Framework for Effective Teaching
Teacher Appraisal Scoring Rubric
Teacher Edition

Aligned with the Omaha Public Schools Academic Action Plan Best Instructional Practices
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Domain 1: Planning and Preparation

Component 1 A: Demonstrating knowledge of subject matter, pedagogy and best practices
- Shows depth of content knowledge
- Connects knowledge effectively to relevant disciplines
- Searches for best practices in teaching and learning

Component 1 B: Understanding and using district content standards
- Know grade level or subject area content standards
- Develops and follows lesson plans reflective of content standards and the varying needs of students

Component 1 C: Designing coherent instruction
- Plans for a variety of learning activities which reflect professional research
- Organizes for differentiated instructional groups that engage students in meaningful learning
- Plans lessons and unit structure within reasonable timeframe

Component 1 D: Planning and Preparation
- Uses a variety of classroom assessments aligned with teaching and learning processes that reflect the goals and formats of national, state and local assessments
- Communicates assessment criteria, standards and results to students and parents/guardians
- Interprets assessments to modify instructional decisions

Component 1 E: Demonstrating knowledge of students
- Instructional planning demonstrates understanding of developmental characteristics of age group
- Links students' learning to a variety of instructional strategies
- Instructional plans reflect knowledge of students' skills and interests including those with special needs
- Instructional plans and actions demonstrate responsiveness to students' interests and cultural heritage
- Assesses available teaching resources through the school, district and community
- Uses a variety of effective resources that support student learning
- Uses technology to enhance student learning and achievement

Resources
<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Exemplary</th>
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<tbody>
<tr>
<td>Shows depth of content knowledge</td>
<td>The teacher is unfamiliar with the content, makes content errors, and/or provides misinformation.</td>
<td>Teacher displays limited content knowledge and use of the standards. Teacher provides mostly facts and definitions to students.</td>
<td>Teacher displays solid content knowledge and use of the standards related to the curriculum and the course content.</td>
<td>Teacher displays extensive content knowledge and use of the standards. The teacher plans opportunities for students to deepen their understanding of the discipline.</td>
<td>Teacher shares depth of content knowledge with colleagues to assist them with pedagogy and best instructional practices. In addition, the teacher plans lessons that empower students to be immersed in the content and its’ connections to the real world in self-developed projects.</td>
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<tr>
<td>Critical attributes</td>
<td>• Provides inaccurate information to students. • Is unfamiliar with the course content. • Does not follow pacing guides when developing lesson plans.</td>
<td>• May provide misinformation at times to students. • Limits information provided to students by only using the textbook. • Follows pacing guides at times when planning lesson.</td>
<td>• Provides accurate information to students, but may not have all the answers to questions students ask. • Links content to prior knowledge and future understandings. • Follows the pacing guides when planning lessons. • Reinforces the learning goal during lesson summary.</td>
<td>In addition to proficient: • The teacher pursues content knowledge to stay current with the field through graduate classes, additional research, conferences, and reading. • Provides opportunities for working individually with students to enhance their understanding of the discipline and its’ connections.</td>
<td>In addition to distinguished: • Reflects on teaching practices and shares insights with others both formally and informally. • Collaborates formally and informally with colleagues. • Encourages students to develop their own appreciation of the content through pursuit of real world projects.</td>
</tr>
<tr>
<td>Possible examples</td>
<td>• The teacher provides the wrong information on a worksheet for students. • The teacher lists Mexico as a country in South America.</td>
<td>• The lesson on Mexico planned for students uses the textbook as the only resource. • Lessons are limited to factual knowledge from the textbook.</td>
<td>• The lesson on Mexico begins with the teacher questioning students on what they know about Mexico and connects it to prior knowledge about Mexican foods and culture.</td>
<td>For the lesson on Mexico, the teacher plans to use multiple resources including student volunteers who will share how life is different in the USA from where they lived in Mexico. Pictures from the Internet, cultural foods, dress, and reading assignments with fictional stories about life in Mexico are included. The teacher then has students compare life in Mexico with life in Canada.</td>
<td>• The teacher shares her/his artifacts and successful lessons with other teachers and they work together to enhance the lessons for all students. • Students are given the opportunity to pursue related interests by comparing this country with another country of interest.</td>
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<td>Component 1A: Demonstrating knowledge of subject matter, pedagogy and best practices</td>
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<tr>
<td>Connects knowledge effectively to relevant disciplines</td>
<td>Teacher makes no plans to connect current learning with what has been previously learned or to other disciplines.</td>
<td>Teacher makes some cross-curricular connections although these correlations may be incomplete or inaccurate.</td>
<td>The teacher’s plans and practices reflect cross-curricular connections between topics and concepts.</td>
<td>Teacher actively builds on prerequisite connections and standards when pinpointing what will aide in dispelling individual student misunderstandings.</td>
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<td>Critical attributes</td>
<td>Makes no attempt to plan for cross-curricular concepts.</td>
<td>Makes elusive connections to previous learning that are not really helpful to students.</td>
<td>Connects each lesson to students’ previous learning.</td>
<td>In addition to proficient:</td>
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<td>Does not connect to students’ previous learning.</td>
<td>Makes few cross-connections.</td>
<td>Identifies cross-curricular concepts that enhance the lesson being taught.</td>
<td>• Identifies misperceptions and provides scaffolding to deepen cross-curricular understandings.</td>
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<td>Possible examples</td>
<td>The teacher plans a lesson on subtraction. They make no attempt to connect this lesson with what was learned in addition.</td>
<td>The teacher plans a lesson on hunger in the USA (based on standards), but has no plans to connect it with hunger in other parts of the world.</td>
<td>The teacher further connects the lesson on hunger in the USA by comparing typical meals in developing country previously studied.</td>
<td>In addition to distinguished:</td>
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<td>• The teacher shares his unique lesson on hunger with other teachers at a grade level meeting. They then share sharing common student misperceptions and brainstorm ways to use the lesson effectively with their own classes.</td>
<td>• Students are given an introductory activity to help them self-identify their misperceptions about world hunger.</td>
<td>• Using a variety of resources on diets and hunger in other countries, students research and then present their project to the class.</td>
<td>• A social studies and science teacher team teach a project on the Renaissance period illustrating how history affects science and how science affects history.</td>
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**Domain 1: Planning and Preparation**
## Domain 1: Planning and Preparation

### Component 1A: Demonstrating knowledge of subject matter, pedagogy and best practices

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<tbody>
<tr>
<td>Searches for best practices in teaching &amp; learning</td>
<td>Teacher plans are outdated and/or use inappropriate pedagogical practices for the curricular area.</td>
<td>Teacher attempts to plan for best practices, but they are not applied correctly within the discipline. There is no attempt to plan for student misconceptions.</td>
<td>Teacher plans reflect current pedagogical practices used correctly within the discipline. The teacher may plan for student misconceptions by using similar strategies to reteach the whole class.</td>
<td>Teacher plans reflect best pedagogical practices used correctly and anticipates individual students’ misconceptions.</td>
<td>Teacher plans reflect best pedagogical practices, anticipate misconceptions and help to develop self-regulated learners.</td>
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<tr>
<td>Critical attributes</td>
<td>• Plans for lessons are ineffective or outdated.</td>
<td>• Plans for best practices, but they are not developmentally appropriate, were not correctly used or occurred at the wrong point in the lesson.</td>
<td>• Plans for and correctly integrates research-based strategies, such as gradual release of instruction (modeled, shared, guided, independent), reciprocal teaching, literacy strategies, numeracy strategies, consistent use of procedures and routines, etc.</td>
<td>In addition to proficient: • Uses best practices consistently gleaned from professional development (OPS Academic Action Plan Best Instructional Practices Handbook) and independent pursuit of the research for lesson planning. • Plans scaffolds for student misunderstandings. • Adapts best practices for the unique needs of students.</td>
<td>In addition to distinguished: • Seeks out strategies that will increase student motivation and autonomy.</td>
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<tr>
<td>Possible examples</td>
<td>• The teacher has students copy definitions out of the textbook to learn the vocabulary. • The teacher uses two instructional practices for new content, a PowerPoint and questions from the end of the chapter.</td>
<td>• The teacher plans to forge ahead with a lesson on addition even though most students have not fully grasped place value. • The questions at the end of the chapter are written for students to obtain only factual information and are not further enhanced to raise the depth of understanding.</td>
<td>• The teacher plans the lesson to include the gradual release. • The teacher uses strategies that actively engage students in their learning.</td>
<td>• The teacher provides a multitude of specific strategies that help students get better at the learning goal or standard. • The teacher has realized her students are not sure how to use a compass and so she plans to have them practice that skill before introducing the activity on angle measurement.</td>
<td>• The teacher develops real-life projects that will engage students and make a difference in the community. • The teacher regularly reads a professional journal and implements research supported best practices, but modifies it for his classroom.</td>
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## Domain 1: Planning and Preparation
### Component 1B: Understanding and using district content standards

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<tbody>
<tr>
<td>Knows grade level or subject area content standards</td>
<td>Teacher seems not to understand the grade level or content standards and the learning strategies are not aligned with the standards.</td>
<td>Teacher understands the grade level or content standards, but often misaligns the learning strategies.</td>
<td>Teacher understands the grade level or content standards; and instructional strategies are congruent with standards, but the long-term plan may not be evident.</td>
<td>Teacher understands the grade level or content standards and plans for high achievement through pacing and long-term planning.</td>
<td>Teacher’s lesson and long term plans have a laser like focus on achieving the grade level or content standards as evidenced in daily and long term plans. Strategies engage students and are relevant at a personal level.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Does not understand the intent/meaning of the content standard.</td>
<td>• Plans according to content standards but demonstrates a lack of appropriate pacing that may not allow all students to be successful.</td>
<td>• Plans instructional strategies to enhance learning of content standards.</td>
<td>In addition to proficient: • Plans according to content standards and demonstrates appropriate pacing that allow standards to be achieved. • Provides scaffolding for students with individual needs.</td>
<td>In addition to distinguished: • Plans for use of high yield strategies to enhance learning of content standards. • Plans for a collaborative learning environment in which the teacher acts as a facilitator as students interact to achieve content standards. • Develops students’ ability to communicate content standards in their own words.</td>
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<tr>
<td>Possible examples</td>
<td>• The teacher plans lessons based on the chapters of the book instead of using the content or grade level standards to plan.</td>
<td>• The teacher plans lessons based on content or grade level standards, but spends extra time on her favorite units of study, while limiting time on less favorite units of study. • The teacher plans activities that are fun to do related to the standard, but they are not high yield strategies that move students further along in their learning.</td>
<td>• The teacher carefully plans lessons to make sure standards are covered and that strategies relate to the standard. • The PE teacher plans total alignment for the tennis skills unit by using the related proficiency scale to help plan the progression of strategies to help make students successful.</td>
<td>• The teacher looks at math standards for the grade level below and above it. They plan to align what students need to learn and be able to do to ensure students are ready for the next level. • The teacher plans stations for areas where students commonly have difficulty with their learning.</td>
<td>• The teacher finds ways to help students self-regulate their learning by using self-reflection, feedback by fellow students and by the teacher. • The teacher plans out the quarter of instruction using the pacing guide. They select only instructional strategies that have high yield for students.</td>
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### Domain 1: Planning and Preparation

#### Component 1 B: Understanding and using district content standards

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<tbody>
<tr>
<td>Develops and follows lesson plans reflective of content standards and the varying needs of students</td>
<td>Teacher does not develop lesson plans, or they are poorly constructed and difficult to follow.</td>
<td>Teacher may develop rudimentary lesson plans but seldom varies strategies based on student needs.</td>
<td>Teacher develops lesson plans with student learning goals tied to content standards. Plans show some evidence of varied independent strategies to reinforce or enrich student learning.</td>
<td>Teacher plans are continually reviewed and refined throughout instruction dependent on student needs. Plans show evidence of variations in strategies and assessments.</td>
<td>Teacher plans tiered lessons (activities, strategies and assessments) that align to student needs, provide choice, and can be reviewed and refined throughout instruction.</td>
</tr>
</tbody>
</table>

#### Critical attributes

- Creates lessons that are vague or ambiguous.
- Does not include required lesson plan elements.
- Does not include content standards or instructional strategies in lesson plans.
- Does not write lesson plans consistently.
- Does not plan for co-teaching if applicable.

- Uses district lesson plan format that includes the gradual release of instruction although some components are frequently incomplete or omitted.
- Plans mostly for whole group instruction, but may on occasion differentiate for content, product, or process.
- Uses activities that are not always focused on mastery of learning goals.
- Develops plans in isolation when co-teaching.

- Plans for differentiation of content, product, and process through flexible grouping, or other methods.
- Uses district lesson plan format including gradual release of instruction.
- Focuses on mastery of learning goals and regularly completes all components of district lesson plans.
- Includes strategies for re-teaching and reassessment.
- Develops plans cooperatively when co-teaching.

In addition to proficient:

- Plans for differentiation of content, product, and process to meet the needs of students through well-designed lessons that address the content standards.
- Uses a variety of teaching strategies including accommodations, co-teaching, re-teaching and re-assessment.

In addition to distinguished:

- Prepares pre-assessments to identify necessary differentiation of instruction.
- Develops plans collaboratively when co-teaching and equity between teachers is evident.

#### Possible examples

- The teacher delivers a lesson on Mexican culture, yet the lessons plan standard indicates the lesson should be on the economy.
- The lesson plan book has multiple days with nothing written down.

- The lesson plans primarily show the teacher in whole group instruction and there are only parts of gradual release (modeled and independent) indicated on the lesson plan.
- The teacher has a multitude of activities (games, crossword puzzles), but few of the activities help students get better at the standard.
- The teacher and the co-teacher seldom plan together and the lessons do not provide for students with varying needs.
- Lesson plans indicate what the whole class is to do, but provides no plans for special needs students.

- The teacher rewrites some of the activities to increase the challenge level.
- The teacher plans for students to complete a project in small groups; they carefully select group members by their reading level and learning style.

- The fourth grade math unit focuses on the key concepts for that unit and suggests corrective re-teaching for those struggling to achieve, as well as strategies for high achievers.

- The teacher begins planning by providing a short survey to find out what students know about the topic studied. The teacher then plans the lessons and determines what strategies could be used for struggling, proficient and advanced learners on this topic. The strategies selected are high impact and will move all learners forward. Next, the teacher and co-teacher determine how to present the lesson using gradual release and how to provide student choice.
## Domain 1: Planning and Preparation

### Component 1C: Designing coherent instruction

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<tbody>
<tr>
<td>Plans for a variety of learning activities which reflect professional research</td>
<td>Learning strategies are not in an organized learning progression and may not be suitable for students or the learning goal.</td>
<td>Learning strategies lack variation and are, at times, not in an organized learning progression. Only some strategies reflect current professional research.</td>
<td>Learning strategies are suitable, follow a logical learning progression, and most strategies reflect current professional research.</td>
<td>Learning strategies are consistently varied, follow a logical progression of learning, consider individual student needs and reflect current professional research.</td>
<td>Learning activities are varied, highly relevant and engaging, and have been proven to increase student academic achievement.</td>
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</tbody>
</table>
| Critical attributes | • Does not consider current trends, data, and/or student demographic realities in planning.  
• Does not include or is missing appropriate scope, sequence, and timing.  
• Lacks evidence of planning for the Gradual Release of Instruction.  
• Does not use proficiency scales in planning. | • Considers current trends, data, and/or student demographic realities in planning.  
• Provides some evidence of appropriate scope, sequence, and timing.  
• Plans for some parts of Gradual Release of Instruction.  
• Uses on a limited basis, proficiency scales during planning (secondary). | • Uses current trends, data, and/or student demographic realities in planning.  
• Provides evidence, through planning, of appropriate scope, sequence, and timing.  
• Plans using the Gradual Release of Instruction.  
• Uses proficiency scales in planning lessons (secondary). | In addition to proficient:  
• Provides evidence of a clear understanding of student demographics and student individual needs in planning.  
• Varies learning strategies to enhance individual student needs.  
• Connects to prior knowledge in all lesson planning which enhances the relevancy of new information. | In addition to distinguished:  
• Selects high yield strategies that are interesting and engaging for students, provides choice, and have proven achievement results. High yield strategies include flexible ability grouping, station teaching and centers that are differentiated. |
| Possible examples | • The teacher uses the same lessons from the past ten years and has made no effort to check for more current trends or data.  
• The teacher uses instructional strategies that do not work well with the age and type of students served.  
• The lesson plans do not follow the learning progressions outlined in the proficiency scales. | When planning the lesson, the teacher plans for only part of the standards or indicators to be taught.  
• The lesson being planned begins with independent work with no previous modeled, shared, or guided instruction in the unit of study.  
• The teacher plans lessons with little thought to the proficiency scale. | The teacher updates previous year’s lesson plans by looking at current data, students and needs.  
• The teacher creates or uses a district pacing guide for long range planning to be sure all standards are taught.  
• The teacher uses proficiency scales as a tool for planning the order of instructional strategies for the unit of study. | While planning the lesson, the teacher also considers the individual needs of the students in the classroom by planning for background knowledge and scaffolding activities. They also remember to think about the gifted students and how to move them along in their learning. | The teacher notes in the lesson plan opportunities for descriptive feedback, also indicated are two or three formative assessment strategies that could be used by students. |
### Domain 1: Planning and Preparation

#### Component 1C: Designing coherent instruction

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<tbody>
<tr>
<td>Organizes for differentiated instructional groups that engage students in meaningful learning</td>
<td>Instructional grouping is not used for meaningful learning.</td>
<td>Instructional grouping may be used but not in a suitable manner or with much variety.</td>
<td>Instructional groupings are varied and appropriate for the learning goal.</td>
<td>Instructional groupings are varied, allow for student choice and are appropriate for the learning goal.</td>
<td>Instructional groupings are varied, flexible, differentiate to help students achieve academically, and provide student choice and interest.</td>
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#### Critical attributes

- Does not plan for differentiation or flex grouping to meet student needs.
- Does not plan for appropriate placement of students needing remediation and/or extension activities.
- Determines learning groups at random or with no purpose.
- Determines learning groups with no purpose.
- Reflects grouping in plans, but does not group students according to their needs for differentiated instruction.
- Plans, on an infrequent basis, grouping for students needing remediation and/or extension in lesson plans.
- Plans for differentiated lessons through content, process, product or time.
- Plans for students who may need remediation or extension.
- Plans groups that foster student engagement.
- Plans for both teachers working independently with groups when co-teaching.
- Plans for co-teachers working jointly with a variety of student groups.
- Develops leveled assessments for all assignments.

#### Possible examples

- The teacher does not plan to break students into small groups. Nor have they planned for the differing needs of students during the lesson.
- The teacher uses the same strategies for each group without considering group needs for remediation or extension.
- The teacher plans for group work by considering remediation strategies for some groups and extensions for others.
- The teacher plans to use informal observations during sharing to help determine group placement into remediation or enrichment. Each group then is allowed to select from several strategies to reach their goals.
- The co-teachers plan for movement between groups as students self-regulate their needs based on level of understanding and on interests.
### Domain 1: Planning and Preparation

**Component 1 C: Designing coherent instruction**

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<tr>
<td>Plans lessons and unit structure within reasonable timeframe</td>
<td>The lesson or unit plan lacks a coherent structure and time allocations may be unrealistic.</td>
<td>The lesson or unit plan does not maintain a uniform coherent structure and/or time allocations are unreasonable.</td>
<td>The lesson or unit plan maintains a uniform coherent structure. Time allocations are reasonable.</td>
<td>The lesson or unit plan maintains a clear and well defined structure. Multiple pathways and timelines for student learning allow for choice and individual needs.</td>
<td>The lesson or unit plan maintains a clear and well defined structure. It is constantly changing as evidenced by teacher anecdotal notes about students' progress.</td>
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</table>

**Critical attributes**

- Makes no use of district pacing guides.
- Lacks an organized approach for teaching concepts in an appropriate time frame.
- The structure of the lesson plans is difficult to follow especially for a substitute.
- Does not use district lesson plan components.
- Aligns some units with district pacing guides.
- There is structure for the lessons, but the district lesson plan components are not consistently used or understandable.
- Provides little or no evidences of planning for corrective re-teaching.
- Lacks an organized approach for teaching concepts in an appropriate time frame.
- Aligns plans with district pacing guides and district lesson plan components.
- Plans regular re-teaching activities to allow students who need corrective re-teaching to be actively engaged in remediation activities.
- In addition to proficient:
  - Plans for students needing remediation to be actively engaged while others work are on extension activities.
  - Plans opportunities for students to self-select activities related to the instructional goals.
- In addition to distinguished:
  - Plans routinely for timely, efficient teaching, corrective re-teaching and extensions.
  - Jots anecdotal notes to capture students' evolving needs on the daily lesson plans.

