear understanding of the student's performance.	<ul style="list-style-type: none"> Student records are updated as appropriate. Students and parents are aware of the student's performance. The teacher uses student records as a means of regularly communicating progress to students. Parents understand how well their students are doing. 	<ul style="list-style-type: none"> The teacher maintains a comprehensive record of appropriate modifications and accommodations for students. The teacher has copies of required student accommodations on file. Grade books are updated weekly and students receive a regular report of their progress in the class. Students have copies of individual progress reports for their performance in the educator's class. Parents receive regular communications regarding student progress in addition to report cards.
1	Communication may not occur regularly with parents or colleagues. The teacher may assume information about student performance without seeking out actual records. Students do not have a clear understanding of their current performance.	<ul style="list-style-type: none"> Records of communications with parents or colleagues are incomplete or demonstrate inconsistent communication. The teacher is unaware of the required accommodations necessary for individual students or accommodations are not being made appropriately due to a lack of information. Student records are not accurate or up-to-date. 	<ul style="list-style-type: none"> Grade books have not been updated for several weeks. When asked, the teacher is unaware of which students require accommodations or the accommodations they receive. The teacher expresses concern about a student's continual lack of progress but reports not having contacted a parent to discuss it. Parents cannot articulate their student's progress or status.

PROFESSIONAL FOUNDATIONS DOMAIN 2: PROFESSIONALISM

PF3: Acts on the belief that all students can learn and advocates for students' best interests

Fundamental to effective public education is the unwavering belief that all students, no matter what their circumstances, are capable of learning and worth the effort to ensure they succeed in their studies. Teachers who demonstrate a belief that all students can learn, stop at nothing to provide educational opportunities for their students, look out for students health and safety, and advocate for community access to social service and other events and activities central to families' well-being.

ELEMENTS: Teacher interactions with students • Teacher interactions with parents • Course offerings • Support services offerings • Student advocacy meeting or call notes • After school support logs

INDICATORS: Addressing student needs beyond those of the traditional classroom • Advocating for student health services • Enforcement of individual learning plans and other developmental tracking tools • Communicating information about students' needs and available services to students and families • Holding oneself and colleagues accountable for all students' learning • Posting hallway and classroom messages indicating all students can learn

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The teacher pushes the school community to continuously increase academic learning and proficiency for all students. Teachers hold themselves accountable for all students' learning and development. Students with non-academic needs are identified and fully served through school or additional services. The teacher sets high academic goals and achieves them.	<p>In addition to the criteria for "meets expectations",</p> <ul style="list-style-type: none"> ▪ The teacher acts with purpose on the conviction that all students can learn with conviction and purpose and/or inspires others to act on the belief that all students can learn. ▪ The teacher frequently advocates for students' best interests with persistence and conviction, including students' individualized needs. 	<ul style="list-style-type: none"> ▪ The teacher has a shared sense of responsibility for students' learning. ▪ Students take pride in their learning and are able to focus on academic pursuits. ▪ The teacher expects students to achieve on or above grade-level. ▪ The teacher takes responsibility for students making up for learning not achieved in previous courses.
2	The teacher is focused on ensuring all students achieve their maximum potential. The teacher holds him or herself accountable for all students' learning and development. The teacher identifies students with non-academic needs and works to receive appropriate assistance from the school or additional services. The educator sets high academic goals for all students.	<ul style="list-style-type: none"> ▪ The teacher acts on the belief that all students can learn. ▪ The teacher advocates for students' best interests, including students' individualized needs. 	<ul style="list-style-type: none"> ▪ The teacher reports feeling responsible for student learning. ▪ The teacher expects each student to either achieve on grade level or learn at a pace of one academic year of growth per year. ▪ Students' basic needs are met. ▪ Students who demonstrate non-academic need receive appropriate services.
1	The teacher accepts less than full proficiency for all students and believes others are responsible for students' learning and development. Students with non-academic needs are not identified or they are not effectively assisted by the school or additional services. The teacher may believe some groups of students or individual students are unable to learn course material. The teacher does not set goals or sets low academic goals for some students.	<ul style="list-style-type: none"> ▪ The teacher infrequently and/or inappropriately advocates for students' best interests, including students' individualized needs. ▪ The teacher acts on the belief that only some students or groups of students can learn. 	<ul style="list-style-type: none"> ▪ Students who experience non-academic challenges suffer academically as a result. ▪ The teacher routinely allows some students to consistently fall far below grade level or fails to ensure that all students make appropriate academic progress. ▪ Parents or students are blamed for students' poor academic performance. ▪ The teacher believes he/she cannot be held accountable for student learning.

