Framework for Effective Teaching
Teacher Appraisal Scoring Rubric
Principal Edition

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

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

<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>
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<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>
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<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>
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<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>
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<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>
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<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>
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<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>
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<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>
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<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>
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<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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<tr>
<td>Conversation starters</td>
<td>• What are some consequences to providing misinformation to students? • What are some ways to strengthen your depth of knowledge for the content you are teaching? • Who are some teachers that might help you to formulate better lessons?</td>
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<td>• What are some ways to make learning about this concept more interesting to students? • What other resources outside of books, would help to bring this lesson to life for students?</td>
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<td>• In what ways have you connected what students have previously learned with the past and the future?</td>
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<td>• What is the connection between this lesson and real life for students? • How have you individualized this lesson by using experiences of students in your classroom?</td>
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<td>• How could you help other teachers to be as successful with teaching this content as you have been?</td>
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### Domain 1: Planning and Preparation

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

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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 misconceptions in order to effectively connect and extend student learning.</td>
<td>The teacher collaborates with others to identify important cross-curricular connections and to share common student misconceptions in order to effectively connect and extend student learning.</td>
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<tr>
<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: - Identifies misperceptions and provides scaffolding to deepen cross-curricular understandings.</td>
<td>In addition to distinguished: - Collaborates regularly with teachers in other disciplines to reinforce cross-curricular concepts. - Extends learning connections through experts and/or resources from relevant disciplines.</td>
</tr>
<tr>
<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>- The teacher provides artifacts and pictures from a trip to a developing nation and plans to weave in diets and hunger concerns in that country. Students are given an introductory activity to help them self-identify their misperceptions about world hunger. Using a variety of resources on diets and hunger in other countries, students research and then present their project to the class.</td>
<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. - 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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<tr>
<td>Conversation starters</td>
<td>- Why is it important to connect learning from earlier lessons to current and future lessons?</td>
<td>- What can be done to ensure learning connects outside the classroom?</td>
<td>- In what ways can connecting learning to the outside or other curricular areas help students learn?</td>
<td>- As you have progressed as a teacher, in what ways have your lessons included more cross-curricular lessons? - What life experiences can you weave into your lessons to engage students?</td>
<td>- In what ways can you help fellow teachers work together to plan cross-curricular units?</td>
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## Domain 1: Planning and Preparation

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

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<tr>
<td><strong>Searches for best practices in teaching &amp; learning</strong></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>
</tr>
<tr>
<td><strong>Critical attributes</strong></td>
<td>Plans for lessons are ineffective or outdated. Reuses past lesson plans without updating for current best practices or current students’ needs. Unaware that certain classroom practices are ineffective.</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. Teacher states/posts objectives (Learning goals), engages students with interactive delivery and uses formative assessments with descriptive feedback.</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><strong>Possible examples</strong></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>
</tr>
<tr>
<td><strong>Conversation starters</strong></td>
<td>How has this strategy helped students to get better at the learning goal or standard? What problems arise when a student is forced to move on before he knows the previous knowledge or skill?</td>
<td>What other strategies could you use to teach this concept? How do you know when students are struggling? How do you plan for students who may struggle with learning this or other concepts?</td>
<td>What are some other strategies that would help students to learn this concept in a more engaging way? What are the advantages to stopping and re-teaching students (in a different way) when they do not understand a skill or process?</td>
<td>What are some of your favorite strategies to teach this concept that have high gains for students? How could you incorporate learning centers for students with misconceptions?</td>
<td>How do you use research on best practices to plan for instruction?</td>
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## Domain 1: Planning and Preparation

### Component B: 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>
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<tr>
<td>Critical attributes</td>
<td>• Does not understand the intent/meaning of the content standard. • Plans according to textbook content, favorite things to teach, etc.; but not necessarily content standards. • Does not consider the standard when selecting learning activities.</td>
<td>• Plans according to content standards but demonstrates a lack of appropriate pacing that may not allow all students to be successful. • Does not ensure that strategies are high yield to enhance the learning of content standards.</td>
<td>• Plans instructional strategies to enhance learning of content standards. • Aware of vertical alignment of standards in other grade levels or related courses. • Follows the pacing guide.</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>
</tr>
<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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<tr>
<td>Conversation starters</td>
<td>• How do you determine what to teach students? • How closely are you following the content/grade level standards? • Explain how closely the textbook aligns with the content standards. • Can you give me an example of a content standard and how you would plan a lesson for it?</td>
<td>• How closely are your lessons aligned with the pacing guide and content/grade level standards? • How have you used the pacing guides in your lesson planning? • Can you describe how you use the Nebraska State Standards to develop lesson plans and assessments?</td>
<td>• How do you balance the pacing guide and student needs for extra time? • What strategies for your subject area have high learning yields for students?</td>
<td>• How are you planning for the year/semester/quarter to ensure students will be successful at the learning goals? • How are you planning for the different levels of students in your classes? • How are you using proficiency scales when planning lessons?</td>
<td>• What strategies are you planning that allow students to work collaboratively? • How are students using proficiency scales to assess their learning and improve their work?</td>
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### Domain 1: Planning and Preparation