**Possible examples**

- The teacher may try to plan lessons but does not consider how long strategies might take or does not use district pacing guides.
- The teacher haphazardly selects activities for the concepts taught and the lesson does not progress in a way to help individual students improve.
- The teacher at times may use a pacing guide, but lessons may still be disorganized with little consideration of how to help individual students improve.
- The teacher is planning lessons based on the district pacing guides. They consider ways to informally assess students and plans ways to use that information to set up succinct topic specific small group lessons for students at different levels of learning.
- The teacher plans ways for students to select units they would like to accomplish based on their interests and level of understanding. Yet still accomplishes the learning goal(s).
- During the week, the teacher jots down notes on her lesson plans to remind her of what she will need to revise based on where students are in their learning.
- The teacher considers lesson plans a continually evolving document based on student need.
### Domain 1: Planning and Preparation

#### Component 1D: Assessing student learning

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<tr>
<td>Uses a variety of classroom assessments aligned with teaching and learning processes that reflect the goals and formats of national, state &amp; local assessments</td>
<td>Assessments are seldom used in the classroom and/or those used do not align with the course standards.</td>
<td>Assessments are seldom used in the classroom, but those used align fairly well with course standards.</td>
<td>Assessments are used in the classroom and they align with the course standards.</td>
<td>A variety of assessments and formats are used to align with the course standards. Results are used by teachers for future planning.</td>
<td>A variety of assessments and formats are used to align with the course standards. Results are used by teachers to determine gaps in instructional practice and by students to deepen learning.</td>
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</tbody>
</table>
| Critical attributes | - Does not use assessments or uses them infrequently.  
- Uses assessments that do not align to the standards.  
- Uses only assessments generated by the textbook publisher without editing to align with standards.  
- Uses no formative assessments during the unit of instruction.  
- Does not plan for student accommodations when assessing. | - Uses assessment infrequently.  
- Aligns assessments with the course standards.  
- Supplements/edits assessments from textbook publisher on a limited basis.  
- Bases assessments on lower cognitive levels of learning.  
- Uses limited formative assessments during the unit of instruction.  
- Plans inconsistently for student accommodations when assessing. | - Aligns assessments with the course standards.  
- Bases leveled assessments on all cognitive levels of learning but may focus more on lower cognitive levels (knowledge and comprehension).  
- Uses rubrics/proficiency scales to guide student understanding of strong vs. weak work.  
- Uses a variety of formative assessments, both formal (tests, quizzes) and informal (checks for understanding), to ensure students' success.  
- Uses formative assessments to inform instruction.  
- Plans for corrective re-teaching based on formative assessment results.  
- Plans for student accommodations when assessing. | In addition to proficient:  
- Develops multiple assessments aligned to the standards.  
- Bases leveled assessments on all cognitive levels of learning.  
- Uses a variety of assessment methods (rubrics, checklists, polls, etc.) to measure student products and performances.  
- Uses past and present assessment data results for effective long-range planning.  
- Plans for student accommodations when assessing and is sensitive to student privacy.  
- Uses formative assessment to consistently provide descriptive feedback. | In addition to distinguished:  
- Develops multiple differentiated assessments aligned to the standards.  
- Bases leveled assessments on all cognitive levels of learning with emphasis on synthesis and evaluation.  
- Uses a variety of assessment instruments to identify unique learning needs of students.  
- Assists students in monitoring and evaluating their learning through examination of assessment data and development of a plan for learning. |
| Possible examples | - The teacher plans to use a test written by last year's teacher and does not update to reflect what was taught this year.  
- The teacher plans to use the test used in the book, even though the curriculum standards are not the same as the textbook's standards. | - The teacher plans a unit test that has only true/false and fill-in-the-blanks (no level 3 or 4 items).  
- The teacher plans to give the final unit exam, but has not given any formative assessments. | - The teacher plans for a test that has 20 multiple choice items at level 2 and two level 3 and two level 4 that are short answers.  
- The teacher uses formative assessments to adjust instruction and student needs for learning. | - The teacher plans to give short assessments each day to determine changes needed for her lesson plans for the next day.  
- The teacher plans for both informal (thumbs up/down, exit slips, self-reflections, etc.); and short formative assessments about the standard to inform decisions for needed changes.  
- The teacher plans to share formative assessment results with students. | - The teacher plans to use formative assessments to inform decision making and help students to self-reflect.  
- Before the unit of study begins, the teacher plans to share learning goals for the unit of study and qualities of strong and weak work.  
- The teacher plans to use projects and rubrics that push students to synthesize and evaluate their learning. |
## Domain 1: Planning and Preparation

### Component 1D: Assessing student learning

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications criteria, standards and results to students and parents/guardians</td>
<td>The assessment criteria and standards are not developed and are not communicated with students and parents/guardians.</td>
<td>The assessment criteria and standards are developed, but they are unclear or are not communicated with students and parents/guardians.</td>
<td>The assessment criteria and standards are developed and are clearly communicated with students and parents/guardians.</td>
<td>The assessment criteria and standards are developed and are clearly communicated with students and parents/guardians. The teacher follows up with specific information to assist students in mastery of each standard.</td>
<td>Following dissemination of assessment results, the teacher and student interpret results and plan for student remediation and parent support in increasing student mastery of specific standards.</td>
</tr>
</tbody>
</table>

### Critical attributes

- Does not communicate expectations of the standards or proficiency scales and rubrics with students or parents/guardians.
- Does not post grades (grades 3-12) until the end of the grading period.
- Does not collect evidence of learning.
- Does not use proficiency scales and rubrics to drive student achievement.

- Makes posts to the grading program which are sporadic and difficult for students, parents/guardians to interpret.
- Does not clarify what students need to do to achieve with students or parents/guardians.
- Uses proficiency scales and rubrics but does not clearly explain them.

- Provides models of strong student work and the corresponding grading criteria.
- Explains and uses proficiency scales and rubrics to drive student achievement.
- Shares progress on standards or learning goals regularly with students.
- Uses proficiency scales using words they can understand.

### Possible examples

- The teacher prepares/gives a test over content not a part of the standard, or not covered in class.
- The teacher tells students there will be a test the next day, but does not tell students what is to be covered on the test.
- The teacher waits to post test scores until the end of the quarter.

- When starting the unit of study, the teacher does not share the standards, learning goals or proficiency scales with students because he believes they would consider it boring.
- The teacher grades student work infrequently and posts grades to the online system sporadically. Students never know where they are in their learning.

- Students spend time in the beginning of a new unit of study working in small groups rewriting the standards and proficiency scales using words they can understand. I can....
- The teacher uses past assignments of students who did well (names removed) to help students understand what quality work on this standard looks like.
- The teacher posts grades to the online program every two weeks.

- The teacher sends home copies of the proficiency scale students are currently working on, or posts it to a website for parents and students to review.
- The teacher sends home work that the student can use to improve his knowledge of multiplication tables.
- When the students begin to write a thesis, the teacher provides examples for students to determine ways to improve the paper.

- The teacher sends home work that the student can use to improve his knowledge of multiplication tables.
- When the students begin to write a thesis, the teacher provides examples for students to determine ways to improve the paper.
- The teacher monitors the student and the plan of action by weekly mini conferences.
# Domain 1: Planning and Preparation

## Component 1 D: Assessing student learning

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Interprets assessments to modify instructional decisions</td>
<td>The teacher does not use assessment results to modify instructional plans.</td>
<td>Teacher uses assessment results to modify instructional plans for the class as a whole.</td>
<td>Teacher uses assessment results to modify instructional plans for groups of students.</td>
<td>Teacher encourages individual students to use assessment information to set goals for learning and next steps.</td>
<td>The teacher empowers students to self-reflect on learning, develop personal goals and plans for achievement, to develop independent learners.</td>
</tr>
</tbody>
</table>
| Critical attributes | • Does not integrate standards’ language into daily instruction.  
• Does not use assessment data when planning and/or making instructional decisions.  
• Moves on after formative assessment instead of re-teaching. | • Shares standards’ language to introduce the unit of study.  
• Uses assessment results when planning for whole group instruction, but not for individuals or small groups. | • Integrates standards’ language into daily instruction.  
• Uses assessment data to guide instruction for corrective re-teaching or extensions for small groups of students.  
• Communicates, when requested, relevant and specific assessment data during SAT, grade level, or team meetings. | In addition to proficient:  
• Works with students to track personal progress, to reflect and to develop goals for achievement. | In addition to distinguished:  
• Reflects on assessment data to give timely feedback and to modify and adjust instruction to create flexible, differentiated teaching groups (including enrichment) as needed.  
• Analyzes and charts assessment data, draws conclusions and uses this information to fine-tune instruction for future teaching.  
• Motivates students to self-reflect and extend/challenge their own learning to become independent learners. |
| Possible examples | • When studying fractions, the students do poorly on their assessments. The teacher chooses to move on to the next unit of study, since they will have fractions again next year. | • The teacher uses a thumbs up/down to determine if students understand the procedures for the science experiment before moving on to independent work. | • The teacher plans to have several informal checks for understanding during the lesson and three formative short quizzes during the unit of study. The teacher will use this information to help individual students and for grouping students. | • The students know where they are in their learning because they chart progress each day and plan for getting better at the learning goal/standard. | • Along with involving students in their learning, at the end of each unit, the teacher looks at data and plans for instructional changes for next year. |
**Domain 1: Planning and Preparation**

**Component 1 E: Demonstrating knowledge of students**

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Instructional planning demonstrates understanding of developmental characteristics of age group</td>
<td>Teacher selects learning strategies and resources that are developmentally inappropriate for the age group of the students.</td>
<td>Teacher selects learning strategies and resources that are developmentally appropriate for the age group of the students, but does not recognize individual student exceptions.</td>
<td>Teacher selects learning strategies and resources that are developmentally appropriate for the age group of the students, and recognizes and plans for some general exceptions to patterns.</td>
<td>Teacher masterfully selects learning strategies and resources that are developmentally appropriate for the age group of the students, and plans for working individually with student exceptions to the norm.</td>
<td>Teacher masterfully selects learning strategies and resources that are developmentally appropriate for the age group of the students, and plans for empowering students to understand their own growth and development while moving forward in their learning.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Uses unsuitable materials, resources, strategies, and/or vocabulary for the age group. • Plans instructional activities that are developmentally inappropriate.</td>
<td>• Generalizes developmental characteristics of the age group to all students when planning. • Demonstrates limited awareness of learning progressions/proficiency scales or rubrics when selecting teaching strategies.</td>
<td>• Uses learning progressions/proficiency scales or rubrics when determining the learning progression for teaching about a concept. • Uses developmentally appropriate strategies for working with groups of students.</td>
<td>• Uses learning progressions/proficiency scales or rubrics to break down learning goals into manageable segments. • Plans for and works with students that display exceptions to the developmental characteristics of an age group.</td>
<td>In addition to distinguished: • Uses learning progressions/proficiency scales or rubrics to break down learning (chunking) goals into manageable segments of learning with students taking control of their learning. • Uses developmentally appropriate materials to maximize student engagement. • Understands common misconceptions in content and has plans for correcting these misconceptions.</td>
</tr>
<tr>
<td>Possible examples</td>
<td>• The teacher selects materials for her third grade classroom that are written at the 8th grade level.</td>
<td>• The teacher decides to teach the level 3 proficient skills without first teaching prerequisite vocabulary and simple one step processes (level 2) outlined in the proficiency scale.</td>
<td>• The teacher thinks about the order to teach skills to students (learning progression) and consults the proficiency scale to be sure she has included all necessary steps.</td>
<td>• The teacher uses the proficiency scale for planning lessons, and decides next how to work with students that learn differently or have problems with the lessons.</td>
<td>• While planning a long term project, the teacher determines where students will have trouble with learning. He plans some scaffolding activities and chunks the learning to ensure student success over areas of concern.</td>
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</tbody>
</table>
## Domain 1: Planning and Preparation

### Component 1 E: Demonstrating knowledge of students

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<tbody>
<tr>
<td><strong>Links students' learning to a variety of instructional strategies</strong></td>
<td>The teacher is unfamiliar with and fails to incorporate learning strategies into instructional planning.</td>
<td>The teacher has general knowledge of student learning strategies for instructional planning, and applies this knowledge to the class as a whole.</td>
<td>The teacher displays knowledge of student learning strategies for instructional planning and applies this knowledge to small groups of students.</td>
<td>The teacher uses knowledge of student learning strategies for instructional planning, and applies this knowledge to individual students.</td>
<td>The teacher uses knowledge of student learning strategies for instructional planning, and works with individual students empowering them to direct their own learning path.</td>
</tr>
</tbody>
</table>
| **Critical attributes** | - Does not plan instructional strategies that engage students through the various modalities (kinesthetic, visual, verbal and auditory).  
- Instructs mostly through whole group lecture.  
- Does not plan for re-teaching. | - Focuses mainly on a single modality.  
- Plans for re-teaching, by repeating the strategy initially used.  
- Plans strategies for the whole class instead of small groups or individual students. | - Plans strategies that engage small groups of students through various modalities (kinesthetic, visual, verbal, auditory).  
- Plans for re-teaching the learning goal using small groups with specific strategies. | In addition to proficient:  
- Plans strategically for re-teaching through different methods of delivery, groupings and content specific to individual students.  
- Administers pre-assessments to determine student current levels of understanding about the learning goal. | In addition to distinguished:  
- Plans deliberately for a variety of learning strategies to engage the different interests and learning styles.  
- Works individually with students to empower them as to how they best learn and how they can be successful at achieving. |
| **Possible examples** | - The teacher plans a lesson on voting but makes no plans for accommodating for different types of learners, their interests or strengths in learning styles. | - The teacher plans a lesson which includes the teacher lecturing and displaying a few visuals. | - The teacher, while planning their lesson, tries to incorporate engaging conversations, station work and movement for the class. | - The teacher surveys students to find out how they best like to learn and what their interests are. They then use this information to develop lessons using the different ways students learn best and their interests. | - The teacher encourages students to be aware of how they learn best. He plans to provide multiple project options; allowing students to select the project that best meets his or her individual approach to learning or one that will allow a student to stretch his/her abilities. |
## Domain 1: Planning and Preparation

### Component 1 E: Demonstrating knowledge of students

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<tbody>
<tr>
<td>Instructional plans reflect knowledge of students’ skills and interests including those with special needs</td>
<td>The teacher is unfamiliar with and does not incorporate students’ skills and interests into instructional planning.</td>
<td>The teacher has general knowledge of students’ skills and interests and applies this knowledge to the class as a whole when planning instruction.</td>
<td>The teacher uses knowledge of students’ skills and interests for instructional planning and applies it to small groups of students.</td>
<td>The teacher uses knowledge of students’ skills and interests for instructional planning and applies it to individual students, including those with special needs.</td>
<td>The teacher uses knowledge of students’ skills and interests for instructional planning, and works with individual students empowering them to direct their own learning path.</td>
</tr>
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</table>

### Critical attributes

- Does not plan for student activities that allow pursuit of individual interests associated with the learning goal.
- Does not provide accommodations (504s and IEPs) for special populations (ESL, Gifted, and Special Education).
- Does not consistently plan for student activities that allow for pursuit of individual interests associated with the learning goal.
- Does not consistently provide accommodations (504s and IEPs) for students’ special needs (ESL, Gifted, and Special Education).
- Plans for student activities that allow pursuit of interests associated with the learning goal.
- Provides accommodations (504s and IEPs) for students’ special needs (ESL, Gifted, and Special Education).
- In addition to proficient:
  - Provides accommodations (504s and IEPs) for students’ special needs as an integral part of each activity.
- In addition to distinguished:
  - Administers pre-assessments to gain knowledge about student interests and learning profiles/ styles and uses this to allow pursuit of individual interests associated with the learning goal and to plan for highly engaging activities that align with the learning goal.
  - Provides accommodations (504s and IEPs) for students’ special needs and for students needing to re-learn content as an integral part of each activity.

### Possible examples

- While planning the lesson, the teacher only considers the standards and not ways to make it interesting, students’ skill level, or needs.
- Few accommodations are made for special needs children.
- The teacher plans a lesson around holidays and cultural events that are personally relevant, but not necessarily relevant to the students in the class.
- The teacher plans to incorporate themes from the latest Disney movies into her whole class or small group lessons. Accommodations are provided for special needs students.
- The teacher provides opportunities for students to complete individual projects based on their interests but still related to the standard. The teacher also has provided accommodations for students with special needs.
- The teacher creates learning centers packed with engaging activities related to the standard and areas of interest to students. She plans to write up specific activities for students with accommodations.
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</thead>
<tbody>
<tr>
<td>Instructional plans and actions demonstrate</td>
<td>Instructional plans and actions contain no evidence of students' interests or</td>
<td>Instructional plans and actions reflect understanding of students' interests or cultural heritage for the class as a whole.</td>
<td>Instructional plans and actions reflect understanding of students' interests or cultural heritage for small groups of students.</td>
<td>Instructional plans and actions reflect understanding of individual students' interests or cultural heritage. This diversity is celebrated in appropriate ways.</td>
<td>Instructional plans and actions reflect understanding of individual students' interests or cultural heritage, and includes their experiences as a part of learning.</td>
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<td>responsiveness to students' interests and</td>
<td>cultural heritage.</td>
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<tr>
<td>cultural heritage</td>
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</tr>
<tr>
<td>Critical attributes</td>
<td>• Does not link cultural heritage to the instructional setting.</td>
<td>• Recognizes cultural heritage, but rarely links its importance to the instructional setting.</td>
<td>• Recognizes interest and cultural subgroups within the classroom and plans activities to demonstrate their importance to the instructional setting.</td>
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<td></td>
<td>• Maintains low or no expectations for certain students.</td>
<td>• Appears to hold expectations for most students but provides little support for certain students.</td>
<td>• Maintains high expectations for all students and provides support to help all students meet those expectations.</td>
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<td></td>
<td>• Plans isolated and superficial celebrations of multicultural heroes and</td>
<td>• Introduces different ethnic groups and their contributions on a rotating basis.</td>
<td>• Creates learning goals that incorporate multicultural nonsexist aspects.</td>
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<td></td>
<td>holidays.</td>
<td>• May not give equal attention to all students when they respond in class</td>
<td>• Uses multicultural nonsexist materials to enhance lessons.</td>
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<tr>
<td></td>
<td>• Displays books, maps, or other materials that are culturally inappropriate.</td>
<td>(i.e. listening intently while one student responds but writing on the board or shuffling papers when another student responds).</td>
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<td></td>
<td></td>
<td>• Uses limited multicultural nonsexist materials to enhance lessons.</td>
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<tr>
<td>Possible examples</td>
<td>• The teacher plans a lesson each year on Martin Luther King to fulfill the</td>
<td>• The teacher chooses to use some materials that represent diversity through pictures on bulletin boards. But there are very few planned activities that help students feel proud of their culture.</td>
<td>• The teacher plans in their lessons to have students share about their cultural beliefs when studying about the roles of men and women.</td>
<td></td>
<td>• The teacher is planning a unit on families. He has several students that have come from different nations and cultures. The teacher has talked individually with these students and has asked them to bring artifacts from their cultural that represent families and traditions. The students are eager to share about their family traditions.</td>
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<td>multicultural requirement.</td>
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<td></td>
<td>• Materials planned for student use reflect only beliefs of the dominant</td>
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<td>culture.</td>
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## Domain 1: Planning and Preparation

### Component 1 F: Demonstrating knowledge of and utilizing instructional resources

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<tr>
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</thead>
<tbody>
<tr>
<td>Accesses available teaching resources through the school, district and community</td>
<td>Teacher is unaware of and/or does not access or use teaching resources available in the school, district or community to enhance instruction.</td>
<td>Teacher accesses/uses teaching resources available in the school on occasion to enhance instruction.</td>
<td>Teacher accesses/uses teaching resources available in the school and district to enhance instruction.</td>
<td>Teacher seeks out and uses relevant teaching materials beyond the school or district to enhance instruction. This may include calling upon parents, and professional organizations, for partnerships, or finding special equipment for special needs students.</td>
<td>Teacher actively seeks out and uses relevant teaching materials beyond the school or district to enhance instruction.</td>
</tr>
</tbody>
</table>

#### Critical attributes
- Fails to use materials other than those provided in the classroom.
- Uses resources from within the school occasionally.
- Makes infrequent use of resources and district personnel to enhance classroom instruction.
- Accesses resources within the school such as guidance, library and technology resources.
- Uses district resources, specialized equipment and personnel to enhance classroom instruction.
- Uses district resources consistently including the Best Instructional Practices Handbook and the Instructional Resources from district and building professional development.
- Uses specialized equipment and personnel to enhance classroom instruction and meet the individual needs of students.
- Uses professional organizations’ journals, newsletters, and other publications.
- Uses guest speakers/materials/field trips from relevant community organizations when appropriate.
- Establishes relationships with parents/guardians and community organizations that lead to rich partnerships and resource sharing to enhance classroom instruction and meet the individual needs of students.