PROFESSIONAL FOUNDATIONS DOMAIN 2: PROFESSIONALISM

PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions

Strong school community is characterized by mutual support and respect and by the recognition that all community members contribute to the school environment. Strong culture means educators have high expectations for themselves and others, maintain a commitment to physical and emotional safety, and ultimately support students, adults, and stakeholders in realizing the mission and vision for the school.

ELEMENTS: Interactions with colleagues • Interactions with parents or other community members
INDICATORS: Respectful communication • Body language • Professional manner • Encouragement • Active listening • Clear and accessible written communications

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	Interactions between the teacher and other adults reflect a high degree of respect. The teacher is admired by his or her colleagues and community members interact with him or her in a positive and respectful manner. The teacher models good leadership behaviors for students and colleagues.	<p>In addition to criteria for “meets expectations”,</p> <ul style="list-style-type: none"> ▪ Is often approached by colleagues to discuss work-related and non-related topics. ▪ Is respectful and supportive of colleagues in challenging times. ▪ Maintains a positive attitude in the face of challenges. ▪ Leads the development of a safe, supportive, collaborative culture, including the interaction between the school and the community. 	<ul style="list-style-type: none"> ▪ A variety of educators seek advice from him or her. ▪ The teacher convenes groups of educators to solve a problem. ▪ The teacher is a role model of respectful and direct interactions. ▪ Other educators seek counsel when they face difficult conversations.
2	Interactions between the teacher and other adults reflect a commitment to positivity. The teacher is respected by others and is supportive of other staff members. Community members feel comfortable speaking with the teacher.	<ul style="list-style-type: none"> ▪ Interactions between the teacher and other adults are uniformly respectful. ▪ Connections with colleagues are genuine and mutually sincere. ▪ The teacher cares about the success of his or her colleagues. ▪ Maintains a neutral to positive attitude in the face of challenges. ▪ The teacher works toward a safe, supportive, collaborative culture, including the interaction between the school and the community. ▪ Examines personal assumptions, values, beliefs, and practice to achieve the mission, vision, and goals for student learning. 	<ul style="list-style-type: none"> ▪ The teacher works well with all colleagues. ▪ The teacher greets colleagues and other adults by name. ▪ The teacher regularly communicates with families and establishes a sense of accessibility and openness.
1	Interactions between the teacher and other adults reflect some negativity. The teacher is not respected by others because he or she is unsupportive of other staff members. Community members do not feel comfortable speaking with the teacher.	<ul style="list-style-type: none"> ▪ The teacher communicates disrespectfully with his or her colleagues. ▪ In the face of challenges, the teacher is negative. ▪ The teacher fails to contribute or contributes inappropriately to the development of a safe, supportive, collaborative culture. 	<ul style="list-style-type: none"> ▪ The teacher refuses to work with some colleagues. ▪ The teacher does not call colleagues by their names. ▪ The teacher does not reply to colleague’s emails or other communications.

PROFESSIONAL FOUNDATIONS DOMAIN 2: PROFESSIONALISM

PF5: Acts ethically and with integrity while following all school, districts and state policies

Great teachers demonstrate professionalism by using sound professional judgment in all situations. They advocate for students' best interests, even if that means challenging traditional views. They follow school and district policies and procedures, but may suggest ways to update those that are out of date. Interactions with colleagues are always professional and reflect a high level of integrity. The teacher is trusted by others and commits to solving problems or addressing misunderstandings before they become a larger issue. In addition, the teacher intervenes on a student or colleague's behalf if they may be in danger or are being treated unfairly by their peers.