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

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<tr>
<td><strong>Develops and follows lesson plans reflective of content standards and the varying needs of students</strong></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>
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</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 reassessment. | 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 lesson plans 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. |
| **Conversation starters** | - Why do we write lesson plans? 
- How does writing lesson plans help students? 
- Why is it important to focus lessons on the standard(s)? 
- How could you better focus instruction on the content standard? | - How could you better plan for instruction by creating lessons with your co-teacher? 
- Why is it important to focus lessons with high impact strategies instead of just activities? 
- How do you know if a strategy or activity will have a high impact on student learning? 
- How could you be more strategic in how you plan your lessons? | - How do your lesson plans reflect gradual release of instruction? 
- How have you planned for the different needs of your students on this current unit of study? 
- Why is it important to think about grouping students during the learning process? 
- Share an example of how you could group students within a lesson? | As we become experienced teachers, we start to know where students have trouble in their learning. How could you better plan for those areas students struggle? 
- What are some of your most effective ways to group students? | How do you know where students are in their learning before beginning a unit of study? 
- What are some ways you have determined where students are in their learning as the unit progresses? 
- What are the benefits of corrective re-teaching? 
- In what ways have you planned for corrective re-teaching? |
## Domain 1: Planning and Preparation
### Component 1C: Designing coherent instruction

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<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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<tr>
<td>Critical attributes</td>
<td>• Does not consider current trends, data, and/or student demographic realities in planning.</td>
<td>• Considers current trends, data, and/or student demographic realities in planning.</td>
<td>• Uses current trends, data, and/or student demographic realities in planning.</td>
<td>In addition to proficient: • Provides evidence of a clear understanding of student demographics and student individual needs in planning.</td>
<td>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.</td>
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<td>Possible examples</td>
<td>• The teacher uses the same lessons from the past ten years and has made no effort to check for more current trends or data.</td>
<td>• When planning the lesson, the teacher plans for only part of the standards or indicators to be taught.</td>
<td>• The teacher updates previous year’s lesson plans by looking at current data, students and needs.</td>
<td>• The teacher creates or uses a district pacing guide for long range planning, and ensures all standards are taught.</td>
<td>• 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.</td>
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<td>Conversation starters</td>
<td>• What is the value of using proficiency scales?</td>
<td>• Reflecting back, how could you have changed the order of the strategies used to help students better learn the concepts?</td>
<td>• Can you describe a lesson plan that you feel went well?</td>
<td>• Your lesson plans reflect a variety of strategies that are relevant to your students, what factors into your selection of strategies?</td>
<td>• Your lessons reflect high levels of engagement and seem to push all students forward in their learning, what specifically are you doing that helps to get you to that point?</td>
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<td>• Why would it be inappropriate to begin the unit lessons on strategies used in the “proficient” or “advanced” levels of the proficiency scale?</td>
<td>• Were there any strategies used during the lesson that you would have changed?</td>
<td>• How have you used proficiency scales in your planning?</td>
<td>• What modifications if any, would you make in this lesson to make it stronger?</td>
<td>• What current research influences your lesson design?</td>
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<td>• What are some other strategies that might have worked better with students of this age group?</td>
<td>• How might the socio-economic levels of your students play into what was taught in the beginning of this unit of study or lesson?</td>
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## Domain 1: Planning and Preparation