#### Possible examples
- The teacher while planning a new unit on types of vegetables, only uses the textbook as a resource.
- The teacher uses a video from the library, but adds no other books, pictures or resources to the unit on vegetables.
- The teacher finds resources outside of the textbook, such as video clips, recipes, visuals from the MTC, etc., to make the unit more exciting.
- After sharing information from the book the teacher finds a guest chef from a local restaurant to demonstrate how to prepare vegetables that taste good and allows students to sample.
- The teacher plans for the local culinary school to regularly visit the classroom and work with students on skill sets needed to become a chef. Parents and community members are invited to sample the foods prepared by the students after they give demonstrations at open house.
## Domain 1: Planning and Preparation

### Component 1 F: Demonstrating knowledge of and utilizing instructional resources

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</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of effective resources that support student learning</td>
<td>Teacher does not identify/use resources to support student learning.</td>
<td>Teacher identifies/uses resources to support student learning for the full class.</td>
<td>Teacher identifies and uses resources to support learning for the class, as well as for small groups of students.</td>
<td>Teacher identifies and uses a variety of resources to support and enhance the class, as well as individual student’s learning.</td>
<td>Teacher identifies and uses a variety of supportive resources including resources that students may choose to extend their own learning.</td>
</tr>
</tbody>
</table>

#### Critical attributes
- Fails to identify resources in instructional plans.
- Uses resources that do not support the learning goal.
- Identifies and uses at times, instructional resources (district Best Instructional Practices Handbook) to support student learning.
- Plans for resources based on classroom needs and not individual student needs.
- Plans for and uses district resources, including personnel and materials (district Best Instructional Practices Handbook) that support student learning.
- Identifies additional resources that support the needs of groups of students.

In addition to proficient:
- Plans for resources that strategically support individual students’ learning needs.

In addition to distinguished:
- Embeds and uses multiple resources to strategically support and extend individual students’ needs for learning.
- Uses current educational research to maximize student learning.

#### Possible examples
- The teacher uses only the textbook for learning.
- The teacher knows that manipulatives would be helpful in a math lesson but is unaware of how to access them in the building or district.
- The teacher’s lesson plans reflect using manipulatives, posters, district handbooks, tiered intervention and a video clip for the math lesson.
- The teacher’s plans indicate use of different resources for stations for learning and small group.
- The teacher uses a variety of resources available from the district and building as well as strategies gleaned from outside the district (i.e., Fountas & Pinnel training, Cooperative Learning training and other workshop classes).
- The teacher’s plans note different resources for individual students.
- The teacher and co-teacher work to provide a variety of strategies and resources for students at all levels in the learning centers. They use current research and help from the special education department to guide their decisions about lessons.
## Domain 1: Planning and Preparation
### Component 1 F: Demonstrating knowledge of and utilizing instructional resources

<table>
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</thead>
<tbody>
<tr>
<td>Uses technology to enhance student learning and achievement</td>
<td>Teacher does not use technology as a resource to enhance student learning.</td>
<td>Teacher occasionally takes advantage of opportunities to use technology for student learning.</td>
<td>Teacher thoughtfully chooses appropriate technology to deepen student learning.</td>
<td>Teacher embeds technology seamlessly in instruction, so that it becomes a natural part of the learning process.</td>
<td>Teacher encourages students to use technology to extend their learning.</td>
</tr>
</tbody>
</table>

### Critical attributes

- Chooses not to use available technology.
- Uses few technology resources that correlate to the learning goal.
- Does not take advantage of the full potential of available technology (i.e. uses Smart board only as a screen).
- Provides ineffective and/or limited opportunities for students to use technology.
- Uses technology resources to effectively deliver instruction.
- Provides opportunities for students to use technology to aid learning.
- Integrates technology in a manner that augments instruction.
- Provides frequent opportunities for students to use technology.
- Accesses web-based educational sites to augment instruction.
- In addition to distinguished:
  - Provides opportunities for students to choose from a variety of technologies to extend their learning.

### Possible examples

- The teacher prefers to lecture to students using the overhead or Elmo.
- Students periodically are allowed to word process a story they have written.
- The teacher uses PowerPoints to deliver instruction.
- The teacher regularly uses the smart board for quick formative assessments, to play games about the learning goal and to engage students in learning.
- In the Tech and Living classroom, students log on daily for activities related to their module unit of study. Their tests are given online with immediate results.
- In an English class, students access online research databases to gather additional information to be used in class discussions.
- Students independently access multiple online resources to find initial information for a project.
- Students also use digital cameras, spreadsheet, etc., to collect information which is used to develop their electronic presentation in their electronic portfolio.
Resources for Domain 1

Content Standards:
- OPS Website
- CANVASS – Grade Level, Content Specific
- Nebraska Department of Education Website: http://www.education.ne.gov/academicstandards/index.html

Pacing Guides:
- CANVASS – Grade Level, Content Specific
- District Grade Level/Content Specific Sites
- Curriculum Supervisor

Proficiency Scales:
- CANVASS – Content Specific
- District Grade Level/Content Specific Sites

Best Practices:
  - Section 1 “Gradual Release of Instruction and Lesson Planning,” page 1
  - Section 2 “Objectives/Learning Goals and Standards,” page 3
  - Section 3 “Procedures and Routines/Learning Climate,” pages 5-10
  - Section 4 “Literacy Strategies Across Content Areas,” pages 11-18
  - Section 5 “Mathematics,” pages 19-23
  - Section 6 “Rigor,” pages 25-26
  - Section 7 “Engagement,” pages 27-28
  - Section 8 “Differentiation,” pages 29-31
  - Section 9 “Assessment/Standardized Grading Practice,” pages 33-36
  - Section 10 “Technology Integration,” pages 37-40
  - Section 11 “Balanced Literacy,” pages 41-44
  - Section 12 “Early Childhood,” pages 45-53
  - Section 13 “English Language Learners,” pages 55-61

Lesson Plans:
- Templates are located in the Instructional Leadership Site

Cultural Awareness:
Domain 2: The Classroom Environment

Component 2 A: Creating an environment of respect and rapport
- Demonstrates equity, respect and fairness toward all students Page 21
- Helps students to develop positive self-concepts and interpersonal skills Page 22

Component 2 B: Managing classroom procedures and practices consistent with building and district policies
- Communicates behavioral expectations to all students Page 23
- Teaches, reviews and revises expectations and procedures throughout the year to ensure a safe, secure and positive learning environment Page 24
- Establishes procedures for transitions to facilitate an organized classroom Page 25

Component 2 C: Managing student behavior
- Sets high behavioral expectations for all students Page 26
- Reinforces positive student behavior Page 27
- Demonstrates the ability to respond and intervene to inappropriate student behavior Page 28

Component 2 D: Establishing a culture for learning though support of the mission and aims of the district
- Establishes relevancy of learning and connecting lessons to life Page 29
- Conveys high expectations for quality of work and achievement Page 30
- Shares and encourages students' progress in learning Page 31

Component 2 E: Organizing physical space
- Assures that the classroom and other physical resources are safe, accessible, and conducive to learning Page 32

Resources Page 33
### Domain 2: The Classroom Environment

#### Component 2 A: Creating an environment of respect and rapport

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<tr>
<td>Demonstrates equity, respect and fairness toward all students</td>
<td>Teacher interaction with at least some students is negative, demeaning, sarcastic, or insensitive to the age or culture of the students.</td>
<td>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for culture of the students.</td>
<td>Teacher-student interactions are friendly and demonstrate general warmth, caring and respect.</td>
<td>Teacher demonstrates genuine caring and respect for individual students. Teacher honors for culture of the students and unique qualities.</td>
<td>Teacher creates a climate in which disruption of learning is unthinkable. The class works together as a team respecting each other’s beliefs, culture and opinions.</td>
</tr>
</tbody>
</table>
| Critical attributes | • Lacks awareness of strategies to interact with diverse students.  
• Uses disrespectful or insensitive talk and/or actions toward students.  
• Shows favoritism to or dislike of certain students. | • Shows awareness of diversity, but struggles to find strategies to interact with all students.  
• Uses respectful language but sometimes is insensitive or culturally unaware.  
• Attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.  
• Neglects some students when interacting with the class. | • Uses strategies that meet the needs of many diverse groups.  
• Treats students with respect.  
• Communicates, through interactions with students, high expectations for all.  
• Creates a climate of respect between teacher and students. | In addition to proficient:  
• Uses a multitude of strategies to serve diverse students.  
• Responds to students with respect and dignity.  
• Honors cultural differences when responding to students.  
• Demonstrates knowledge and caring about individual students’ lives beyond school.  
• Makes connections with individual students. | In addition to distinguished:  
• Creates a classroom culture that invites students to set high expectations for themselves and celebrates their successes on a daily basis.  
• Facilitates students’ awareness of biases in order to broaden their perspectives of and interactions with others.  
• Provides all students multiple opportunities to showcase their strengths. |
| Possible examples | • A student slumps in his chair following a comment by the teacher.  
• Some students refuse to work with other students or the teacher.  
• The teacher calls all girls “sister” because she doesn’t know their names.  
• The teacher appears afraid to correct some students who are talking out of turn because of the possible confrontation that could arise. | • Students applaud half-heartedly 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.  
• The teacher shows no interest in getting to know students who are different than she is.  
• The teacher uses a phrase that is inappropriate to some cultures. | • The teacher greets all students by name as they enter the class or during the lesson.  
• The teacher gets on the same level with students, for instance, kneeling beside a student working at a desk.  
• Students applaud politely following a classmate’s presentation to the class.  
• 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. | • The teacher inquires about a student’s soccer game last weekend (or extracurricular activities or hobbies).  
• Students clap enthusiastically for one another’s presentations for a job well done.  
• Students wait for classmates to finish speaking before beginning to talk. | • The teacher and students attend one another’s activities outside the class as a show of mutual respect.  
• Students are especially attentive when someone outside the classroom visits, so that the teacher is viewed positively.  
• Students offer praise and suggestions to each other about their successes within the class. |
## Domain 2: The Classroom Environment
### Component 2 A: Creating an environment of respect and rapport

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps students to develop positive self-concepts and interpersonal skills</td>
<td>Teacher actions and words demean students and their abilities.</td>
<td>Teacher usually relates to students in a manner that encourages positive interactions, but may unintentionally, at times, be insensitive to students.</td>
<td>Teacher relates to students in a manner that encourages positive interactions.</td>
<td>Teacher relates to students in a manner that encourages positive interactions and encourages students to demonstrate courtesy toward others.</td>
<td>Teacher creates a classroom culture where student interactions demonstrate respect and positive rapport both within and beyond the classroom.</td>
</tr>
</tbody>
</table>

### Critical attributes
- Interacts with occasional disrespect toward or among students.
- Does not address disrespectful interactions among students.
- Displays no familiarity with or caring about individual students’ interests or personalities.
- Makes no effort to build student self-esteem.
- Interacts with students in a positive manner.
- Responds inconsistently to disrespectful behavior by students.
- Attempts to provide opportunities for positive student interactions.
- Interacts with students in a manner that does not reflect any knowledge of cultural differences, attributes, experiences and viewpoints which some researchers refer to as “cultural blindness”.
- Interacts with the class in ways that reflect support and respect.
- Uses strategies to ensure that interactions in the classroom are polite, respectful, and cooperative.
- Redirects undesirable classroom behaviors.
- Demonstrates cultural awareness with consistency and in all aspects of the teachers work.
- Addresses immediately instances of disrespect towards others.
- Uses strategies to ensure the classroom environment supports positive interactions among individuals.
- Plans intentionally for positive student interactions.
- Redirects undesirable student behaviors by reinforcing positive student behaviors.

### Possible examples
- The teacher reacts in a negative way to students who are ethnically different from her.
- The teacher ignores student comments about how ugly another student's hair looks today.
- The teacher answers with a short temper to a student she does not like.
- The teacher praises most of the students when they walk into class, but unintentionally ignores a few students.
- The teacher assumes that students know how to be respectful to others.
- The teacher answers students in a positive, pleasant tone, regardless of her feelings toward the students.
- When the class begins to exhibit negative behaviors, she reminds them through modeling how to act in a positive way.
- The teacher provides opportunities for students to interact in pairs. She models the positive behavior she expects from students before beginning.
- When a student uses a derogatory statement, the teacher asks the student to rephrase the statement in a positive way.
- The teacher and students make each other feel welcomed through positive, real comments about each other’s work and efforts.
- Students, working together on a project, suggest to each other ways to rephrase their comments when they are disrespectful of others.
## Domain 2: The Classroom Environment

### Component 2 B: Managing classroom procedures and practices consistent with building and district policies

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates behavioral expectations to all students</td>
<td>Teacher has not communicated orally or posted procedures and routines and behavioral expectations for all students to follow.</td>
<td>Teacher communicates procedures and routines and standards of behavior to all students during the first few days of class, but does not remind students of the expectations throughout the school year.</td>
<td>Teacher communicates expected procedures and routines and standards of behavior to all students and periodically reminds them of behavioral expectations.</td>
<td>Teacher consistently communicates expected procedures and routines and standards of behavior to all students and reinforces positive behavior with individual students.</td>
<td>Communication and enforcement of high expectations for behavior is a shared responsibility of the teacher and students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical attributes</th>
<th>• Does not communicate or post standards of behavior.</th>
<th>• Communicates and posts procedures and routines and standards of behavior and addresses them consistently.</th>
<th>• Communicates, practices and reviews procedures and routines and standards of behavior throughout the school year as needed.</th>
<th>• Enables students to take the leading role in the development of classroom expectations that align with established school-wide procedures and routines.</th>
<th>• Communicates, practices and reviews procedures and routines/ standards of behavior through classroom meetings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible examples</td>
<td>• The teacher tells students, “It is OK to have food in this class except for when the principal walks into the classroom, and then you better hide it, since that is against school rules.”</td>
<td>• Even though it is against school rules, the teacher told students they could have food and drink in the classroom today. Yet, she was angry at students yesterday that brought food and drink into the classroom.</td>
<td>• After a discussion in the beginning of the year about school-wide procedures, the teacher reminds the class it is against procedures to bring in food and drink to the room. She then reteaches the procedure.</td>
<td>• After noticing that two students have tried unsuccessfully for several days to break one of the building rules, the teacher decides to reteach the two students the rule and makes plans to reteach the rule again every quarter to the class.</td>
<td>• When a student starts to bring food or drink into the classroom, one of the other students reminds him to finish his drink before coming into the classroom. The teacher thanks the students for following the rule.</td>
</tr>
</tbody>
</table>
### Domain 2: The Classroom Environment

#### Component 2 B: Managing classroom procedures and practices consistent with building and district policies

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaches, reviews and revises expectations and procedures and routines throughout the year to ensure a safe, secure and positive learning environment</strong></td>
<td>There is little or no evidence of established expectations and procedures and routines.</td>
<td>There is some evidence of established expectations, procedures and routines, although enforcement may be inconsistent.</td>
<td>There is evidence that expectations, procedures and routines are established, practiced and reinforced at the classroom level.</td>
<td>There is strong evidence that expectations, procedures and routines are established and consistently reinforced, not only at the classroom level, but also with individual students.</td>
<td>The teacher is so successful in instilling class procedures and routines that students regulate themselves and others.</td>
</tr>
<tr>
<td><strong>Critical attributes</strong></td>
<td>• Does not establish expected classroom or school-wide procedures and routines with students.</td>
<td>• Teaches classroom and school-wide procedures and routines.</td>
<td>• Practices, re-teaches, and enforces procedures and routines in a positive way.</td>
<td>In addition to proficient: • Makes classroom and school-wide expectations of procedures and routines so clear that disruptions are infrequent.</td>
<td>In addition to distinguished: • Practices classroom and school-wide OPS procedures and routines until they are internalized by students and become a part of the culture.</td>
</tr>
<tr>
<td><strong>Possible examples</strong></td>
<td>• During the first few weeks of school, the teacher is overwhelmed with all that needs to be accomplished and chooses not to communicate procedures for walking to lunch. Students are loud and haphazardly walk down the hall. They are disruptive to other classes.</td>
<td>• In the beginning of the semester, the teacher goes over the procedures and routines, but does not check for understanding or practice them.</td>
<td>• After teaching the procedure for walking to lunch, the class starts down the hallway and breaks several of the rules. The teacher escorts the class back to their room and reminds them again of procedures before walking them back to lunch successfully.</td>
<td>• The teacher reminds the students monthly of the rules for walking down the hallway to lunch. Students for the most part comply, but at times the teacher may reteach the procedure with noncomplying students.</td>
<td>• The teacher has trained students well enough the process for walking down the hall during lunch, that students encourage their friends to follow procedures.</td>
</tr>
<tr>
<td></td>
<td>• Lacks evidence of established procedures and routines.</td>
<td></td>
<td>• Uses established OPS procedures and routines consistently.</td>
<td>• Uses established OPS procedures and routines consistently and effectively.</td>
<td>• Encourages student to monitor themselves and their friends for following procedures and routines.</td>
</tr>
<tr>
<td></td>
<td>• Does not enforce OPS procedures and routines.</td>
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<td></td>
<td>• Changes rules and procedures frequently without communicating to students and with no specified reason</td>
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<td>Element</td>
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<tr>
<td>Establishes procedures for transitions to facilitate an organized classroom</td>
<td>Fails to define, teach, or practice transitions which results in lost time during instruction.</td>
<td>Transitions may be inefficient, resulting in some loss of instructional time.</td>
<td>Transitions occur with little loss of instructional time.</td>
<td>Transitions are smooth and efficient, which maximizes student learning time.</td>
<td>Transitions are seamless, with students assuming much of the responsibility to maximize instructional time.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Fails to define, teach, or practice transitions.</td>
<td>• Defines, and teaches transitions early in the course or school year. • Enforces classroom procedures for transitions as problems arise. • Transitions occur slowly.</td>
<td>• Defines, teaches, and practices transitions periodically with the class. • Transitions last 30 seconds to one minute.</td>
<td>In addition to proficient: • Maximizes instructional time by minimizing transition time. • Monitors all transitions closely with a timer to work toward efficiency. • Works with individual students who are hampering transitions.</td>
<td>• Teaches students to display self-control and efficiency during transitions, minimizing the need for verbal redirection. • Non-verbal teacher direction signals are the norm.</td>
</tr>
<tr>
<td>Possible examples</td>
<td>• The teacher tells the class that they are now going to move to different seats for math. They have no procedure to ensure students do so in a timely fashion. • Students are not aware of any procedures when asked to move into small groups, so they begin to ask questions such as, “Where am I supposed to go?” “Will we be returning to our seats?”</td>
<td>• The first week of school the teacher tells students how they expect them to move quietly from math to social studies. She expects students to remember the procedures they have learned and does not plan to revisit the process. • It takes students eight minutes to transition from whole group to small group instruction, even though the teacher has given students some instruction on how to proceed.</td>
<td>• The teacher re-teaches procedures monthly for moving from math to social studies. If students are not moving quickly enough or are talking too much, the teacher re-teaches and then students practice the procedure again.</td>
<td>• Students have mastered the procedures for transitioning from large to small group and are now making an effort to minimize the amount of time. • The teacher uses a timer to minimize transition time spent between large and small group instruction.</td>
<td>In addition to distinguished: • Students are aware of the tasks for the day and immediately transition into appropriate spots. • Students anticipate the teacher’s next direction and are ready to move in a timely fashion.</td>
</tr>
</tbody>
</table>
## Domain 2: The Classroom Environment

### Component 2 C: Managing student behavior

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Sets high behavioral expectations for all students</td>
<td>No behavior expectations appear to have been established, or students are confused as to what the expectations are.</td>
<td>Behavioral expectations have been established by the teacher for most situations, but they are not always reinforced or practiced.</td>
<td>Behavioral expectations are established by the teacher, clearly communicated to the class and reinforced regularly.</td>
<td>Behavioral expectations are developed with student input and positively reinforced by the teacher.</td>
<td>Behavioral expectations are jointly developed and reinforced by students and the teacher, with students taking responsibility for their own behavior and encouraging others to do the same.</td>
</tr>
</tbody>
</table>

#### Critical attributes

- Has not established behavioral expectations, which results in disruption of instructional time.
- Establishes behavioral expectations, but they are not consistently practiced or reinforced.
- Establishes and reinforces behavioral expectations and links them to procedures and routines.
- Ensures disruptions to class are infrequent.