ELEMENTS: Required personnel file documentation of behavior • Interactions with school leadership • Interactions with colleagues

INDICATORS: Ethical behavior • Adherence to school, district and state policies • Advocacy

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	Other educators look to the teacher as a role model who makes a concerted effort to challenge negative attitudes or practices and ensures that all students, particularly those traditionally underserved, are respected in the school. He or she complies fully with school or district policies, taking a leadership role in with colleagues, ensuring that such decisions are based on professional standards. The teacher interacts with students, colleagues, parents, and others in an ethical and professional manner that is fair and equitable.	In addition to the criteria for “meets expectations,” the teacher: <ul style="list-style-type: none"> ▪ Is considered a leader in terms of honesty, integrity and confidentiality. ▪ Makes a concerted effort to ensure that opportunities are available for all students to be successful. ▪ Takes a leadership role in team and departmental decision making. ▪ Leads the development or revision of codes of professional conduct. 	<ul style="list-style-type: none"> ▪ The teacher notices when mistakes have been made on a student’s progress report and ensure they are corrected. ▪ The teacher asks to meet directly with the principal when a misunderstanding arises between the two.
2	The teacher acts ethically and with integrity, whether in a situation related to his conduct or the conduct of peers or students. The teacher complies with school and district policies. The educator interacts with students, colleagues, parents, and others in a professional manner that is fair and equitable.	<ul style="list-style-type: none"> ▪ The teacher acts ethically and makes decisions that reflect a strong moral code. ▪ The teacher develops and maintains an understanding of current state, district, and school policies and initiatives. ▪ The teacher maintains professional standards guided by legal and ethical principles. ▪ The teacher appropriately informs others regarding critical safety information. ▪ The teacher is guided by codes of conduct adopted by their professional organization. 	<ul style="list-style-type: none"> ▪ The teacher recognizes when he/she or a colleague has done something wrong and is committed to making it right. ▪ The teacher consults district/school/state policy handbooks when faced with a situation related to a district/school policy. ▪ If a student reports being in trouble outside of school, the educator makes this known to the proper authorities.
1	The teacher acts unethically or does not follow district/school/state policies.	<ul style="list-style-type: none"> ▪ The teacher may act unethically at times or makes decisions that do not reflect a strong moral code. ▪ The teacher demonstrates a lack of functional understanding of, or compliance with, current state, district, and school policies and initiatives. ▪ The teacher fails to consistently maintain professional standards guided by legal and ethical principles. 	<ul style="list-style-type: none"> ▪ The teacher lets wrongdoings go unaddressed. ▪ The teacher does not follow all school/district/state rules or expresses that policies should not apply to him/her. ▪ The teacher does not convey information about students to the proper administrator and authorities. ▪ The teacher is frequently late to school, late to meetings, or does not come to work prepared.

PROFESSIONAL FOUNDATIONS DOMAIN 2: PROFESSIONALISM

PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning.

All professionals, especially educators, require continued development and growth to remain current in their field. Strong teachers are committed to lifelong learning and often rely on colleagues and other stakeholders to reflect on their practice, stay current with knowledge and skills and use this knowledge to improve. Students often provide the best feedback on practice and the best educators wisely use information from students to improve their practice and grow as a professional.

ELEMENTS: Professional Growth Plans • Involvement in district or school-sponsored professional development
INDICATORS: Collaboration with colleagues (seeks assistance and provides assistance to other educators) • Setting and working toward meaningful Professional Growth Goals • Taking advantage of available district/school resources to advance professional growth