### Component 1C: Designing coherent instruction

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<tr>
<td><strong>Organizes for differentiated instructional groups that engage students in meaningful learning</strong></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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<tr>
<td><strong>Critical attributes</strong></td>
<td>• Does not plan for differentiation or flex grouping to meet student needs. &lt;br&gt;• Does not plan for appropriate placement of students needing remediation and/or extension activities. &lt;br&gt;• Determines learning groups at random or with no purpose.</td>
<td>• Determines learning groups with no purpose. &lt;br&gt;• Reflects grouping in plans, but does not group students according to their needs for differentiated instruction. &lt;br&gt;• Plans, on an infrequent basis, grouping for students needing remediation and/or extension in lesson plans.</td>
<td>• Plans for differentiated lessons through content, process, product or time. &lt;br&gt;• Plans for students who may need remediation or extension. &lt;br&gt;• Plans groups that foster student engagement. &lt;br&gt;• Plans for both teachers working independently with groups when co-teaching.</td>
<td>In addition to proficient: &lt;br&gt;• Demonstrates an overall awareness of student demographic characteristics in planning. &lt;br&gt;• Designs instructional groups based upon readiness levels and interests. &lt;br&gt;• Plans for student involvement in extension/re-teaching groups on a regular basis. &lt;br&gt;• Plans for co-teachers working jointly with a variety of student groups. &lt;br&gt;• Develops leveled assessments for some assignments.</td>
<td>In addition to distinguished: &lt;br&gt;• Incorporates cooperative learning strategies throughout plans. &lt;br&gt;• Plans consistently for interest grouping. &lt;br&gt;• Plans flex grouping for re-teaching and content mastery. &lt;br&gt;• Develops leveled assessments for all assignments.</td>
</tr>
<tr>
<td><strong>Possible examples</strong></td>
<td>• The teacher does not plan to break students into small groups. Nor have they planned for the differing needs of students during the lesson.</td>
<td>The teacher uses the same strategies for each group without considering group needs for remediation or extension.</td>
<td>The teacher plans for group work by considering remediation strategies for some groups and extensions for others.</td>
<td>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.</td>
<td>The co-teachers plan for movement between groups as students self-regulate their needs based on level of understanding and on interests.</td>
</tr>
<tr>
<td><strong>Conversation starters</strong></td>
<td>• How are you helping students with different needs in your classroom? &lt;br&gt;• How would grouping students by learning levels help them achieve? &lt;br&gt;• How could you plan for differentiated student groups?</td>
<td>• I see that students are broken into groups. What methods do you use to select where students are placed? &lt;br&gt;• Explain how you are helping differentiate each group’s needs. &lt;br&gt;• How are you planning for lesson extensions?</td>
<td>• How are you planning to use your co-teaching partner during group work? &lt;br&gt;• How do you decide when to vary the groups? &lt;br&gt;• What strategies do you use to engage all students during group time?</td>
<td>In what ways has student choice been successful in your classroom? &lt;br&gt;• Explain how student choice is incorporated in planning for group work.</td>
<td>Your lesson plans show exceptional strategies for the variety of student needs in your classroom. Explain your process for lesson planning with group work.</td>
</tr>
<tr>
<td>Element</td>
<td>Unsatisfactory</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
<td>Exemplary</td>
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<tr>
<td>Plans lessons and unit structure within</td>
<td>The lesson or unit plan lacks a coherent structure and time allocations may be</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 and/or 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>
</tr>
<tr>
<td>reasonable timeframe</td>
<td>unrealistic.</td>
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</tr>
<tr>
<td>Critical attributes</td>
<td>Makes no use of district pacing guides.</td>
<td>Aligns some units with district pacing guides.</td>
<td>Aligns plans with district pacing guidelines and district lesson plan components.</td>
<td>In addition to proficient: Plans for students needing remediation to be actively engaged while others work are on extension activities.</td>
<td>In addition to distinguished: Plans routinely for timely, efficient teaching, corrective re-teaching and extensions.</td>
</tr>
<tr>
<td></td>
<td>Lacks an organized approach for teaching concepts in an appropriate time frame.</td>
<td>There is structure for the lessons, but the district lesson plan components are not consistently used or understandable.</td>
<td>Plans regular re-teaching activities to allow students who need corrective re-teaching to be actively engaged in remediation activities.</td>
<td></td>
<td>Jots anecdotal notes to capture students' evolving needs on the daily lesson plans.</td>
</tr>
<tr>
<td></td>
<td>The structure of the lesson plans is difficult to follow especially for a substitute.</td>
<td>Provides little or no evidences of planning for corrective re-teaching.</td>
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<tr>
<td></td>
<td>Does not use district lesson plan components.</td>
<td>Lacks an organized approach for teaching concepts in an appropriate time frame.</td>
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<tr>
<td>Possible examples</td>
<td>The teacher may try to plan lessons but does not consider how long strategies might take or does not use district pacing guides.</td>
<td>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.</td>
<td>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.</td>
<td>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).</td>
<td>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.</td>
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<td></td>
<td>The teacher haphazardly selects activities for the concepts taught and the lesson does not progress in a way to help students get better at the concept.</td>
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<td></td>
<td>The teacher considers lesson plans a continually evolving document based on student need.</td>
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<td></td>
<td>The teacher plans too much time on some concepts and cannot get through all the content expected for the course.</td>
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<tr>
<td>Conversation starters</td>
<td>How do you decide how much time your activities will take?</td>
<td>How do you plan for extra time when students need corrective re-teaching?</td>
<td>How do you use pacing guides when planning for your specific students and their needs?</td>
<td>You do a great job of considering student needs and interests. What helps you to be so successful at time management?</td>
<td>What process do you use to keep up with daily changes and adjustments to your lesson plans?</td>
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<tr>
<td></td>
<td>What are some options you have considered when trying to set up time lines for lessons?</td>
<td>Explain what your long range plan looks like for this course.</td>
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<tr>
<td></td>
<td>Who might help you to adjust your time allocations when you do not know?</td>
<td>How do you make adjustments to your long range plan when it is clear that a unit of study will take longer than anticipated?</td>
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<td></td>
<td>Explain how you are using district pacing guides in your planning.</td>
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</tbody>
</table>
## Domain 1: Planning and Preparation