In addition to proficient:

- Establishes, with student input, behavioral expectations linked to procedures and routines.
- Reinforces positive student behaviors consistently.

In addition to distinguished:

- Shifts responsibility for appropriate behavior procedures and routines and interactions to the students.
- Builds students’ expectations and choices for their own and classmates’ behavior.

#### Possible examples

- To gain student attention, the teacher tries to yell louder than the students talk.
- Students are unsure of what the teacher expects.
- Students ignore the teacher, and continue to misbehave.
- The teacher has established the attention signal of a raised hand. Some students raise their hand but continue to talk.
- The teacher does not consistently monitor a student on a behavior plan.
- The teacher has an established attention signal, such as raising a hand or dimming the lights that works effectively with students.
- The teacher reminds students that they are expected to walk quietly down the hallway.
- The teacher rewards the class for good behavior during an assembly by giving them the opportunity afterwards to play an educational game.
- The teacher thanks students for positive behavior.
- Students propose an improved attention signal that they are all willing to follow during class.
- When working in small groups independent of the teacher, students will redirect classmates in order to be more efficient in their work.
- A student reminds classmates of the roles that they are to play within the group.
## Domain 2: The Classroom Environment

### Component 2 C: Managing student behavior

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Reinforces positive student behavior</td>
<td>Student behavior is not monitored, and teacher is unaware of what students are doing.</td>
<td>Teacher is generally aware of student behavior but may miss the activities of some students.</td>
<td>Teacher is alert to student behavior, and reinforces positive behavior.</td>
<td>Monitoring by teacher is subtle and preventive. Teacher’s response to misbehavior is sensitive to individual student needs and the student reacts in a positive way.</td>
<td>Student behavior is appropriate. Students monitor their own behavior and that of other students; correcting one another respectfully. If teacher intervention is needed, it is subtle and preventive.</td>
</tr>
</tbody>
</table>

### Critical attributes
- Lacks awareness of student positive behavior or activities.
- Makes no attempt to monitor student behaviors.
- Focuses only on negative student behaviors.
- Attempts to monitor student positive behavior when remembered.
- Ignores or is not aware of inappropriate behavior.
- Monitors and reinforces behaviors as students are engaged in work.
- In addition to proficient:
  - Responds using a sensitive approach to individual student misbehavior, resulting in positive student responses.
  - Aware of life circumstances that could impact behavior and then works with the student in a positive manner.
- In addition to distinguished:
  - Reinforces positive student on-task and self-regulating behavior.

### Possible examples
- Students have no idea if what they are doing is correct. They just keep doing what they think is right unless they get in trouble.
- Teacher allows shout outs and students talk over the teacher.
- The teacher reprimands the whole class for the behaviors of a few students.
- The teacher sometimes requires hand raising.
- The teacher thanks students who are sitting quietly when the bell rings.
- The teacher consistently requires hand raising, quiet transition and engaged small group discussions that are on topic.
- If redirection is needed, the teacher is right there and encouraging a more positive behavior quietly without disrupting the other students.
- The teacher rotates around the room to monitor behavior and checks for understanding, thereby preventing misbehavior before it happens.
- The students monitor themselves during small group. The teacher has taught them well and they know how to proceed. They compliment their on-task efforts.
- The teacher compliments students’ self-regulation during class time.
## Domain 2: The Classroom Environment

### Component 2 C: Managing student behavior

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates the ability to respond and intervene to inappropriate student behavior</strong></td>
<td>Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student’s dignity.</td>
<td>Teacher inconsistently response to student misbehavior is often directed to the class as a whole and may not be fully successful in redirecting negative behaviors.</td>
<td>Teacher response to misbehavior usually is directed toward a small group of students, is appropriate, successful and respects students’ dignity.</td>
<td>Teacher response to misbehavior is highly effective and sensitive to students’ individual needs.</td>
<td>Teacher response to misbehavior gives the student an opportunity to determine how to appropriately correct his actions.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Addresses student misbehavior in a way that increases dissonance.</td>
<td>• Addresses student misbehavior with varying degrees of success.</td>
<td>• Addresses student misbehavior in a way that does not direct attention to individual student.</td>
<td>• Engages students, resulting in few disruptions.</td>
<td>• In addition to distinguished:</td>
</tr>
<tr>
<td></td>
<td>• Ignores students’ misbehavior.</td>
<td>• Attempts to discipline in a way that does not embarrass or degrade the student but is not always successful.</td>
<td>• Redirects student behavior in a positive, respectful manner.</td>
<td>• Provides individual students with strategies to improve their behavior and monitors their improvement.</td>
<td>• Involves students in determining strategies for revision of their behavior plans.</td>
</tr>
<tr>
<td></td>
<td>• Responds to student misbehavior inconsistently.</td>
<td>• Aware of students’ behavior plans, but enforces them inconsistently.</td>
<td>• Implements strategies for improved behavior for the whole class.</td>
<td>• Implements strategies on students’ behavior plans with consistent results and/or reflection and suggested modifications.</td>
<td>• Assists students in self-reflection and problem-solving so that incidence of misbehavior can be used as an opportunity for growth and future self-regulation.</td>
</tr>
<tr>
<td></td>
<td>• Draws negative attention to the student misbehaving.</td>
<td>• Disciplines the whole class for the misbehavior of a few students.</td>
<td>• Implements selected strategies on students’ behavior plans.</td>
<td>• Responds to student misbehaviors in a manner that minimizes disruptions to learning and maximizes student self-worth.</td>
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<tr>
<td></td>
<td>• Degrades or puts down the student and his/her behavior.</td>
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<tr>
<td></td>
<td>• Unaware of or unwilling to use students’ behavior plans.</td>
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</tbody>
</table>

### Possible examples

- The teacher is afraid to redirect behavior of students.
  - The teacher escalates a minor situation by yelling at a student instead of talking quietly with the student without an audience.
- When a student is talking too much, the teacher asks for the student to redirect his efforts to the current assignment. After several attempts with no luck in changing the talkative behavior, the teacher gives up for the day.
- When the class is off task, the teacher gives students the choice of working with their current groups or being reassigned to other groups. The students quiet down and begin to work.
- When a student talks too much and is off task, the teacher walks up to the student and uses proximity to reinforce the need to get busy. The student chooses to begin working and the teacher thanks the student for starting to work before moving on to another group.
- Student group members working on a long-term project encourage each other to complete and understand their work. The teacher spends most of his time as a facilitator of learning and seldom needs to be a disciplinarian.
### Domain 2: The Classroom Environment

#### Component 2 D: Establishing a culture for learning through support of the mission and aims of the district

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Establishes relevancy of learning and connecting lessons to life</td>
<td>Teacher conveys a negative attitude toward the content suggesting that the content is not important or relevant. Teacher fails to establish the relevance of the learning or makes no connections to students' lives.</td>
<td>Teacher communicates the importance of the learning but with few real life connections for students.</td>
<td>Teacher demonstrates genuine enthusiasm for the subject. Teacher communicates the relevancy of the learning and connects it to students' lives in such a way that most students are engaged in the learning.</td>
<td>Teacher encourages a curiosity for learning that goes beyond classroom assignments.</td>
<td>Teacher supports students in developing their own pathways by extending learning beyond the classroom.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Displays little interest in the content resulting in student disengagement  &lt;br&gt;• Makes no connections to usefulness of content in real life.</td>
<td>• Uses techniques to reaffirm the relevancy of learning but seldom draws connections to real life applications.  &lt;br&gt;• States the importance of concepts, but students are only moderately engaged in activities.</td>
<td>• Uses techniques to reaffirm the relevancy of learning and draws connections to real life applications &lt;br&gt;• Displays enthusiasm for the subject matter. &lt;br&gt;• Engages students in meaningful activities which prompt them to ask questions that transcend basic learning expectations.</td>
<td>In addition to proficient: &lt;br&gt;• Encourages students' inquisitiveness through a variety of research-driven strategies (reciprocal teaching, generating and testing hypotheses, real life situations, student interviewing, etc.).</td>
<td>In addition to distinguished: &lt;br&gt;• Supports students in developing their own pathways for authentic learning.</td>
</tr>
<tr>
<td>Possible examples</td>
<td>• The teacher introduces the lesson on vegetables by telling students, that she does not see why it is important to learn this, she hates vegetables, but it is a standard, so they will have to spend a little bit of time on it.</td>
<td>• The teacher introduces the unit telling students it is important to learn about vegetables, but gives no reasons as to why.</td>
<td>• The teacher introduces the lesson on vegetables by telling students about the nutrients found in vegetable and how wonderful properly prepared vegetables can taste.</td>
<td>• The teacher enthusiastically introduces a unit on vegetables and why they are important to their health. After a discussion about how important it is to properly prepare vegetables to maintain nutrients. Students visit recipe websites to determine which ones they would like to prepare.</td>
<td>• After introducing the need for vegetables, the teacher provides an assignment that allows students to investigate sustainable farming and to develop a plan for providing sustainable, locally grown vegetables to the school cafeteria.</td>
</tr>
</tbody>
</table>
## Domain 2: The Classroom Environment

**Component 2 D: Establishing a culture for learning through support of the mission and aims of the district**

<table>
<thead>
<tr>
<th>Shares and encourages students' progress in learning</th>
<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td>Teacher does not share students' progress in learning.</td>
<td>Teacher recognizes students' progress in learning and occasionally shares students' progress.</td>
<td>Teacher encourages students' progress in learning and regularly shares student progress.</td>
<td>Teacher encourages students' progress in learning and challenges students to deepen their understanding.</td>
<td>Teacher has students share with the teacher their self-charted progress in learning.</td>
<td>Teacher challenges students to reach their full potential and enlists the support of their classmates to help one another achieve.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical attributes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provides little feedback to students about their skill development.</td>
<td>Provides occasional feedback to students about their skill development.</td>
<td>Returns coursework to students with descriptive feedback about their skill development and provides an opportunity to redo work.</td>
<td>In addition to proficient:</td>
<td>In addition to distinguished:</td>
<td></td>
</tr>
<tr>
<td>Provides no motivation for students to complete assigned class activities, assignments, or projects.</td>
<td>Provides little motivation for students to complete assigned class activities, assignments, or projects.</td>
<td>Charts students' progress to encourage ownership of achievement level.</td>
<td>Motivates students to complete assigned coursework promptly and completely.</td>
<td>Encourages students to take ownership of their achievement and to self-reflect and chart their learning.</td>
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</tr>
<tr>
<td>Returns coursework without descriptive feedback for student improvement or reflection.</td>
<td>Returns coursework with descriptive feedback to students after the unit of study.</td>
<td>Celebrates student successes.</td>
<td>Charts and challenges students individually to achieve higher levels of learning.</td>
<td>Creates a climate of classroom support, excellence and self-motivation.</td>
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<tr>
<td>Makes no attempt to return student coursework.</td>
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<td>Celebrates student successes.</td>
<td>Provide opportunities for peer review and descriptive feedback of student work.</td>
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<td>Celebrates each other's successes.</td>
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<table>
<thead>
<tr>
<th>Possible examples</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework is not returned or it is returned at the end of the unit, giving little time to make revisions with no suggestions for improvements.</td>
<td>Coursework is returned regularly but with limited opportunities or suggestions on how to improve.</td>
<td>The teacher walks around checking on student progress. When students run into a problem area, she stops and explains it again to the whole class. If there are several students who continue to have problems, she gathers them together for additional guided work.</td>
<td>The teacher provides suggestions for improvement on a written assignment and gives students time to make adjustments before the end of the unit of study.</td>
<td>Students support each other in their learning through peer reviews. They guide each other by asking questions about processes to help determine answers.</td>
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</tr>
<tr>
<td>When given independent time, students use their phones and other electronic devices inappropriately; the teacher doesn't attempt to stop them.</td>
<td>The teacher says, &quot;I think most of you will be able to do this.&quot;</td>
<td>Students chart their progress on their math coursework and make personal plans for improvement. Students who surpass their goal are recognized by the teacher during a class celebration.</td>
<td>The teacher supports students by questioning to refocus thinking.</td>
<td>The teacher provides feedback throughout the learning process and students are encouraged to revise coursework until they are proficient or advanced.</td>
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<tr>
<td>The teacher says to a student, &quot;Why don't you try this easier problem?&quot;</td>
<td>The teacher does not encourage students who are struggling.</td>
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<tr>
<td>Element</td>
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<tr>
<td>Conveys high expectations for quality of work or student achievement</td>
<td>There are few expectations for quality of work or student achievement.</td>
<td>Expectations for quality of work and achievement are articulated, but certain groups of students are encouraged to achieve more than others.</td>
<td>Instructional goals, activities, interactions, and the classroom environment convey high expectations for student achievement. Expectations for quality of work and high achievement are conveyed to the whole class.</td>
<td>Expectations for quality of work and high achievement are articulated for all students and individual students are given extra support as needed to achieve.</td>
<td>High expectations are a shared belief internalized by all students. Students assume responsibility for high quality work by initiating improvements, making revisions, and/or helping peers achieve.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Does not believe all students can learn and reduces rigor.</td>
<td>• Believes most students can learn.</td>
<td>• Believes all students can learn.</td>
<td>In addition to proficient:</td>
<td>In addition to distinguished:</td>
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<tr>
<td></td>
<td>• Sets few if any learning goals for achieving the standards.</td>
<td>• Posts learning goals but they may not align with the district standards or impact achievement.</td>
<td>• Posts, explains and uses learning goals that align with district standards.</td>
<td>• Establishes a growth mindset to work toward achievement with all students.</td>
<td>• Establishes a classroom culture where students believe they can achieve and work together to do so.</td>
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<td></td>
<td>• Does not post learning goals.</td>
<td>• Uses randomly selected activities and strategies for learning that are not aligned to the learning goals.</td>
<td>• Uses specific learning strategies from the Best Instructional Practices Handbook to increase student achievement.</td>
<td>• Posts, explains and uses learning goals and proficiency scales that align with district standards.</td>
<td>• Allows students to help determine the direction of their learning that helps lead to self-regulation.</td>
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<tr>
<td></td>
<td>• Uses low impact activities such as lecture and worksheets or strategies that may or may not align with the learning goal or impact achievement.</td>
<td>• Assesses inaccurately students' potential for achievement.</td>
<td>• Provides students with opportunities to perform at the proficient level, but opportunities for advanced level work are limited.</td>
<td>• Selects and uses learning strategies from the Best Instructional Practices Handbook that intentionally increase student achievement based on assessment data for all learners.</td>
<td>• Selects and uses strategies that focus on the highest levels of learning (depth of knowledge).</td>
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<tr>
<td></td>
<td>• Underestimates student potential for achievement (i.e. completes tasks for students, does not allow think time when questioning).</td>
<td>• Provides some opportunities for students to perform beyond basic level.</td>
<td>• Learns how to use the paper or what quality work looks like.</td>
<td>• Collaborates with students to create plans for improving their achievement.</td>
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<td></td>
<td>• Has low expectations for quality of student work completed.</td>
<td>• The teacher plans deliberately for success.</td>
<td>• The teacher begins by teaching students the goals in student friendly terms and explaining what it takes to achieve.</td>
<td>• Provides multiple opportunities for students to perform at proficient and advanced levels.</td>
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<tr>
<td></td>
<td>• Provides few opportunities for students to perform beyond basic level.</td>
<td>• The teacher provides a list of what is to be included in the paper, but does not teach students how to write the paper or what quality work looks like.</td>
<td>• The teacher uses short quizzes every few days to check the level of student understanding and provides specific strategies as a result that help students achieve.</td>
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<tr>
<td>Possible examples</td>
<td>• The goals for the unit of study are not shared with students.</td>
<td>• Learning goals are posted in the room but are seldom discussed or referred to during the course.</td>
<td>• The teacher takes the time to explain the learning goals and make sure that students thoroughly understand related rubrics, anchor papers and expectations for quality work.</td>
<td>• The teacher plans deliberately for student success by helping students understand what strong and weak work looks like when writing a research paper.</td>
<td>• Students know what to expect in their learning, through the creation of study of proficiency scales and/or rubrics and see mistakes as a part of the process for getting better.</td>
</tr>
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<td></td>
<td>• The teacher plans for students to write a research paper. They give students a due date, but does not provide a topic nor specifics of what is to be included. Students have not been given any training on how to write the paper.</td>
<td>• The teacher provides a list of what is to be included in the paper, but does not teach students how to write the paper or what quality work looks like.</td>
<td>• The teacher uses short quizzes every few days to check the level of student understanding and provides specific strategies as a result that help students achieve.</td>
<td>• The teacher plans deliberately for student success by helping students understand what strong and weak work looks like when writing a research paper.</td>
<td>• Students peer edit and work together on projects.</td>
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<td>• A students asks about the assignment and the teacher teases the student by saying, “You know you’ll never do it, so why the questions?”</td>
<td>• The teacher has preconceived notions of students' abilities based on dress or appearance.</td>
<td>• Because students know what to expect, and how to be successful at the work, they are motivated to achieve.</td>
<td>• Self-regulation is apparent as students work to learn and have high levels of motivation on their own.</td>
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</table>
## Domain 2: The Classroom Environment

### Component 2 E: Organizing physical space

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Assures that the classroom and other physical resources are safe, accessible, and conducive to learning</td>
<td>The classroom is unsafe and there may be some physical impediments that interfere with students’ learning.</td>
<td>The classroom is safe and conducive to learning, but some physical resources are not easily accessed by students especially those with special needs.</td>
<td>The classroom is safe, equally accessible to all students and conducive to learning. Physical resources are arranged for easy access by the class.</td>
<td>The classroom is safe, equally accessible to all students and conducive to learning. Resource accommodations are thoughtfully planned to minimize disruptions.</td>
<td>Safe procedures are embedded into all practices in the classroom. Students take ownership for helping each other be safe.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Endangers student safety by the presence of physical hazards or improper storage of materials. • Blocks view with materials. • Makes no accommodations so that all students can hear the teacher. • Fails to give consideration or make accommodations for students with special needs. • Lacks organization in the classroom space. • Fails to review safety procedures with students.</td>
<td>• Provides a safe physical environment for most of the room. • Reviews posted safety procedures early in the course. • May organize physical resources haphazardly at times. • Makes accommodations for students with special needs when confronted with the need.</td>
<td>• Provides a safe physical environment throughout the room. • Reviews posted safety procedures and practices them with students. • Makes accommodations so that students can see and hear. • Arranges classroom to support the instructional goals and learning activities. • Stores physical resources properly for ease of access and safety.</td>
<td>In addition to proficient: • Adjusts the physical environment for optimal learning and to accommodate students with special needs. • Ensures posted safety procedures are regularly reviewed and consistently practiced.</td>
<td>In addition to distinguished: • Safety is embedded in the daily routines of the classroom so that students need little, if any, reminder from the teacher to use safe practices. • Makes classroom materials accessible to students in a manner that allows them to take ownership of the organizational structure of the classroom.</td>
</tr>
<tr>
<td>Possible examples</td>
<td>• Electrical cords running across the classroom provide a potential tripping hazard. • A pole in the middle of the room blocks students’ view of the board.</td>
<td>• The teacher ensures that dangerous chemicals are stored safely. • Books, computers, papers, etc., are piled haphazardly around classroom.</td>
<td>• The teacher establishes guidelines concerning where backpacks are left to keep pathways clear; students comply. • Arranges an ADA compliant classroom. • Desks are moved together for working in small groups, or into a circle for a class discussion.</td>
<td>• Student work bins are situated so that students have needed materials at hand for every lesson. • The teacher structures the classroom so that resource accommodations are made for special needs students and are inconspicuous to other students.</td>
<td>• Students ask if they can shift the furniture to better suit small-group work or discussion. • Students help those with physical needs move out of the classroom during a fire drill without teacher prompting.</td>
</tr>
</tbody>
</table>
Resources for Domain 2

Student-Teacher Interactions/Student Positive Self-Concept:

Expected Behavior/Procedures and Routines:
  - Chapter 8 "Teaching Procedures," pages 80-103
  - Chapter 9 "Consistency," pages 104-112
  - Chapter 10 "Getting Ready," pages 114-133
  - Chapter 12 "Rules and Consequences," pages 162-199

Transitions:
  - Section 3 "Procedures and Routines/Learning Climate," page 5-10

Respond and Intervene to Inappropriate Behavior
  - Chapter 13 "Breaking the Cycle of Student Misbehavior," pages 201-213

Relevancy of Learning and Connecting the Learning:
  - Section 7 "Engagement"
    - Purpose and Relevance, page 27

Recognizes and Encourages Student Learning:
  - Section 3 "Procedures and Routines/Learning Climate"
    - Values Student Responses, page 10
  - Section 9 "Assessment"
    - Descriptive Feedback, page 33