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The teacher assumes responsibility for his or her own development, setting ambitious Professional Growth Goals aligned with the cutting edge of his/her discipline that will significantly advance his or her skills. The teacher regularly collaborates with colleagues, taking a leadership role and pushing everyone to improve their practice together. The teacher makes the most of all development opportunities, including those that are independent.	<p>In addition to the criteria for “meets expectations,” the teacher:</p> <ul style="list-style-type: none"> ▪ Fosters collaborative work among colleagues and challenges them to improve their own practice in order to improve outcomes for students. ▪ Commits to learning about changes in his discipline. ▪ Uses feedback from colleagues, students, families and other stakeholders to improve practice. 	<ul style="list-style-type: none"> ▪ The teacher works with at least one other colleague to advance his or her professional growth. ▪ The teacher regularly surveys students in the classroom and uses these results in tandem with student assessment results to improve instruction. ▪ The teacher takes initiative to explore the application of new instructional approaches and strategies, including technology, and reflects on their effectiveness.
2	The teacher aligns Professional Growth Goals to generally agree with best practices or recent developments in his/her discipline that will advance his/her skills. The teacher regularly collaborates with colleagues and uses them as a professional resource when possible.	<ul style="list-style-type: none"> ▪ The teacher works collaboratively with colleagues to examine educational practice, student work and student assessment results with the goal of improving instruction and achievement. ▪ The teacher engages in the professional development process by setting required growth goals. ▪ The teacher takes part in district or school sponsored development opportunities. ▪ Professional Growth Plans and professional development include opportunities to collaborate with other educators as appropriate. 	<ul style="list-style-type: none"> ▪ The teacher sets required professional growth goals and works toward their completion throughout the year. ▪ The teacher records participating in a Professional Learning Community with another staff member.
1	The teacher does not set growth goals or goals are superficial, unspecific or not aligned to appropriate areas of development. The teacher often works in isolation even when colleagues have reached out to include her in development opportunities.	<ul style="list-style-type: none"> ▪ The teacher does not work collaboratively with colleagues. ▪ The teacher does not select a meaningful goal or does not make an attempt to meet the professional growth goal. ▪ The teacher does not collaborate with colleagues to meet his or her professional growth goal. ▪ The teacher purposefully resists discussing performance with evaluators. 	<ul style="list-style-type: none"> ▪ The teacher’s Professional Growth Goal(s) is/are incomplete. ▪ Steps to complete the Professional Growth Goal are vague and not well thought out.

PROFESSIONAL FOUNDATIONS DOMAIN 3: PLANNING

PF7: Plans effectively based on accurate knowledge of how children learn and develop

Effective teachers plan for student learning. Thoughtful planning requires understanding how students use prior knowledge to construct knowledge and acquire skills. The teacher who plans effectively must understand the cognitive, social-emotional and personal needs of his students and uses this to determine the most important objectives and how students will best demonstrate mastery of those objectives. Finally, when planning, the effective teacher will carefully sequence age appropriate lessons and activities that allow all students to meet the specific learning objectives.

ELEMENTS: Lesson and unit plans • Classroom materials and learning activities • Assessments

INDICATORS: Identification of the most important concepts/standards/skills for that grade • Specific, student-focused and outcome-based objectives • Appropriate sequencing of information • Developmentally appropriate content activities and resources

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	Lesson and unit plans are clearly linked to the priority learning standards. Plans include specific learning objectives that are student-centered, outcome-based and are mapped back to relevant standards. Information and activities are ordered appropriately in such a way that students build on their prior knowledge within a single lesson and from one lesson to another. Plans reflects the cognitive, social-emotional and personal needs of both individual and groups of students, including anticipation of areas in which students may struggle and plans for addressing those areas.	In addition to the criteria for “meets expectations,” <ul style="list-style-type: none"> ▪ Plans reflect an appropriately high level of rigor for all students. ▪ Plans allow for students to have choices in their learning. ▪ Plans demonstrate a deliberate use of student groupings in order to develop students both academically and socially. 	<ul style="list-style-type: none"> ▪ Plans include higher order questions such as “Describe the importance of _____” or “Explain your thinking to the class about _____.” ▪ Plans demonstrate ways for students to hold themselves accountable for mastering the learning objective(s). ▪ Students work in cooperative groups, organized by interest where each student has a specific role in the group.
2	Lesson and unit plans are clearly linked to priority learning standards. Plans have specific learning objectives that are student-centered and outcome-based. Information and activities are ordered appropriately and in such a way that students can build on their prior knowledge. Plans include the expected standards-aligned outcomes, are sequentially organized and anticipate the next lesson.	<ul style="list-style-type: none"> ▪ Plans are clearly linked to the most important standards/concepts/skills of that grade/subject. ▪ Appropriate outcomes have been selected and plans are aligned to those outcomes. ▪ Information is sequenced appropriately such that students have already been exposed to the information they need in order to access the next concept/skill. 	<ul style="list-style-type: none"> ▪ Lesson plan objectives are phrased as “Students will be able to X” where “X” is an outcome aligned to standards such as “calculate the area of different types of triangles”. ▪ Lesson plans highlight a concept that needs to be re-taught to some students while others move on to new content. ▪ Students have a choice of whether to use a graphic organizer, illustrate key events of the story or create a written timeline in order to create a study guide for the key plot elements of a story.
1	Lesson and unit plans do not consistently address a broad range of standards or address standards that are not the most important for that grade or content. Plan objectives may not have student-centered learning objectives. Information and activities may not follow a logical pattern.	<ul style="list-style-type: none"> ▪ Plans are more focused on learning activities than outcomes. ▪ Activities or materials are identified for instruction that may not be age-appropriate or beneficial for students given their cognitive levels. ▪ Plans are divided into discrete parts, but those parts tend to jump around without a clear sense of how one part flows to the next. 	<ul style="list-style-type: none"> ▪ Sample objective: “Students will work in groups to complete practice worksheets on determining the area of a parallelogram”. ▪ Students are asked to solve a 2-variable equation without first mastering the ability to solve a single variable equation. ▪ 1st grade students are selecting texts from the class library that are not appropriate for their individual reading level.