High Expectations:
  - Section 2 "Objectives/Learning Goals and Standards," page 3
  - Section 6 "Rigor," pages 25-26
  - Section 7 "Engagement," pages 27-28
  - Section 8 "Differentiation," pages 29-31
  - Section 9 "Assessment/Standardized Grading Practice" pages 33-36

Physical Space:
  - Chapter 10 "Getting Ready," pages 125-126
Domain 3: Instruction

Component 3 A: Communicating clearly and accurately
- Presents content driven lessons and directions that are clear to students and contain an appropriate level of detail
- Spoken and written language is clear and correct

Component 3 B: Engaging students in learning
- Engages students by using a variety of teaching strategies
- Provides differentiated instruction based on students’ needs
- Organizes students for instruction using various techniques (i.e. individualized, performance, cooperative or small group)
- Encourages students to initiate learning and achieve goals on an ongoing basis

Component 3 C: Providing feedback to students
- Provides descriptive feedback that is substantive, constructive and specific to each student
- Provides descriptive feedback in a timely manner

Component 3 D: Using questioning and discussion questions
- Uses a variety of high quality, clearly stated questions
- Engages all students in discussions and encourages students to formulate questions for higher level thinking
- Elicits responses equitably from all students and allows adequate response time

Component 3 E: Demonstrating flexibility and responsiveness
- Adapts instructional lessons based on student responsiveness and engagement
- Teaches to a variety of cognitive levels: knowledge, comprehension, application, analysis, synthesis, and evaluation
- Persists in seeking strategies that may help students who have difficulty learning

Resources
## Domain 3: Instruction

### Component 3 A: Communicating clearly and accurately

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Presents content driven lessons and directions that are clear to students and contain an appropriate level of detail</td>
<td>Teacher lessons and directions are often confusing to students.</td>
<td>Teacher lessons and directions are clarified after initial student confusion or are excessively detailed.</td>
<td>Teacher lessons and directions are clear and contain an appropriate level of detail.</td>
<td>Teacher lessons and directions are clear and anticipate possible misunderstandings.</td>
<td>Students readily understand teacher direction as demonstrated by ability to immediately translate directions to work.</td>
</tr>
</tbody>
</table>
| Critical attributes | • Does not use district curriculum, proficiency scales or standards to guide instruction.  
• Presents lessons that are disjointed.  
• Does not offer students clarification.  
• Provides directions to students in only one mode (generally given orally).  
• Provides no models of expected work. | • Posts district standards/learning goals, but does not refer to them during instruction.  
• Uses district curriculum and standards inconsistently to guide instruction.  
• Offers clarification that merely repeats the original directions.  
• Provides few models of expected work. | • Posts and explains district standards/learning goals, throughout the unit of instruction.  
• Uses district standards and/or curriculum to structure lessons.  
• Clarifies directions with the class by expanding on or rephrasing original directions in a different way.  
• Directions are always stated orally and posted for visual reference.  
• Provides student created models of strong work (i.e. anchor charts, class created samples). | In addition to proficient:  
• Posts and explains district standards/learning goals, proficiency scales/rubrics and/or criteria for success; and helps students to understand them by clarifying them in student friendly language and referencing them throughout the unit of study.  
• Provides clear and easy to understand directions and projects.  
• Provides examples of strong and weak work and students compare samples to the criteria for learning or rubrics.  
• Works individually with students or small groups needing additional clarification. | In addition to distinguished:  
• Students take the lead in determining where their learning goes and have a hand in choosing learning strategies that will help them meet the content standard.  
• Gives ownership of learning to the students. At any point, students can explain where they are in the learning process and their plans to get better at the learning goal.  
• Students, often working together, compare their work to the criteria for learning to determine how to improve. |
| Possible examples | • A student asks: “What are we supposed to be doing?” but the teacher ignores the question.  
• Students are asked to write a research paper, but they are not given clear directions or models of what the teacher expects. | • A student asks, “What are we supposed to be doing?” and the teacher clarifies the task.  
The teacher provides a model of a completed research paper, but does not go into depth about the steps of the research process. | • At the beginning of the unit on the Civil War, students examine the learning goals and proficiency scales about what they will be learning.  
• The teacher provides criteria for the research paper along with a rubric so that students have a guide for what is expected, but does not explain it in detail. | • When explaining to students about the research paper, the teacher presents the overall goal, provides models, and then provides checkpoints and a rubric for each checkpoint item. Students then compare samples to understand each of the criteria. The teacher works individually with students not fully understanding how to proceed. | • Students clearly know what they need to do to achieve for the research paper unit. They have examined strong and weak work and are ready to transfer that knowledge to their independent work. |
<table>
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<tbody>
<tr>
<td>Spoken and written language is clear and correct</td>
<td>Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td>Teacher's spoken and written language is acceptable. Both are used correctly, but may not always be developmentally appropriate.</td>
<td>Teacher's spoken and written language is clear, correct and developmentally appropriate.</td>
<td>Teacher's spoken and written language is clear, correct, developmentally appropriate, and enhances the lesson.</td>
<td>Teacher's spoken and written language is deliberate and infused with well-chosen, vivid examples to enhance the lesson.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Uses incorrect language with students.</td>
<td>• Uses correct language with students but uses academic vocabulary above or below the students' level.</td>
<td>• Uses correct language with students.</td>
<td>In addition to proficient:</td>
<td>In addition to distinguished:</td>
</tr>
<tr>
<td></td>
<td>• Uses academic vocabulary incorrectly for the subject area.</td>
<td>• Uses subject area vocabulary correctly.</td>
<td>• Uses OPS academic vocabulary appropriate for students' level and course content.</td>
<td>• Uses correct and appropriate language that helps students to better understand the lesson.</td>
<td>• Writes in a manner that is legible, error free, precise, and challenges students to do the same.</td>
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<td>• Does not use Standard English.</td>
<td>• Writes legisly, but meaning may be inaccurate or imprecise.</td>
<td>• Writes in a manner that is legible, accurate and precise.</td>
<td>• Uses OPS academic vocabulary intentionally with multiple exposures (5-7) to enhance the lesson and challenge students to extend their learning.</td>
<td>• Captivates students with enthralling presentations.</td>
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<td>• Writes using misspelled words and grammatical errors.</td>
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<td>• Writes in a way that is confusing to students.</td>
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<td>• Uses handwriting that is difficult for students to decipher.</td>
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<td>Possible examples</td>
<td>• Students have a quizzical look on their faces; some may withdraw from the lesson because they are unsure or confused by what the teacher is presenting.</td>
<td>• The teacher mispronounces several words used in the lesson.</td>
<td>• When introducing a lesson, the teacher uses the identified academic vocabulary appropriately within the lesson.</td>
<td>• The teacher pauses during an explanation of the civil rights movement to remind students that the prefix “in” as in “inequality” means “not.” The prefix “un” also means the same thing.</td>
<td>• The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by imagining the temperature of the water in a hose that has been sitting in the sun. He then encourages students to develop other examples.</td>
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<td>• Students become disruptive because they can no longer understand the lesson the teacher is presenting.</td>
<td>• Students are inattentive during the teacher's explanation of content because they do not understand what the teacher is talking about.</td>
<td>• The teacher rereads what she has written to check for spelling and grammatical errors.</td>
<td>• During a lesson on color, the teacher talks about the many shades of blue (i.e., azure, indigo, navy). They give several synonyms for blue to broaden students' understanding of the color and to challenge them to learn nuances of color.</td>
<td>• To introduce the work of Benjamin Franklin, the teacher dresses in period costume and presents the lesson in character.</td>
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<td>• The teacher uses technical terms with an elementary class without explaining their meanings.</td>
<td>• The teacher misspells several words on the student assignment.</td>
<td>• All directions are both verbally clearly stated and visually written for students to see.</td>
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<td>• The teacher says “ain’t.”.</td>
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<td>• The teacher’s directions, handouts, and/or notes to others contain multiple misspellings and grammatical errors.</td>
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</tbody>
</table>

**Possible examples**

- When introducing a lesson, the teacher uses the identified academic vocabulary appropriately within the lesson.
- The teacher rereads what she has written to check for spelling and grammatical errors.
- All directions are both verbally clearly stated and visually written for students to see.
- The teacher pauses during an explanation of the civil rights movement to remind students that the prefix “in” as in “inequality” means “not.” The prefix “un” also means the same thing.
- During a lesson on color, the teacher talks about the many shades of blue (i.e., azure, indigo, navy). They give several synonyms for blue to broaden students’ understanding of the color and to challenge them to learn nuances of color.
- The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by imagining the temperature of the water in a hose that has been sitting in the sun. He then encourages students to develop other examples.
- To introduce the work of Benjamin Franklin, the teacher dresses in period costume and presents the lesson in character.
### Domain III: Instruction

#### Component III B: Engaging students in learning

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</thead>
<tbody>
<tr>
<td><strong>Engages students by using a variety of teaching strategies</strong></td>
<td>Teaching strategies and assignments are developmentally inappropriate and lack the variety necessary to engage learners.</td>
<td>Teaching strategies and assignments are developmentally appropriate and have some of the variety necessary to engage learners.</td>
<td>Teaching strategies are developmentally appropriate with enough variety to engage learners as a class.</td>
<td>Teaching strategies are developmentally appropriate and encourage high levels of engagement at the individual student level. The teacher adjusts strategies as necessary to maintain high levels of student engagement.</td>
<td>Students are taught to be self-regulated learners that control their learning environment through goal setting, self-monitoring, self-instruction, and self-reinforcement.</td>
</tr>
<tr>
<td><strong>Critical attributes</strong></td>
<td>- Delivers instruction exclusively through whole group activities (lecture, selected response worksheets and/or full length videos). - Lacks evidence of using the steps of the gradual release of instruction. - Uses teaching strategies that are developmentally inappropriate and lack the variety necessary to engage learners. - Lacks engagement of students.</td>
<td>- Delivers instruction primarily through whole group activities (lecture, selected response worksheets and/or videos), with little variation. - Moves from full group to independent practice with limited if any use of shared instruction or guided practice. - Paces instruction based on suggested pacing guides, not student mastery. - Uses teaching strategies that are sometimes above or below the students’ level of understanding. - May at times, engage students in learning.</td>
<td>- Uses gradual release of instruction daily. - Makes use of some high yield strategies such as graphic organizers, QAR, think alouds, note-making, etc. - Paces instruction based on student mastery of learning goals. - Uses strategies in a logical progression of learning. - Uses strategies appropriate to the students’ level of understanding. - Engages students in learning. - Consistently uses high yield instructional strategies from the Best Instructional Practices Handbook.</td>
<td>In addition to proficient: - Moves among the four stages of gradual release as needed. - Demonstrates consistent use of multiple, high yield strategies from the Best Instructional Practices Handbook such as graphic organizers, QAR, think alouds, note-making, etc. - Paces instruction to maintain student engagement and mastery. - Adapts and employs new strategies for unique student needs and situations from the Best Instructional Practices Handbook. - Helps students to determine what learning strategies are most successful for the type of learning or the concepts involved.</td>
<td>In addition to distinguished: - Fosters, trains and motivates students for self-regulated, life-long learning by building the capacity to transfer knowledge and skills from one setting to another. - Uses authentic projects that encourage problem-solving and collaboration with others. - Encourages student self-selection of the strategies that best help them learn.</td>
</tr>
<tr>
<td><strong>Possible examples</strong></td>
<td>- The teacher lectures to students for the entire class period. - The lesson directs all attention to the teacher and provides no opportunities for students to work with others. - The teacher gives directions and then students are to work independently – no modeling, no practice, and no questions. - As part of the study of mythology, the teacher shows the movie Jason in its entirety and gives students worksheets to ensure that they are paying attention.</td>
<td>- After modeling the activity, the teacher has students work together to demonstrate mastery of math skills by using concrete objects. - The teacher changes mode of instruction every 15-20 minutes to ensure student engagement.</td>
<td>- The teacher has students select an engagement strategy that is personally meaningful to their learning. - The teacher uses a variety of engagement strategies during shared instruction to check for individual student understanding.</td>
<td>- After spending time on the project criteria, students in self-selected small groups or alone develop an authentic project and a plan to achieve, that is personally meaningful. The plan of action must include steps for self and peer reflection.</td>
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</table>
## Domain III: Instruction

### Component III B: Engaging students in learning

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Provides differentiated instruction based on students' needs</td>
<td>Teacher does not use differentiated learning to meet student needs.</td>
<td>Teacher provides differentiated learning for the class on some occasions.</td>
<td>Teacher recognizes the need for and uses differentiated learning regularly for groups of students.</td>
<td>Teacher skillfully meets the learning needs and styles of individual students by differentiating and scaffolding instruction.</td>
<td>Teacher encourages students to engage in self-reflection which then helps to determine the most appropriate learning strategies to meet their needs.</td>
</tr>
</tbody>
</table>
| Critical attributes | - Uses whole group activities exclusively.  
- Does not use flexible groups for scaffolding.  
- Makes no accommodations for special populations (ESL, Gifted, and Special Education). | - Uses primarily whole group instruction.  
- Does not often use flexible groups for scaffolding.  
- Does not always provide accommodations for special populations (ESL, Gifted, and Special Education). | - Creates flexible groupings based on formative assessment.  
- Uses primarily whole group instruction; but differentiates lessons for content, product, or process.  
- Provides the accommodations required for special populations (ESL, Gifted, and Special Education) consistently. | In addition to proficient:  
- Anticipates where individual students will need scaffolding and adapts and creates new strategies for unique students' needs and situations.  
- Recognizes the difficulties a student may be having outside of school and adjusts that individual's pace accordingly, while maintaining high expectations.  
- Provides accommodations required for special populations (ESL, Gifted, and Special Education) as an integral part of each activity. | In addition to distinguished:  
- Allows student choice of strategies to enhance their knowledge, skills and intere.  
- Selects strategies that emphasize depth over breadth.  
- Engages students in self-reflection to determine most appropriate strategies for learning. |
| Possible examples | - Even though the teacher is aware that one student in the class has difficulty seeing the board, they do not change the seating so that the student can have a better view of the whiteboard and screen in the front of the classroom.  
- Group assignments are made alphabetically at the start of the year and these groups never change. | - The teacher prefers whole group instruction, but at times moves students into groups. The grouping is not by ability nor is it to scaffold learning needs.  
- Students are placed in guided reading groups at the start of the year, and they remain there regardless of their rate of progress. | - The culinary teacher knows that students always have trouble with fractions. When she prepares her lesson on fractions, she knows that after modeled instruction and a check for understanding (shared), she will need to regroup students. One group will practice measuring to determine how to cut a recipe in half; while those that are proficient will actually begin to use real recipes to cut the yield into one-fourth. | - Within a given lesson or unit, the teacher differentiates by providing textbooks for visual learners while allowing auditory learners to listen to audio books and kinesthetic learners have the opportunity to complete an interactive assignment online.  
- One student doesn't read well, but can draw skillfully. In social studies, his teacher asks him to be the class cartographer, drawing maps for each region of the world as it is studied. | - The teacher asks students to reflect on what worked, what didn't and how they could improve their learning during a writing assignment.  
- After determining personal learning goals for health class, students write a plan of how they will complete the goals. |
## Domain III: Instruction

### Component III B: Engaging students in learning

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizes students for instruction using various techniques (i.e. individualized, performance, cooperative or small group)</strong></td>
<td>Teacher does not utilize grouping techniques for instruction.</td>
<td>Teacher uses some grouping techniques for instruction, but there is no intent or purpose for the grouping patterns.</td>
<td>Teacher uses grouping techniques throughout instruction and purposely plans the grouping patterns to benefit student learning.</td>
<td>Teacher uses a variety of grouping strategies and patterns, to engage and motivate individual student learning.</td>
<td>Teacher has developed self-regulated learners who take advantage of grouping and learning strategies to facilitate their learning.</td>
</tr>
<tr>
<td><strong>Critical attributes</strong></td>
<td>• Misuses or does not attempt grouping techniques (i.e. one student does the work and others copy).</td>
<td>• Attempts grouping techniques, but groups are static.</td>
<td>• Organizes students to work individually, in pairs, triads, small or large groups.</td>
<td>In addition to proficient:</td>
<td>In addition to distinguished:</td>
</tr>
<tr>
<td></td>
<td>• Does not use data or assessment results when placing students in instructional groups.</td>
<td>• Uses data or assessment results to place students in instructional groups but does not differentiate the content.</td>
<td>• Facilitates group work by ensuring that all groups have all necessary procedures, information, materials and roles.</td>
<td>• Uses data or assessment results to differentiate content when placing students in instructional groups.</td>
<td>• Determines some grouping patterns by students self-selecting what most appropriately facilitates learning needs.</td>
</tr>
<tr>
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<td>• Does not appropriately supervise or guide groups.</td>
<td>• Supervises groups but does not provide the guidance needed to optimize learning.</td>
<td>• Works with groups to correct errors in thinking or to develop skills.</td>
<td>• Uses data or assessment results to place students in instructional groups but does not differentiate the content.</td>
<td>• Uses group time to peer assess and revise.</td>
</tr>
<tr>
<td></td>
<td>• Uses mainly whole group instruction.</td>
<td>• Groups students but does not provide clear instructions for group work.</td>
<td>• Holds individual students responsible for their individual outcomes and progress during group work.</td>
<td>• Uses group time to peer assess and revise.</td>
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<td></td>
<td>• Does not teach students how to work in groups.</td>
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<tr>
<td><strong>Possible examples</strong></td>
<td>• The teacher often uses full group instruction and seldom breaks students into groups.</td>
<td>• When students work in groups of four to discuss a reading assignment, they discuss the questions as directed but are unprepared for large group discussion because they did not know they were to record their ideas.</td>
<td>• The teacher recognizes that English language learners may need additional explanations or time to grasp material presented to the whole group in lecture form. The teacher assigns each of them a buddy who can share his/her notes, answer questions and fill in gaps.</td>
<td>• A teacher gives students a pre-test on selected content. Students are assigned to learning center groups based on instructional need. Students are given engaging group work and know they will be retested after completing the strategies in the learning center.</td>
<td>• After sharing strategies in student-led groups, each student reflects on the group's problem-solving methods and formulates a problem-solving strategy that he/she can use independently.</td>
</tr>
</tbody>
</table>
## Domain III: Instruction
### Component III B: Engaging students in learning

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</thead>
<tbody>
<tr>
<td>Encourages students to initiate learning and achieve goals on an ongoing basis</td>
<td>Teacher does not encourage students to initiate their own learning or set goals for achievement.</td>
<td>Teacher does little to encourage students to initiate their own learning or set goals for achievement.</td>
<td>Teacher encourages the class to initiate their own learning and set goals for achievement.</td>
<td>Teacher engages each student to initiate his own learning by exploring aspects of the content using a variety of supports (resources, guidance, etc.).</td>
<td>Teacher uses a variety of effective methods to check for understanding which immediately unscrambles confusion and clarifies expectations.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Does not provide opportunities for students to set personal learning goals. • Does not allow students to bring in information and pursue their interests.</td>
<td>• Facilitates student goal setting but does not provide classroom instruction that supports student mastery of goals. • Does not plan opportunities for students to use resources from outside the classroom (i.e. library resources, web resource).</td>
<td>• Allows students to pursue interests and bring in information. • Facilitates student goal setting and provides some classroom instruction that supports student mastery of goals. • Plans some opportunities for students to use sources from outside the classroom (i.e. web, field trips, library).</td>
<td>In addition to proficient: • Helps students set personal learning goals and supports these goals with time, resources, encouragement, and guidance. • Facilitates student goal setting and provides intentional classroom instruction that supports student mastery of goals. • Plans opportunities for students to integrate a variety of sources from outside the classroom to guide their learning.</td>
<td>In addition to distinguished: • Expects students to be able to describe/tell what they are learning, why they are learning it and how they will use it in life that supports student mastery of goals. • Expects students to regularly integrate a variety of sources from outside the classroom to guide their learning (i.e. library resources, web resources, museums, Skype, local experts, field trips).</td>
</tr>
<tr>
<td>Possible examples</td>
<td>• The teacher stands at the front of the classroom and lectures to students about types of bugs. There are no opportunities for the students to ask questions, disagree or explore areas of interest.</td>
<td>• The teacher encourages students to pursue interests related to bugs, but they must do so on their own time.</td>
<td>• The teacher builds in opportunities for the class to explore interests related to bugs, by looking at pictures of bugs on the web.</td>
<td>• The teacher begins the unit on bugs, by bringing in an entomologist who brings in samples of different types of bugs. Throughout the unit, the teacher meets weekly with students who are working on projects about different types of bugs.</td>
<td>• The teacher provides students an opportunity to learn the consequences of war by researching persons from this community or school who have died in wars. Students then determine ways to honor the victims of war. Students use multiple resources outside the classroom.</td>
</tr>
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</table>
## Domain III: Instruction
### Component III C: Providing feedback to students

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<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Provides descriptive feedback that is substantive, constructive and specific to each student</td>
<td>Feedback is either not provided or is of uniformly poor quality.</td>
<td>Feedback is inconsistent or general in nature and does not help students improve.</td>
<td>Feedback is descriptive, but is often generalized to the whole class instead of individual students.</td>
<td>Feedback is descriptive and individualized to further each student's learning.</td>
<td>Teacher anticipates student queries and provides feedback relevant to entire class. Students self-reflect on their learning before the teacher provides individual descriptive feedback.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>- Provides no feedback. - Uses feedback that contains sarcasm, insults, or inappropriate content. - Limits student feedback to the end of the unit of study when it is too late to correct student errors in learning. - Marks tests simply with a grade at the top.</td>
<td>- Uses general statements such as “unacceptable,” “re-do” or “nice job” in both verbal and written feedback. - Acknowledges participation or completion without consideration of performance processes or outcomes.</td>
<td>- Provides feedback that is generalized to the class. - Acknowledges the value of performance processes or outcomes.</td>
<td>In addition to proficient: - Provides individualized, descriptive feedback that addresses the learning goal. - Provides multiple opportunities for students to use specific descriptive feedback to improve their work. - Uses prompts and cues to challenge students to think metacognitively. - Maintains ongoing dialogue of descriptive feedback between the student and the teacher.</td>
<td>In addition to distinguished: - Provides multiple opportunities for students to self-assess and adjust their learning. - Uses students' feedback about where they are in the learning process to help adjust learning strategies. - Challenges students to question any disconnect of their understanding of specified performance criteria and descriptive feedback.</td>
</tr>
<tr>
<td>Possible examples</td>
<td>- A student asks: “How is this assignment going to be graded?” - The teacher forges ahead with a presentation without checking for understanding. - The teacher says: “Good job, everyone.”</td>
<td>- When a student completes a problem on the board, the teacher corrects the student's work without providing descriptive feedback. - The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept. - The teacher notices a student's hypothesis predicts what will happen and praises the student for it, but the teacher fails to give any feedback that will improve the hypothesis such as, “You can improve it by giving a reason you think this will happen.”</td>
<td>- The teacher circulates during small group or independent work, offering suggestions to groups of students. - The teacher uses a specifically formulated question to elicit evidence of student understanding. - The teacher asks students to look over their papers to correct their errors.</td>
<td>- While students are working, the teacher circulates providing substantive feedback to individual students. - Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved. - Students record facts and concepts they are learning in math in a journal. In the journal, they describe their understandings, express opinions, pose questions and note insights. - The teacher reads and comments each week on the journals.</td>
<td>- Students regularly use journals to track their progress and develop a plan for improvement. - Students keep a portfolio of their work for English class. Each sample in the portfolio is dated and the student is expected to be able to explain which learning goal the sample relates to and how they have improved their learning since the first sample of work. - After training on peer editing, students offer feedback to their classmates on their work, before returning it to the teacher.</td>
</tr>
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</table>
### Domain III: Instruction

#### Component III C: Providing feedback to students

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Provides descriptive feedback in a timely manner</td>
<td>Feedback is not provided during the learning process.</td>
<td>Feedback is often not provided in a timely manner that allows students to correct errors in their thinking.</td>
<td>Descriptive feedback is provided in a timely manner, but students are not provided an opportunity to use it during the learning process to correct their thinking.</td>
<td>Descriptive feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.</td>
<td>The teacher anticipates where students will have trouble early in learning and plans timely descriptive feedback opportunities to help students achieve.</td>
</tr>
</tbody>
</table>

#### Critical attributes

- Returns coursework to students after the unit of study has been completed.
- Does not correct students' errors in thinking during the learning process.
- Provides some feedback to students during the unit of instruction, but some of the feedback for coursework may be at the end of the learning process when it is too late to make adjustments.
- Corrects students' errors in thinking during the learning process.
- Does not monitor students to ensure descriptive feedback is used in their learning.
- In addition to proficient: Corrects students' errors in thinking during the learning process to improve their learning.
- In addition to distinguished: Anticipates common errors students make and prepares alternate learning strategies to foster student understanding based on feedback.
- Monitors students to ensure use of multiple sources of descriptive feedback (i.e. teacher, peers and student self-assessment) are used to improve learning.

#### Possible examples

- The teacher comments, "I don't return any quizzes until I give a summative assessment. That way, students who haven't been listening can't cheat by comparing their answers with others in the class."
- The teacher provides feedback to students as she finishes correcting the essays. By the end of the unit of study, only about half of the students receive feedback before the final summative assessment.
- During a unit of study, the teacher grades some of the papers, but then decides to wait until near the end of the quarter for the other sets of papers.
- The teacher says to a group of students, "What details might you add to give readers a clearer picture of your problem?" They listen to the students' ideas and then checks back later to see that students have edited their work based on the feedback.
- The teacher uses quick checks for understanding during the unit on chemical bonds to see where students are in the learning process, but makes no attempt to regroup those students having trouble with the concept.
- The teacher gives feedback in small daily increments so that students can make corrections during the unit of study. The teacher requires students to turn in corrections shortly after the feedback is given.
- The teacher reviews student work each week providing feedback as needed. To be sure that there are no gaps in feedback for a timely and quality product, the class has been trained in the criteria for successful performance of the standard. Students are provided time each week to self-reflect and to peer review before the teacher sees the product.
- When a student doesn't understand why active voice is more powerful than passive voice, the teacher, anticipating this problem, points out examples within the student's own writing to assist the student in understanding.
## Domain III: Instruction
### Component III D: Using questioning and discussion techniques

| Element | Unsatisfactory                                                                 | Basic                                                                 | Proficient                                                                                                                                           | Distinguished                                                                 | Exemplary                                                                                                                                                                                                 |
|---------|--------------------------------------------------------------------------------|----------------------------------------------------------------------|**********************************************************************************************************************************************|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Uses a variety of high quality, clearly stated questions | Teacher questions focus on factual information and do not encourage students to elaborate on their responses or to think deeply or students may be confused as to what the teacher is asking. | Teacher questions focus on factual information, but may at times, reach higher cognitive levels. Questions are sometimes confusing. | Teacher generates a variety of clearly stated questions at all cognitive levels that are easy for students to understand. | Teacher asks higher level questions and trains students to ask higher level questions to deepen their own learning and generate discussion. | Teacher automatically incorporates the higher levels of Bloom’s taxonomy of synthesis and evaluation to elicit more profound student thinking of all learners. Students independently generate higher level questions to elicit more profound student thinking. |
| Critical attributes | • Bases questions on factual information only (i.e. uses only lower levels of Bloom’s taxonomy).  
• Asks surface level questions (who, what, where, why).  
• Does not draw relevant issues into the discussion.  
• Asks questions that are confusing.  
• Asks questions that do not illicit deeper thinking. | • Bases questions on factual information with few higher level questions asked (i.e. uses mostly lower cognitive levels).  
• Draws, at times, relevant issues into the discussion.  
• Asks questions that may confuse students. | • Poses leveled questions (Bloom’s taxonomy) to ensure student understanding.  
• Draws relevant issues into the discussion. | In addition to proficient:  
• Creates an environment rich with critical thinking questions: inquiry, problem solving, generating and testing hypotheses. | In addition to distinguished:  
• Poses higher level questions (Bloom’s taxonomy) leading to extensive connections with real life or relevant issues.  
• Encourages students to develop higher level questions to extend their thinking and learning. |
| Possible examples | • A student responds to a question with wrong information, and the teacher doesn’t follow up.  
• The teacher asks the students questions about the story that begin with who, what, where or when.  
• When the teacher poses a question that confuses students, she does not rephrase the question so that students will understand. | • The teacher asks mostly surface level questions with sporadic chances to extend thinking.  
• The teacher asks, “Who has an idea about this?” The usual three students offer comments. | • The teacher uses specifically formulated questions to elicit evidence of student understanding.  
• 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 share with the entire class. | • The teacher reminds students of the characteristics of high-quality questioning using specific student generated questions to illustrate his point.  
• A student says to a classmate, “I don’t think I agree with you on this, because…”  
• A student asks, “What if…?”  
• The teacher asks, “Maria, can you comment on Ian’s idea?” and Maria responds directly to Ian. | • Middle school students think about what makes a hero in the unit Enduring Heroes. This unit gives students the opportunity to think about values and goals in terms of contemporary heroes. The teacher asks students, “What values do your heroes represent and how might you match those to your personal values?”  
• The students are asked to generate higher level questions to use in a Socratic circle. |
### Domain III: Instruction

#### Component III D: Using questioning and discussion techniques

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Engages all students in discussions and encourages students to formulate questions for higher level thinking</td>
<td>Teacher and student discussions are predominately recitation style with teacher mediating all questions and answers.</td>
<td>Teacher attempts to engage students in a discussion, with only part of the students responding.</td>
<td>Teacher creates an atmosphere that encourages in-depth discussions through the use of teacher developed higher level questions and strategies among all students.</td>
<td>Teacher creates an atmosphere where all students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Teacher enhances discussions in the classroom by assisting students in developing a repertoire of higher level questions.</td>
<td>Teacher acts as a facilitator to assist students with routinely directing discussion topics for future exploration. Teacher facilitates a classroom atmosphere in which students are expected to discuss using self-generated high level questions that lead to deeper learning.</td>
</tr>
</tbody>
</table>

| Critical feedback | • Poses no open-ended questions thus limiting student responses and reflection. | • Poses some open-ended questions, but provides inadequate support to sustain discussion. The teacher controls and directs discussions in a whole group format. | • Uses student engagement strategies (reciprocal teaching, think-pair-share, inside/outside circle, etc.) to support thought processes prior to large group discussion. Provides cues and supports for struggling learners to ensure their participation in higher level questions. | In addition to proficient: • Creates a climate in which students are expected to use application, synthesis, analysis and evaluation questions as a starting point for deep discussions. | In addition to distinguished: • Facilitates a classroom where student-led discussions to create extended learning opportunities are the norm. |

| Possible examples | • All questions can be answered with a simple yes, no or a statement of fact. The teacher is uncomfortable with allowing students to question the teacher or content of the subject matter. | • The teacher asks how the Civil War began, but does not follow up with additional questions and does not challenge anyone’s answer. The teacher does not clarify for the class whether a student response is right or wrong. | • Prior to whole group discussion of Gatsby’s motives for concealing that Daisy was the hit and run driver, the teacher has students do a think-pair-share activity to work through their thinking. | • Students, after generating their own discussion question, take a moment to think of an answer and then turn to a partner to talk. After everyone has had a chance to communicate with their partners, volunteers share a few ideas with the whole group. | • Students are asked to generate a list of higher level questions from three different perspectives that they might encounter when presenting their project for change, to a government board. |
## Domain III: Instruction

### Component III D: Using questioning and discussion techniques

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<tbody>
<tr>
<td>Elicits responses equitably from all students and allows adequate response time</td>
<td>The teacher calls on the same students to respond and/or provides minimal response time.</td>
<td>The teacher frequently calls on the same students or may not allow adequate response time.</td>
<td>Teacher usually elicits responses equitably from all students and generally allows adequate response time.</td>
<td>Teacher has established a system for eliciting responses equitably and recognizes that individual students need varying response time. The teacher provides scaffolds to ensure student success.</td>
<td>Teacher’s questions/prompts are of uniform high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety of questions/prompts are used to challenge students cognitively, and advance high level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</td>
</tr>
</tbody>
</table>

### Critical attributes

- Allows the same students to respond to the majority of questions.
- Calls only on those students who volunteer.
- Does not allow enough time for student responses or is unaware of wait time.

- Allows the same students to respond to the majority of all questions.
- Calls rarely on disengaged or off task learners.
- Does not allow enough time for many students to respond.

- Uses a variety of strategies (i.e. whiteboards, student responders, thumbs up/thumbs down, brainstorming, exit tickets, question stems, etc.) for student engagement when responding.
- Provides adequate wait time (5-7 seconds) for students.

- In addition to proficient:
  - Devises a system to make sure all students are called upon in ways that challenge their ability levels.
  - Invites disengaged students into the learning.
  - Pre-teaches to struggling students to encourage participation.

- In addition to distinguished:
  - Uses student metacognition and questioning to prompt discussion and deeper levels of understanding.

### Possible examples

- The teacher says, “Jeff, what do World War I and World War II have in common?” Thereby letting all other students off the hook in responding.
- The teacher asks a question and calls on the first student that raises a hand.
- All students are asked to work the math problem on their whiteboard, turn it over when they are finished, and then hold up their boards when the teacher calls for the answer.
- To reduce anxiety, the teacher informs a student ahead of time about which question the student will be expected to answer.
- The teacher encourages students to monitor and direct their own progress, asking questions such as “What am I doing now?” “Is it getting me anywhere?” “What can I do to get better at this concept?”

- The teacher uses a timer to ensure wait time before calling for an answer.
- The teacher uses a timer to ensure wait time before calling for an answer.
- The teacher uses a timer to ensure wait time before calling for an answer.
- The teacher uses a timer to ensure wait time before calling for an answer.
- The teacher asks a question and then uses his iPad name randomizer to choose a student to call on.
<table>
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<tbody>
<tr>
<td>Adapts instructional lessons based on student responsiveness and engagement</td>
<td>The teacher adheres rigidly to an instructional lesson plan, and ignores or does not recognize the need to adjust the lesson for improved student responsiveness and engagement.</td>
<td>The teacher attempts to adjust the instructional lesson plan for improved student responsiveness and engagement, but is not always successful.</td>
<td>Teacher smoothly adapts instructional lesson plans as needed for the class to improve student responsiveness and engagement.</td>
<td>Teacher anticipates possible lesson adjustments for individual students and is ready with alternative lessons to help improve student responsiveness and engagement.</td>
<td>Teacher provides opportunities for students to self-reflect and self-direct learning strategies based on their learning needs.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Does not attempt to adjust instruction to reflect needs of students.</td>
<td>• Attempts to adjust instruction, based on student performance and teacher reflection.</td>
<td>• Makes accurate judgments about the level of adaptation needed based on data or formative assessment.</td>
<td>In addition to proficient:</td>
<td>In addition to distinguished:</td>
</tr>
<tr>
<td></td>
<td>• Uses lesson plans from previous year(s) without accommodations for the current group of students.</td>
<td>• Makes adjustments that may lead to off-task student behaviors, inattentiveness and withdrawal.</td>
<td>• Makes adjustments using student feedback and data that allow students to become more engaged in the lesson.</td>
<td>• Monitors and makes constant adjustments using student feedback and data that allow all to become engaged in the lesson.</td>
<td>• Enables students to set the direction of their own learning based on their ability to self-monitor and adjust as needed.</td>
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<tr>
<td></td>
<td>• Ignores student cues from informal and formal assessments that may indicate adjustments need to be made.</td>
<td>• Makes inaccurate judgments about the level of adaptation needed.</td>
<td>• Anticipates the need for possible lesson adaptations based on past experiences and is ready with adjustments during the lesson.</td>
<td>• Adapts instruction to maximize student engagement and responsiveness.</td>
<td></td>
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<tr>
<td></td>
<td>• Has no idea that adjustments may be necessary to engage students.</td>
<td>• Does not use student feedback or data to make effective adjustments to instruction.</td>
<td>• Anticipates the need for possible lesson adaptations based on past experiences and is ready with adjustments during the lesson.</td>
<td>• Enables students to set the direction of their own learning based on their ability to self-monitor and adjust as needed.</td>
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</table>

Possible examples

- The teacher says: “We don’t have time for that today.”
- When students seem confused, the teacher makes no attempt to adjust the lesson.
- The teacher says: “If you’d just pay attention, you could understand this.”
- Students are sleeping in class and the teacher continues the lesson without making any attempt to adjust instruction or engage students.
- The teacher says: “I’ll try to think of another way to come at this and get back to you.”
- The teacher says: “I realize not everyone understands this, but we can’t spend any more time on it.”
- The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.
- The teacher says: “That’s an interesting idea, let’s see how it fits.”
- The teacher illustrates a principle of good writing to a student using his interest in basketball as context.
- The teacher says, “Let’s try it this way, and then uses another approach.”
- The teacher stops a lesson mid-stream, and says: “This activity doesn’t seem to be working! Here’s another way I’d like you to try it.”
- The teacher says: “If we have to come back to this tomorrow, we will, it’s really important that you understand it.”
- Following modeled and guided instruction, students eagerly work together independently to master the learning objective. They often monitor their learning progression and discuss their progress weekly.
### Domain III: Instruction

**Component III E: Demonstrating flexibility and responsiveness**

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<thead>
<tr>
<th>Element</th>
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<th>Proficient</th>
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<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaches to a variety of cognitive levels: knowledge, comprehension, application, analysis, synthesis, and evaluation</strong></td>
<td>Teacher focuses learning strategies and assessments on only knowledge and comprehension cognitive levels.</td>
<td>Teacher focuses the learning strategies and assessments primarily on the lower cognitive levels (knowledge, comprehension, and application) during lessons.</td>
<td>Teacher focuses learning strategies and assessments mostly around lower cognitive levels, but, at times, ventures into the higher cognitive levels (analysis, synthesis and evaluation) with the class.</td>
<td>Teacher skillfully moves through all cognitive levels during learning and assessment, often engaging specific students in higher level thinking opportunities.</td>
<td>Teacher facilitates students in regularly asking and developing higher level questions to evoke discussions, guide learning and shape authentic projects.</td>
</tr>
</tbody>
</table>

**Critical attributes**
- Uses questioning, learning strategies and projects which limit students to the knowledge of information.
- Requires students to recall factual information.
- Ventures less often to higher cognitive levels.
- Builds the lesson using all levels of Bloom's taxonomy as appropriate, but tends to focus on lower levels.
- In addition to proficient:
  - Guides students to delve deeper into the content using higher cognitive levels.
  - Differentiates based on student understanding.
- In addition to distinguished:
  - Creates a safe environment in which all students are encouraged to engage in higher level learning strategies.

**Possible examples**
- When reading a story aloud to 1st grade students, the teacher asks repeatedly, “What is that?” and points to the picture. The teacher never asks students to predict or imagine.
- Over the course of several observations of a fifth grade social studies class, class discussion centers around recall, but on occasion, the discussion will include defending conclusions.
- The teacher gives students options of how to express required learning (e.g., create a puppet show, write a letter, or develop a mural with labels).
- The teacher supports students' higher level thinking by adjusting the activities and the pacing of the learning.
- The teacher encourages students to create their own learning opportunities as long as their work contains required elements and meets the standard.
### Domain III: Instruction

#### Component III E: Demonstrating flexibility and responsiveness

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<tbody>
<tr>
<td>Persists in seeking strategies that may help students who have difficulty learning</td>
<td>The teacher does not adjust instruction to help struggling students or does not know what learning strategies may help them.</td>
<td>The teacher employs a variety of approaches and learning strategies through whole class instruction when students have difficulty learning.</td>
<td>The teacher employs a variety of approaches and learning strategies through small group instruction when students have difficulty learning.</td>
<td>The teacher employs a variety of learning strategies and resources for students and persists one-on-one with those struggling.</td>
<td>Learning strategies are carefully crafted considering individual student interests and needs. Students are motivated and challenged to succeed through authentic learning opportunities.</td>
</tr>
</tbody>
</table>

#### Critical attributes

- May be cognizant of struggling students, but is unaware of how to adapt instruction.
- Struggles with and is distracted by students’ questions and/or concerns and requires significant support to respond effectively to students’ questions and/or concerns.
- Uses selected strategies recommended by the textbook regardless of student needs.
- Understands that students are struggling, but unable to match appropriate strategies to support the deficit.
- Uses strategies consistently to meet students’ individual needs.
- Uses school and district resources (Best Instructional Practices Handbook) to support struggling students.
- In addition to proficient:
  - Uses research-driven strategies consistently to meet students’ individual needs.
  - Differentiates teaching strategies for content, product, and process.
  - Uses current educational research and school and district resources effectively to support struggling students.
  - Responds effectively and consistently to students’ questions and/or concerns.
  - In addition to distinguished:
    - Uses engaging learning strategies to challenge all students to achieve regardless of level of learning.
    - Encourages students to independently use accommodations supplied.