PROFESSIONAL FOUNDATIONS DOMAIN 3: PLANNING
PF8: Uses data appropriately to plan instruction for a diverse group of learners

Teachers must plan for individual student needs and differences. Such differences may be: stage of development, learning style, English language proficiency, cultural background or disability status. Planning for a variety of learning needs requires a deliberate and systematic use of data, excellent record keeping, and knowledge of required modifications and accommodations. When differentiation is done well, all students are appropriately challenged while still being able to access and master the curriculum.

ELEMENTS: Lesson and unit plans • Classroom materials and learning activities • Assessments

INDICATORS: Demonstrated knowledge of students’ skills, knowledge and language proficiency • Knowledge of student backgrounds and interests • Appropriate differentiation • Use of relevant data • Selection of appropriate resources

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	<p>The teacher 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 used deliberately when planning for and assessing student learning. Plans account for accommodations and modifications for individual students and specialists are consulted on the best ways to address the needs of students requiring additional support.</p>	<p>In addition to the criteria for “meets expectations,”</p> <ul style="list-style-type: none"> ▪ Plans and assessments are differentiated according to student data such as language proficiency, IEP/504 status, etc. ▪ The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. ▪ Students have structured choices in how they accomplish the learning objective. 	<ul style="list-style-type: none"> ▪ Students are in three groups according to their RTI level, each with a different activity targeted at their individual mastery of prior objectives. ▪ Students on IEPs are assessed on the same standards and skills as their peers, but assessments are modified to be shorter, while other students are able to complete the assessment in a different setting or have questions read to them by a special education resource teacher. ▪ The general education teacher and special education teacher work together to modify a classroom assessment for several students receiving special education services.
2	<p>The teacher seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and uses this information to craft plans that support the learning of all students. The teacher plans for and effectively integrates all required modifications and accommodations into lessons.</p>	<ul style="list-style-type: none"> ▪ The teacher knows groups of students’ levels of cognitive development. ▪ The teacher has a good idea of the range of interests of students in the class. ▪ The teacher has identified accurate groupings of students within the class based on recent relevant data. ▪ 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 and addresses those needs as required by law. 	<ul style="list-style-type: none"> ▪ In communications with colleagues, the teacher accurately relates information about different students’ needs. ▪ When a student is struggling, the teacher emails previous educators and/or service providers to find out if he or she identified any learning challenges for the student and learn about successful solutions.
1	<p>The teacher demonstrates little or no knowledge of individual student backgrounds, cultures, skills, language proficiency, and special needs or does not effectively seek such an understanding. Knowledge of students’ abilities or individual needs is not evident in planning. The teacher does not account for or adequately plan to address students’ needed modifications or accommodations in lessons.</p>	<ul style="list-style-type: none"> ▪ The teacher does not try to ascertain varied ability levels among students in the class. ▪ Plans and assessments reflect a practice of teaching to the “whole group”. ▪ The teacher is not aware of students’ interests or cultural heritages or, is aware of them but rarely differentiates materials to accommodate those differences. ▪ The teacher takes no responsibility to learn about students’ medical or learning disabilities, or is aware of such issues but does not act responsibly on that knowledge. 	<ul style="list-style-type: none"> ▪ In communications with colleagues, the teacher recognizes students not mastering content at the same pace, but does not seek information about why that may be the case. ▪ Students with low English proficiency are given materials in all English without any accommodation or supporting materials. ▪ Lesson plans treat all students as the same, with identical outcomes, activities and assessments.