#### Possible examples

- When a student has difficulty with long division, the teacher does not know how to determine whether the student struggles with sequence, direction or estimation.
- When students ask clarifying questions, the teacher responds, “I don’t know how to help you.”
- The teacher understands the vocabulary strategy of putting new vocabulary in student’s own words, and simply repeats this strategy rather than moving on to other strategies when students struggle.
- In math class, the teacher provides clear models for solving a problem type using an array of examples and modeling them via teacher and student think alouds.
- The teacher consults the ELL facilitator for additional strategies to use in assisting ELL students in comprehension.
- The teacher reads materials from the District Professional Library to glean new strategies for meeting the needs of struggling learners.
- The teacher uses a variety of instructional delivery methods: auditory, visual, and kinesthetic to address struggling learners.
- The teacher establishes stations for inquiry-based, independent learning activities.
- The teacher pretests before he begins instruction so that he can identify students who are in need of additional help.
- The teacher uses flexible grouping to group and regroup students based on factors including content, ability, and assessment results.
Resources for Domain III

Lesson Planning and Directions:

Engagement:

Differentiation:

Grouping Students/Students Who Have Difficulty Learning:

Feedback:

Higher Quality Questions/Student Discussions:
  - Socratic Seminar, page 25
  - Justifying Answers or Argumentative Discourse, page 25
  - Higher Level Questioning, page 25 & 26

Equitable Responses from all Students:

Lesson Planning Based on Student Responsiveness
  - Section 8 “Differentiation” Flexible Grouping, page 29
  - Section 9 “Assessment”
    - Formative Assessment, page 33
    - Informal Checks for Understanding, page 33
    - Journal Reflections, page 34
Domain 4: Professional and Leadership Responsibilities

Component 4 A: Maintaining accurate records and reports
Maintains appropriate progress records of student tasks and assignments, IEPs, etc. Page 51
Maintains records for non-instructional activities (i.e. attendance, field trip information) Page 52

Component 4 B: Communicating and developing positive relationships with students, parents/guardians, staff and community partners
Considers various points of view to develop positive relationships Page 53
Demonstrated courtesy, integrity and reliability in professional relationships Page 54
Supports and encourages the role of the family and community in the education of a child Page 55

Component 4 C: Growing and developing professionally
Seeks professional development opportunities Page 56
Improves teaching through reflection Page 57

Component 4 D: Demonstrating professionalism
Establishes professional relationships to facilitate teaching and learning Page 58
Models professional ethics and integrity as mandated by the State of Nebraska professional practice standards Page 59
Meets professional and contractual obligations in a timely manner Page 60
Advocates for student and public education Page 61
Adheres to professional staff dress and personal appearance guidelines Page 62
Acts in a confidential, ethical and legal manner Page 63

Component 4 E: Contributing positively to the school environment
Participates actively in the design and implementation of school and district projects Page 64
Participates in school activities and events Page 65

Resources Page 65
## Domain IV: Professional and Leadership Responsibilities

### Component IV A: Maintaining accurate records and reports

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<th>Element</th>
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<tr>
<td>Maintains appropriate progress records of student tasks and assignments, IEPs, etc.</td>
<td>Teacher has no system for maintaining accurate information on student academic progress in learning, or the system is in disarray.</td>
<td>Teacher's system for maintaining accurate information on student academic progress in learning is rudimentary and only partially effective.</td>
<td>Teacher's system for maintaining information on student academic progress in learning is fully effective. Students may access progress information to improve performance.</td>
<td>Teacher maintains up-to-date web-based student academic information that is accessible to both student and family. Information includes academic status reports, all assignments/projects (past, current, make-up) and attendance information.</td>
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### Critical attributes

- Maintains an incomplete or inaccurate grade book/K-2 portfolio or SAT, 504 plan documentation.
- Lacks evidence that IEPs are considered in measuring academic progress.
- Maintains same IEP goals despite student’s lack of progress.
- Does not keep accurate or up-to-date intervention or behavior plans, IEPs, MDTs or progress reports as noted in the student information system (Special Education teachers).
- Fails to meet grading deadline.

- Makes a few mistakes in online grade book.
- Provides limited evidence of learning in K-2 portfolio.
- Records some assessments.
- Maintains SAT, 504 plan documentation.
- Uses the goals and accommodations of the IEPs ineffectively or sporadically.
- Keeps most behavioral or intervention plans, IEPs, MDTs, and progress reports up-to-date as noted on the student information system (Special Education teachers).
- Keeps an accurate and up-to-date online grade book.
- Keeps evidence of learning progress with portfolios.
- Records assessments.
- Maintains complete and accurate SAT, 504 plan documentation.
- Uses IEPs intervention plans and progress checks as a tool to accurately gauge student progress.
- Maintains up-to-date IEPs and quarterly IEP progress reports and MDTs (Special Education teachers).

### In addition to proficient:

- Keeps an anecdotal record, for each student to assist in discussing student progress professionally and effectively.
- Posts pending assignments with due dates in the student information system.

### In addition to distinguished:

- Maintains an anecdotal record of student progress including parental contact information, record of contacts made with family and a place to record specific areas of concern.
- Records differentiation needs as appropriate for students of all ability levels.

### Possible examples

- A student says, "I'm sure I turned in that assignment, but the teacher lost it!"
- The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored."
- A student says, "I wasn't in school today, and my teacher's information is so out of date, I don't know what the assignments are!"
- The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time."
- The teacher creates a link that students can access to check on any missing assignments.
- The teacher's online grade book records student progress toward learning goals.
- The teacher keeps portfolios of students' writing samples that show progression in their learning.
- When asked about her progress in a class, a student proudly shows their portfolio of work and can explain how the documents indicate their progress toward learning goals.
- The teacher's online grade book is updated daily. The teacher meets frequently with students to discuss their progress.
### Domain IV: Professional and Leadership Responsibilities

#### Component IV A: Maintaining accurate records and reports

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<tr>
<td>Maintains records for non-instructional activities (i.e. attendance, field trip information)</td>
<td>Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</td>
<td>Teacher’s records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.</td>
<td>Teacher’s system for maintaining information on non-instructional activities is fully effective.</td>
<td>Teacher’s system for maintaining information on non-instructional activities is highly effective and students may contribute to its maintenance.</td>
<td>Teacher maintains up-to-date web-based student activity information that is accessible to both student and family on a daily basis.</td>
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<th>Critical attributes</th>
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<tbody>
<tr>
<td>· Lacks evidence of student attendance records or needs reminders.</td>
<td>· Keeps attendance records, but they are sometimes inaccurate.</td>
<td>· Maintains accurate and timely attendance records.</td>
<td>In addition to proficient: · Provides accurate attendance records immediately for students. · Allows student participation in maintaining information by creating flyers, tracking permission slips, etc. and by monitoring procedures and routines.</td>
<td>In addition to distinguished: · Provides accurate attendance records that are immediately available for students and family, if they wish to discuss their child's progress.</td>
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<th>Possible examples</th>
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<tr>
<td>· The teacher failed to distribute forms for the field trip and does not notice until the bus arrives. · When the special education supervisor visits, they discover that no records have been kept on student attendance.</td>
<td>· The teacher cannot locate student field trip forms and when parents are called, they state that the forms were already turned in. · At parent teacher conferences, the parent notes discrepancies in the student’s attendance records.</td>
<td>· In advance of the field trip, the teacher provides the principal with a list of students attending and their permission slips signed by parents/guardians.</td>
<td>· Teacher is chosen as a grade level leader due, in part, to their organizational skills.</td>
<td>· Teacher provides parents with a calendar of field trips for the year and has them fill out permission slips during open house.</td>
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### Domain IV: Professional and Leadership Responsibilities

#### Component IV B: Communicating and developing positive relationships with students, parents/guardians, staff and community partners

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<tbody>
<tr>
<td>Considers various points of view to develop positive relationships</td>
<td>Teacher seldom considers various points of view.</td>
<td>Teacher inconsistently considers various points of view to develop positive relationships.</td>
<td>Teacher usually considers various points of view to develop positive relationships.</td>
<td>Teacher consistently considers and actively seeks various points of view to develop positive relationships.</td>
<td>Through various ways, the teacher gathers input from students, colleagues, and parents/guardians to enhance his/her relationships and further develop professionally. The teacher models the value of diverse viewpoints in his/her conversations, emails, written communication, and day-to-day activities with all stakeholders.</td>
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</table>

**Critical attributes**

- Fails to consider others’ points of view.
- Talks but does not listen.
- Communicates with students using a didactic mode.
- Fails to communicate with staff, parents/guardians and community partners.
- Provides some opportunities for others to relate their points of view, but is inconsistent in using the information to develop positive relationships.
- Communicates occasionally with parents/guardians and community partners.
- Encourages students to share their points of view and provides activities to capitalize on student interests.
- Considers others' points of view when developing relationships.
- Communicates routinely with parents/guardians and community partners.
- In addition to proficient:
  - Spends time actively building rapport with students by validating their points of view and engaging them in activities to build respect and rapport.
  - Communicates frequently with parents/guardians and community partners; and values their input.
  - Works collaboratively with staff and community partners.
- In addition to distinguished:
  - Considers various viewpoints in all classroom activities and assignments to build a climate of mutual respect.
  - Is cognizant of the various cultural values that impact students’ viewpoints and shows respect for others' viewpoints in all communications.
  - Uses a variety of methods to appropriately communicate with students and parents/guardians (i.e., newsletters, web-based grading system, class website, phone calls, emails, personal conferences, translations, bilingual liaison).

**Possible examples**

- A student comments, "I wish the teacher would give me a chance to express my point of view."
- A parent comments, "I never know what is going on with my child in class until it is too late to do anything about it."
- A parent says, "I contacted the teacher by phone and email but I have not received a response."
- The teacher sends home information on student progress/behavior only if there is a problem.
- A parent says, "I knew first quarter what my child’s progress/behavior was, but I no longer get reports from the teacher."
- The teacher allows selected students to express their points of view, but ignores other students.
- The teacher tells his class that he welcomes their input, especially if they are feeling troubled by something that happened in class.
- Parents and community partners receive monthly newsletters of classroom activities and news.
- The teacher often makes calls or sends emails to report “good news” to parents.
- The teacher sets ground rules for discussions that allow all students' voices to be heard.
- The teacher communicates via newsletters and email regarding classroom activities.
- Students are involved in determining what positive news will be shared with parents and community.
- The teacher helps students to self-monitor discussions so that all viewpoints are heard.
- Parents comment that they always know what is going on in Mr. Smith’s class.
- The teacher strives to make positive connections with families when students are dropped off for the school day.
- The teacher, along with the school social worker, establishes a parent-to-parent network for the parents of young children with challenging behavior.
### Domain IV: Professional and Leadership Responsibilities

#### Component IV B: Communicating and developing positive relationships with students, parents/guardians, staff and community partners

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<tbody>
<tr>
<td>Demonstrated courtesy, integrity and reliability in professional relationships</td>
<td>Teacher seldom shows courtesy, integrity and reliability in professional relationships</td>
<td>Teacher most often shows courtesy, integrity and reliability in professional relationships</td>
<td>Teacher usually shows courtesy, integrity and reliability in professional relationships</td>
<td>Teacher consistently shows courtesy, integrity and reliability in working with internal and external customers.</td>
<td>In stressful interpersonal situations, both with colleagues and parents/guardians, the teacher remains alert, poised, dynamic, self-assured, and maintains a professional demeanor.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Interrupts or dismisses others frequently.</td>
<td>• Listens to others.</td>
<td>• Shows respect for colleagues.</td>
<td>In addition to proficient:</td>
<td>In addition to distinguished:</td>
</tr>
<tr>
<td></td>
<td>• Misses scheduled meetings or is frequently late without cause.</td>
<td>• Does not interrupt.</td>
<td>• Supports an atmosphere of openness, honesty and integrity.</td>
<td>• Shows empathy towards others.</td>
<td>• Asks questions to better understand issues.</td>
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<td>• Does not return phone calls or e-mails.</td>
<td>• Is sometimes late in responding to requests.</td>
<td>• Acknowledges own mistakes.</td>
<td>• Is always timely in response to requests and work related activities.</td>
<td>• Ensures commitments are in the best interest of the school, the students and other teachers.</td>
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<td>• Does not show respect for colleagues.</td>
<td>• Is punctual for most work related activities.</td>
<td>• Acknowledges concerns and feelings of others.</td>
<td>• Maintains a positive attitude.</td>
<td>• Expresses appreciation when made aware of problems.</td>
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<td>• Exhibits an attitude of indifference.</td>
<td>• Does not consider audience when sharing confidential information (i.e. in front of other teachers, students, parents, community).</td>
<td>• Establishes positive relationships within the school and the community.</td>
<td>• Acknowledges own mistakes and attempts to correct when possible.</td>
<td>• Works to find a solution in a calm and professional manner when a parent disagrees with a decision.</td>
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<td>• Violates confidentiality.</td>
<td>• Treats specialist teachers with respect but does not view them as equals in the classroom.</td>
<td>• Is punctual for all work related activities.</td>
<td>• Conducts oneself professionally at all times.</td>
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<td>• Treats specialist teachers as subordinates.</td>
<td>• Treats specialist teachers with respect but does not view them as equals in the classroom.</td>
<td>• Keeps sensitive information confidential.</td>
<td>• Is committed to providing outstanding service.</td>
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<td>• Makes choices which may not be in the best interests of the school, teachers or students (i.e. changes an IEP, removes a student, changes a grade, makes unreasonable demands, accepts favors by vendors).</td>
<td>• Treats specialist teachers with respect but does not view them as equals in the classroom.</td>
<td>• Treats specialist teachers with respect and as equals in the classroom.</td>
<td>• Works collaboratively with specialist teachers such as special education/ESL co-teachers.</td>
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<tr>
<td>Possible examples</td>
<td>• Upon hearing the principal's feedback after an observation, the teacher immediately dismisses any suggestions for improvement.</td>
<td>• The teacher is heard discussing a student’s grade with a colleague while other students are in the room and can hear the conversation.</td>
<td>• The teacher asks the librarian to set aside plan time for collaborative planning of an inquiry project so that they share equal responsibility for delivering instruction.</td>
<td>• After having a difficult day, the teacher returns to work with a positive attitude.</td>
<td>For the benefit of her school, the teacher volunteers to lead training on the new supplemental reading program.</td>
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<td>• The teacher is often heard criticizing their colleagues and students.</td>
<td>• While the co-teacher likes working with the teacher, they have talked to their supervisor about being viewed as a “teaching assistant” rather than a co-teacher.</td>
<td>• When co-planning, the teacher can be relied on to prepare the lesson components he agreed to.</td>
<td>• In a coaching visit, the teacher volunteers that they forgot to include any formative assessment in the lesson, and states they will, in the future, include it in their lesson plan.</td>
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<td>• The teacher guides a negative conversation about a teacher to another subject to avoid putting down a co-worker.</td>
<td>• The teacher guides a negative conversation about a teacher to another subject to avoid putting down a co-worker.</td>
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## Domain IV: Professional and Leadership Responsibilities

### Component IV B: Communicating and developing positive relationships with students, parents/guardians, staff and community partners

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<tbody>
<tr>
<td>Supports and encourages the role of the family and community in the education of a child</td>
<td>Teacher makes little attempt to engage families and community partners in the instructional process or such attempts are inappropriate.</td>
<td>Teacher makes modest attempts to engage families and community partners in the instructional process, with inconsistent results.</td>
<td>Teacher usually attempts to engage families and community partners in the instructional process.</td>
<td>Teacher’s efforts to engage families and community partners in the instructional process are frequent and successful.</td>
<td>Families and community support partners seek out the teacher for ways to participate in the instructional process.</td>
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<tr>
<td>Critical attributes</td>
<td>• Makes no attempt to contact parents/guardians.</td>
<td>• Contacts with parents/guardians are limited to parent/teacher conferences and Open Houses.</td>
<td>• Communicates routinely with parents/guardians the successes and concerns regarding their students.</td>
<td>• Communicates frequently with parents/guardians the successes and concerns regarding their students.</td>
<td>• Engages and collaborates with parents/guardians about the successes and concerns of their students.</td>
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<td>• Makes no attempt to establish a means for parents/guardians to communicate with the teacher.</td>
<td>• Communicates with parents/guardians in one way: through syllabi, newsletter, website, or handouts.</td>
<td>• Uses parent/guardian friendly language and engages an interpreter if needed.</td>
<td>• Uses community volunteers to assist in the instructional process.</td>
<td>• Seeks family and community to enrich the classroom.</td>
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<td>• Does not fully or clearly communicate student progress and information at designated reporting times.</td>
<td>• Makes little attempt to establish a meaningful way for parents/guardians to communicate with the teacher.</td>
<td>• Creates a system whereby parents/guardians can easily contact the teachers</td>
<td>• Seeks parental/guardian input to help students succeed.</td>
<td>• Communicates openly with parents/guardians to ensure student success.</td>
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<td>• Communicates with a negative demeanor.</td>
<td>• Communicates student progress and information only at designated reporting times.</td>
<td>• Creates opportunities for families to be involved in the instructional process.</td>
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<td>Possible examples</td>
<td>A parent says, “I’d like to know what my kid is working on at school.”</td>
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<td>A parent says, “I wonder why we never see any schoolwork coming home.”</td>
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<td>The teacher says to a parent, “I don’t speak Spanish and your child needs to learn English.”</td>
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<td>The school’s community partner asks the teacher to provide student artwork for display, and the teacher says he doesn’t have the time.</td>
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<td>A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.”</td>
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<td>A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note saying that he’s doing fine.”</td>
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<td>One World Health offers free dental checks for students, but the teacher chooses not pass along the information.</td>
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<td>The teacher sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc.</td>
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<td>The teacher creates a monthly progress report, which is sent home for each student.</td>
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<td>The teacher invites parents and community organizations to participate in class activities when appropriate.</td>
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<td>The teacher requires a daily reflection log in which the student describes where she or he is in his or her learning, and the log goes home each week for review by a parent or guardian.</td>
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<td>The teacher enrolls in a basic Spanish class so that she can better communicate with parents.</td>
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<td>With the help of their colleagues, the teacher sponsors a community fair to promote volunteer opportunities and non-profit services that can assist students and their families.</td>
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<td>The teacher has organized a “lunch bunch” meeting once a week so that the students on her team can discuss classroom concerns outside of instructional time.</td>
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<td></td>
<td>The teacher is in charge of planning activities for Family Night.</td>
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<td></td>
<td>Students are encouraged to participate in the local food drive.</td>
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</tbody>
</table>
### Domain IV: Professional and Leadership Responsibilities

#### Component IV C: Growing and developing professionally

<table>
<thead>
<tr>
<th>Element</th>
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<th>Distinguished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeks professional development opportunities</td>
<td>Teacher engages in limited professional development opportunities.</td>
<td>Teacher participates in only the required professional development activities.</td>
<td>Teacher seeks out opportunities for professional development to enhance content knowledge and teaching skills.</td>
<td>Teacher seeks out opportunities for professional development and makes a systematic attempt to integrate learned knowledge and skills to improve teaching.</td>
<td>Teacher gathers best practices from fellow professionals, workshops, readings, study groups, the Internet, and other resources in order to improve classroom practices.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Does not attend required professional development.</td>
<td>• Attends only district provided professional development.</td>
<td>• Attends professional development sessions provided by the district as well as by professional organizations and incorporates best practices and research into teaching.</td>
<td>• Attends professional development and refines best practices to optimize their effectiveness in the classroom.</td>
<td>In addition to distinguished: • Presents at professional activities such as curriculum day and professional conferences.</td>
</tr>
<tr>
<td></td>
<td>• Does not connect with other members of the professional community.</td>
<td>• Connects with other members of the professional community only when required.</td>
<td>• Connects with other members of the professional community.</td>
<td>• Networks with others in the profession to improve teaching.</td>
<td>• Refines best practices and research to optimize their effectiveness in the classroom and shares them with others.</td>
</tr>
<tr>
<td></td>
<td>• Makes no attempt to stay current with educational research or best practices.</td>
<td>• Reads professional materials only when assigned.</td>
<td>• Reads professional literature.</td>
<td>• Reads professional literature and uses ideas gleaned from research to improve teaching.</td>
<td>• Networks with others in the profession to improve teaching and to share reflections on classroom practice.</td>
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<td></td>
<td>• Uses a variety of resources for educational improvement (i.e., graduate courses, workshops, summer retreats, district professional development).</td>
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<tr>
<td></td>
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<td></td>
<td>• Makes no attempt to stay current with educational research or best practices.</td>
</tr>
<tr>
<td>Possible examples</td>
<td>• The teacher never takes graduate courses, even though the credits would increase their salary.</td>
<td>• The teacher attends district workshops and professional development days but is doing other work, on their phone or otherwise not engaged in the presentation.</td>
<td>• The teacher politely attends district workshops and professional development days and uses the materials received.</td>
<td>• The teacher attends professional development activities and returns to school invigorated and ready to try and share new strategies.</td>
<td>• The teacher initiates an action research project in order to improve her own instruction.</td>
</tr>
<tr>
<td></td>
<td>• The teacher endures the principal’s annual observations in her classroom, knowing that if they wait long enough, the principal will eventually leave and they will simply discard the feedback form.</td>
<td>• The teacher listens to the principal’s feedback after a lesson but isn’t sure that the recommendations really apply in their situation.</td>
<td>• The teacher listens to his principal’s feedback after a lesson and attempts to implements the recommendations.</td>
<td>• This teacher is an active member of a metro area curriculum group that meets once a month to share ideas and exchange best practices.</td>
<td>• The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</td>
</tr>
<tr>
<td></td>
<td>• Despite teaching high school honors mathematics, the teacher declines to join NCTM because it makes too many demands on members’ time.</td>
<td>• The teacher joins the local chapter of the American Library Association because they might benefit from the free books—but otherwise doesn’t feel it’s worth much of their time.</td>
<td>• The teacher joins the National Science Teachers Association and benefits from the resources (i.e., free books, webinars, lesson plans, etc.)</td>
<td>• The teacher uses the district’s extensive professional collection of e-journals and ebooks regularly.</td>
<td>• The teacher has founded a local organization devoted to literacy education; the teachers’ leadership has inspired teachers in the community to work on several curriculum and instruction projects.</td>
</tr>
</tbody>
</table>
### Domain IV: Professional and Leadership Responsibilities
#### Component IV C: Growing and developing professionally

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<tbody>
<tr>
<td>Improves teaching through reflection</td>
<td>Teacher seldom uses reflection to improve teaching.</td>
<td>Teacher engages in reflection, but changes teaching do not result.</td>
<td>Teacher uses reflection to improve teaching and actively seeks methods to improve teaching.</td>
<td>Teacher continually uses reflection and actively seeks methods to improve teaching and utilizes this feedback to improve instruction.</td>
<td></td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Lacks knowledge to assess lesson effectiveness.</td>
<td>• Requires significant support to identify weaknesses and strengths in instruction.</td>
<td>• Makes accurate assessments about a lesson's effectiveness and usually adjusts instruction for better results.</td>
<td>• Identifies strengths and weaknesses in instruction and uses this information to improve instruction.</td>
<td>• Gathers evidence of instructional effectiveness through a variety of means (peer coaching, administrator coaching, student responses, etc.) and uses this information to improve instruction.</td>
</tr>
<tr>
<td>Possible examples</td>
<td>• When commenting on a lesson’s effectiveness, the teacher says, “Well, we all made it through the lesson without any cursing or throwing objects.”</td>
<td>• The teacher tells an observer that they know the lesson could be better but they don’t know where to begin.</td>
<td>• Following a lesson, the teacher makes notes in the lesson plan regarding changes that need to be made in pacing, grouping, etc.</td>
<td>• In addition to whole group notations for lessons, the teacher makes notes on the lesson plan of individual student accommodations that need to be made.</td>
<td>• The teacher seeks out a colleague to help address some concerns he has regarding several students’ lack of progress in reading. The teacher then asks their supervisor for permission to sit in on a lesson being taught by one of their grade-level peers.</td>
</tr>
<tr>
<td></td>
<td>• The teacher says, “I teach the way I was taught. I don’t see any reason to change.”</td>
<td>• The teacher can tell the lesson went poorly and students were off task too much of the time, but they fail to see how they can adapt the methods to improve the lesson.</td>
<td>• Following a math lesson when 3-4 students clearly did not grasp the concept, the teacher seeks out colleagues to assist her in identifying alternate ways to present and practice the concept.</td>
<td></td>
<td>• The teacher consults multiple resources to find best practices to improve instruction.</td>
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</table>
## Domain IV: Professional and Leadership Responsibilities
### Component IV C: Growing and developing professionally

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<tbody>
<tr>
<td>Establishes professional relationships to facilitate teaching and learning</td>
<td>Teacher makes little effort to share knowledge or to establish professional relationships.</td>
<td>Teacher finds limited ways to share knowledge or to establish professional relationships.</td>
<td>Teacher participates actively in sharing knowledge and establishing professional relationships.</td>
<td>Teacher initiates important activities to contribute to the profession, such as mentoring, curriculum development and other professional involvement.</td>
<td>Teacher is persistently engaged in professional learning that moves beyond the sit and get format to more of a coaching role. He/she acts in the role of a teacher leader who promotes professional learning through his/her actions. Besides serving as mentor to new staff, he/she serves as a coach to all staff by sharing his/her knowledge with all and acting as a resource.</td>
</tr>
</tbody>
</table>

### Critical attributes
- Makes no attempt to establish relationships.
- Fosters negative relationships with colleagues.
- Does not collaborate.
- Resists feedback from colleagues or supervisors.
- Makes rudimentary effort to establish professional relationships.
- Seeks feedback from colleagues and supervisors when prompted.
- Connects with other members of the professional community beyond the school building.
- Volunteers to serve or lead curriculum committees.
- Volunteers to mentor other teachers and to host student teachers.
- Is viewed as an instructional coach or leader.
- Volunteers to take leadership roles in the building, district or professional organizations.

### Possible examples
- The teacher doesn’t share test-taking strategies with their colleagues. He figures that if his students do well, he will look good.
- The teacher does not attend PLC meetings.
- The teacher says, “I work my contracted hours and not a minute more.
- “I won’t serve on any district committee.”
- The teacher is polite but seldom shares any instructional materials with his grade partners.
- The teacher attends PLC meetings but makes no contributions to the work.
- The teacher contributes to the district literacy committee only when requested to do so by the principal.
- The principal remarks that the teacher’s students have been noticeably more successful since their teacher team has been focusing on instructional strategies during its meetings.
- The teacher has decided to take some free courses online and to share their learning with colleagues.
- The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.
- The teacher serves as a mentor to new teachers.
- The teacher leads a group of mentor teachers devoted to supporting new teachers.
- The teacher hosts a book study group that meets monthly; they guid the book choices so that the group can focus on topics that will enhance their teaching skills.
- The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.
### Domain IV: Professional and Leadership Responsibilities

**Component IV D: Demonstrating professionalism**

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<tr>
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<tr>
<td><strong>Models professional ethics and integrity as mandated by the State of Nebraska professional practice standards</strong></td>
<td>Teacher has little knowledge of the professional ethics and integrity as mandated by the State of Nebraska.</td>
<td>Teacher is generally aware of the professional ethics and integrity as mandated by the State of Nebraska.</td>
<td>Teacher consistently models professional ethics and integrity.</td>
<td>Teacher consistently models and promotes professional ethics and integrity.</td>
<td>Teacher exemplifies the model for behaving professionally, ethically, and with integrity at all times.</td>
</tr>
<tr>
<td><strong>Critical attributes</strong></td>
<td>Show last concern about professional ethics and integrity as evidenced by conduct and actions.</td>
<td>Aware of professional ethics and integrity.</td>
<td>Exhibits professionalism (i.e. is calm under pressure; believes all students can learn; finds the positive in a student or situation; is proactive) in dealing with students, parents/guardians, school and the community.</td>
<td>In addition to proficient:</td>
<td>Displays consistent professionalism (i.e. is calm under pressure; believes all students can learn; finds the positive in a student or situation; is proactive).</td>
</tr>
<tr>
<td><strong>Possible examples</strong></td>
<td>The teacher is short on time at the end of the quarter. As a result they do not contribute data for the IEP report and, to save time, reports that no new goals need to be written.</td>
<td>The teacher attends a team meeting about a student’s behavioral issues, but she contributes little to the discussion.</td>
<td>A teacher who worked closely with the family of an ELL student in her class last year, shares information with her current teacher regarding cultural norms that might help the new teacher when working with the student.</td>
<td>For the benefit of his students, the teacher posts rules related to confidentiality in the classroom and models appropriate discourse between adults as well as adults with students.</td>
<td>When the teacher hears colleagues arguing in a place where students can witness the interaction, he calmly steps in, makes them aware of the situation, and asks them to move the conversation to a more private space.</td>
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### Domain IV: Professional and Leadership Responsibilities

#### Component IV D: Demonstrating professionalism

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<tbody>
<tr>
<td>Meets professional and contractual obligations in a timely manner</td>
<td>Teacher seldom meets professional and contractual obligations in a timely manner.</td>
<td>Teacher inconsistently meets professional and contractual obligations in a timely manner.</td>
<td>Teacher consistently meets professional and contractual obligations in a timely manner.</td>
<td>Teacher anticipates and consistently meets professional and contractual obligations in a timely manner.</td>
<td>Teacher plans for unanticipated events, is always on time, lesson plans, and reports are completed and submitted on time.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Does not keep records such as attendance, reporting deadlines, IEPs, MDTs, grade book, etc. • Is routinely late for work. • Has no lesson plans in place when absent. • Attends meetings, extra duty assignments, parent teacher conferences and professional development obligations rarely or is disengaged. • Submits reports that are late or incomplete. • Submits grades late.</td>
<td>• Is sometimes late in record-keeping such as attendance, reporting deadlines, IEPs, MDTs, grade book, reports, etc. • Attends meetings, extra duty assignments, parent teacher conferences and professional development obligations some of the time; however, the teacher may be late. • Has lesson plans for absences, but they may be haphazard and difficult to follow.</td>
<td>• Is up-to-date in record-keeping such as attendance, reporting deadlines, IEPs, MDTs, grade book, etc. • Attends meetings, extra duty assignments, parent teacher conferences and professional development obligations on a regular basis. • Plans for absences. • Submits reports and/or grades on time. • Meets deadlines established for the building.</td>
<td>In addition to proficient: • Attends meetings, extra duty assignments, parent teacher conferences and professional development obligations regularly and punctually. • Thinks ahead and plans accordingly.</td>
<td>In addition to distinguished: • Plans for unanticipated emergencies and communicates these plans with others. • Helps inexperienced teachers to be more successful at reaching their professional obligations.</td>
</tr>
<tr>
<td>Possible examples</td>
<td>• The teacher calls in sick and decides that their colleagues can determine what their class will do today. • When a student fails to show up for class, the teacher neither reports nor records the absence. • The teacher fails to call in or calls in late when absent.</td>
<td>• The teacher’s data sheets are marked inconsistently – sometimes with a check mark or P for passing or a plus (+) sign. • Parents are waiting in line for conferences with a teacher who shows up 15 minutes late. • The teacher provides lesson plans for the substitute but does not provide the supporting materials.</td>
<td>• The teacher maintains a phone log to record parental contacts. • Revises lesson plans when ill, so that learning continues for students.</td>
<td>• The teacher sends requested information from his supervisor before the due date. • The teacher plans ahead for emergencies by developing engaging lessons that are kept with the curriculum specialist and can be delivered by a substitute.</td>
<td>• The teacher helps struggling colleague and assists them with strategies to help them meet their professional obligations. • The teacher takes the initiative to be sure a substitute in his content area has the needed supplies to be successful for the day.</td>
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<tr>
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<tr>
<td>Advocates for student and public education</td>
<td>Teacher's words and actions do not convey support for students and public education.</td>
<td>Teacher's words and actions convey minimal support for students and public education.</td>
<td>Teacher acts as a committed advocate for students and public education.</td>
<td>Teacher acts as a committed advocate for students and actively promotes public education.</td>
<td>Teacher is an enthusiastic proponent for all public education and actively advocates for ALL students.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Gives negative feedback routinely at meetings.</td>
<td>• Shows some interest in celebrating or promoting the district/school/students.</td>
<td>• Celebrates and promotes the district/school/students.</td>
<td>In addition to proficient: • Takes every opportunity to highlight the successes of students/school/district.</td>
<td>• Works to stimulate the spirit of the school. • Advocates for high educational expectations for all students. • Is a strong proponent for public education.</td>
</tr>
<tr>
<td>Possible examples</td>
<td>• The teacher has not attended any school events outside of contracted hours.</td>
<td>• The teacher is a member of the PTO; however, they rarely attend meetings or functions.</td>
<td>• The teacher is an active participant in the school's PTO frequently participating in afterhours meetings and functions.</td>
<td>• The teacher believes in her students and showcases them at community events.</td>
<td>• The teacher challenges negative talk regarding the school district and/or public education by citing specific examples of excellence in students/school/district such as improvement in state writing scores.</td>
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</table>
## Domain IV: Professional and Leadership Responsibilities
### Component IV D: Demonstrating professionalism

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<tbody>
<tr>
<td>Adheres to professional staff dress and personal appearance guidelines</td>
<td>Teacher does not meet district dress code standards.</td>
<td>Teacher is inconsistent in meeting staff dress code standards.</td>
<td>Teacher consistently dresses in accordance with district expectations/district staff dress code standards.</td>
<td>Teacher consistently exudes professionalism in a manner that promotes respect and models professional dress for students, parents and faculty in the work place.</td>
<td>Teacher emulates professional appearance as it reflects high regard for the academic profession and community.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Makes no effort to dress according to district dress codes.</td>
<td>• Adheres inconsistently to district dress guidelines.</td>
<td>• Dresses to meet district guidelines. • Serves as an appropriate role model for students. • Dresses to reflect a positive, professional image. • Dresses according to district standards when interacting with other professionals at required district meetings.</td>
<td>In addition to proficient: • Dresses to meet district guidelines on a daily basis. • Dresses to project an image of leadership.</td>
<td>In addition to distinguished: • Dresses to reflect pride in the profession when interacting with other professionals. • Exceeds district dress expectations when interacting with other professionals at required district meetings.</td>
</tr>
<tr>
<td>Possible examples</td>
<td>• Teacher comes to work daily in soiled clothing. • Teacher dress makes it difficult to discern them from students.</td>
<td>• On casual Fridays, the teacher comes to work in jeans that are soiled or torn.</td>
<td>• The teacher wears professional attire regularly in order to make a positive impression.</td>
<td>• The teacher dresses in a manner that commands respect.</td>
<td>• When attending professional meetings or representing the district, the teacher wears professional attire.</td>
</tr>
<tr>
<td>Examples</td>
<td>Certain subject areas such as physical education require clothing choices, which are considered casual, and administrators will make exceptions for those areas. The following are examples of professional dress attire</td>
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</table>

Sample Men's business casual attire

![Sample Men's business casual attire](image1)

Sample women's business casual attire

![Sample women's business casual attire](image2)
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<tbody>
<tr>
<td>Acts in a confidential, ethical and legal manner</td>
<td>Teacher has little regard for confidential, ethical and legal manners.</td>
<td>Teacher usually acts in a confidential, ethical and legal manner.</td>
<td>Teacher consistently acts in a confidential, ethical and legal manner</td>
<td>Teacher consistently acts in a confidential, ethical and legal manner and encourages other professionals to act in this professional manner.</td>
<td>Teacher is a consummate professional at all times who upholds and models confidentiality, ethics, and legalities as part of his/her day to day activities.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Disregards confidentiality of students/school/district information.</td>
<td>• Recognizes the obligations of the trust placed in them and usually acts appropriately.</td>
<td>• Respects the private nature of the knowledge they have about students and their families and uses it only in students’ best interests.</td>
<td>In addition to proficient: • Ensures that other professionals respect the legal and confidential nature of information about children.</td>
<td>In addition to distinguished: • Embodies intellectual honesty, diplomacy, tact and fairness in ethical and legal matters about children.</td>
</tr>
<tr>
<td></td>
<td>• Is unaware of ethical and legal obligations.</td>
<td>• Adheres to district policies in regard to cell phones and social media on most occasions.</td>
<td>• Uses cell phones and social media in compliance with district policies.</td>
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<tr>
<td></td>
<td>• Has confidential school conversations in public places (i.e. calling parents in front of other students, conversations in restaurants or teacher’s lounge).</td>
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<td></td>
<td>• Uses social media to air professional grievances, to comment on matters that should remain confidential or in ways that violate privacy laws.</td>
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<tr>
<td>Possible examples</td>
<td>• Teacher is overheard talking disparagingly about a student at a local restaurant.</td>
<td>• The teacher has been known to talk about students in the teacher’s lounge, but never outside of school or in the presence of other students or parents.</td>
<td>• The teacher shares information about a student’s home circumstances with colleagues only as it pertains to the best interests of the child.</td>
<td>• The teacher uses cell phones for private calls only while on break and before or after instructional duty hours.</td>
<td>• The teacher models ethical use for colleagues and students by seeking permission to use copyrighted material that fall outside the bounds of fair use guidelines.</td>
</tr>
<tr>
<td></td>
<td>• Teacher posts derogatory comments about a student on a Facebook page.</td>
<td>• Publicly posted social media page shows teacher in an impaired state.</td>
<td>• A teacher reports suspected child abuse immediately.</td>
<td></td>
<td>• The teacher posts regularly on social media and adheres to district policies regarding posts.</td>
</tr>
<tr>
<td></td>
<td>• Publicly posted social media page shows teacher in an impaired state.</td>
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## Domain IV: Professional and Leadership Responsibilities

### Component IV E: Contributing positively to the school environment

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<tbody>
<tr>
<td>Participates actively in the design and implementation of school and district projects</td>
<td>Teacher avoids becoming involved in school and district.</td>
<td>Teacher participates in school and district projects when specifically asked.</td>
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<tr>
<td></td>
<td></td>
<td>Teacher volunteers to participate in school and district projects, making a substantial contribution.</td>
</tr>
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</table>

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<tbody>
<tr>
<td>Fails to volunteer.</td>
<td>✦</td>
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<td>✦</td>
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<tr>
<td>Participates in school or district projects only when requested.</td>
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<tr>
<td>Is committed to district/school improvement.</td>
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<table>
<thead>
<tr>
<th>Possible examples</th>
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</thead>
<tbody>
<tr>
<td>When the principal asks the teacher to represent the school on a committee, the teacher refuses.</td>
<td>✦</td>
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<tr>
<td>When the teacher is asked to join the school's hospitality committee, they agree, but they attend only those meetings or functions which are mandatory or during contracted duty hours.</td>
<td>✦</td>
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<tr>
<td>The teacher joins the district materials review committee and attends monthly after school meetings to discuss and review materials.</td>
<td>✦</td>
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<tr>
<td>The teacher volunteers to present on using technology in the classroom for a district professional development day.</td>
<td>✦</td>
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</tr>
<tr>
<td>The teacher volunteers to be a new teacher mentor.</td>
<td>✦</td>
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</tr>
<tr>
<td>The teacher promotes the new recycling initiative to peers, students, and parents.</td>
<td>✦</td>
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</tr>
<tr>
<td>The teacher identifies the need for revising the after school homework help program. They lead the writing and implementation of the revised program.</td>
<td>✦</td>
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</tr>
</tbody>
</table>
### Domain IV: Professional and Leadership Responsibilities

#### Component IV E: Contributing positively to the school environment

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in school activities and events</td>
<td>Teacher avoids becoming involved in school events.</td>
<td>Teacher participates in school events when specifically asked.</td>
<td>Teacher volunteers to attend and participate in school events.</td>
<td>Teacher volunteers to participate in school events, making a substantial contribution, and may assume a leadership role.</td>
<td>Teacher understands the importance of relationships in the professional arena. She/he is a constant face in the after school activities. He/she is a person that anyone whether it is colleague, principal, or student can be counted on to be available to support the school.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Fails to participate in activities and events that are obligatory.</td>
<td>• Participates in school events/activities only when requested.</td>
<td>• Is a visible and active member of the school community.</td>
<td>In addition to proficient:</td>
<td>In addition to distinguished:</td>
</tr>
<tr>
<td>Possible examples</td>
<td>• The teacher does not attend the school play, even though it is one of their assigned extra activities for the year.</td>
<td>• The teacher only attends the school music concert because they have been assigned to take tickets.</td>
<td>• The teacher often volunteers to district curriculum meetings.</td>
<td>• Participates in other school activities and events in addition to those required.</td>
<td>• Spends a considerable amount of time and effort supporting the school community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The teacher attends after school activities such as sports events, musicals and PTO meetings.</td>
<td>• Accepts/seeks leadership roles.</td>
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</tr>
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<td></td>
<td></td>
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<td>• The teacher offers to host and lead school activities even when the duties require set up time outside of contracted hours.</td>
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<td>• The teacher frequently volunteers to assist in setting up for school dances.</td>
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<td></td>
<td>• The teacher sponsors the student council and attends all their functions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Resources for Domain IV

**Professional Development:**
- A+ OPS In-service and Conference Registration Site: [http://inservices.ops.org](http://inservices.ops.org)

**Professional Ethics:**
- Nebraska Department of Education: [http://www.education.ne.gov/CC/standcond.pdf](http://www.education.ne.gov/CC/standcond.pdf)