### Component 1 D: Assessing student learning

<table>
<thead>
<tr>
<th>Element</th>
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<th>Exemplary</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</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.

### 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.

### Conversation starters

- How do you know when your students are learning?
- What adjustments do you make to textbook exams to reflect the standards and learning goals?
- What are some ways students are assessed along the way in this unit of study?
- Explain what a typical test would look like in your class.
- How could you stretch students by including higher cognitive levels in your tests?
- How has the use of proficiency scales, and strong and weak work helped students to achieve at higher levels?
- What are some examples of how you use informal and formal assessments?
- How has your use of formative assessments helped students to achieve at higher levels?
- Share how you use results from your classroom assessments to fix gaps in instruction for this year’s students, as well as for future students?
## Domain 1: Planning and Preparation

### Component 1 D: Assessing student learning

<table>
<thead>
<tr>
<th>Element/Attribute</th>
<th>Un satisfactory</th>
<th>Proficient</th>
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<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicates assessment criteria, standards, and results to students and parents/guardians.</strong></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>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>
<tr>
<td><strong>Critical attributes</strong></td>
<td>• Does not communicate expectations of the standards or proficiency scales and rubrics with students or parents/guardians.</td>
<td>• Makes posts to the grading program which are sporadic and difficult for students, parents/guardians to interpret.</td>
<td>• Provides models of strong student work and the corresponding grading criteria.</td>
<td>• Communicates regularly with parents/guardians on the progress of their student(s) and offers suggestions for improving achievement.</td>
</tr>
<tr>
<td><strong>Possible examples</strong></td>
<td>• The teacher prepares a test over content not a part of the standard, or not covered in class.</td>
<td>• 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.</td>
<td>• Students spend time in the beginning of a new unit of study working in small groups reviewing the standards and proficiency scales using words they can understand. I can…</td>
<td>• 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.</td>
</tr>
<tr>
<td><strong>Conversation starters</strong></td>
<td>• How can you be sure that the content of the assessment matches what is taught?</td>
<td>• What is the value of sharing content standards and proficiency scales with students ahead of time and matching assessments to those standards?</td>
<td>• Why is it valuable for students to rewrite standards and proficiency scales in student friendly words?</td>
<td>• How has using a growth mindset with students helped them to achieve at higher levels?</td>
</tr>
</tbody>
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The table above outlines the criteria for assessing student learning in the context of planning and preparation, with examples and conversation starters to facilitate discussions on best practices in education.
<table>
<thead>
<tr>
<th>Component 1 D: Assessing student learning</th>
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</thead>
<tbody>
<tr>
<td><strong>Interprets assessments to modify instructional decisions</strong></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. |
| **Conversation starters** | • In what ways are you using assessment results to improve student learning?  
• Why is it important to use formative assessments during the instructional process?  
• How do you teach without using assessment results with students? | • How are you using formative assessments during the learning process?  
• Although using informal assessments for the whole group is a good practice, why is it important to then move on to more formative assessments such as metacognition or short quizzes?  
• After a formative assessment, how do you regroup students for corrective re-teaching? | • What are some of the types of assessment you have used with students and how has it made students achieve at higher levels?  
• How can a group of teachers use assessment results from multiple classrooms to improve instruction? | • How does giving responsibility for learning back to students help to motivate them?  
• How do you move students to self-reflect on their learning? | • How do you take the information from assessments and use it to make you more effective as a teacher and for future students?  
• In what ways do you help students to self-regulate their learning, using assessment results? |
### Domain 1: Planning and Preparation

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

<table>
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<tr>
<th>Element</th>
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<th>Exemplary</th>
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<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>
</tr>
<tr>
<td>Conversation starters</td>
<td>• How can you ensure that the strategies you have selected for students are age appropriate? • What might be signs that the materials you have selected are not age appropriate?</td>
<td>• How might use of the proficiency scales help you with planning appropriate strategies for your classes?</td>
<td>• Not all students are at the same developmental level, how do you recognize and plan for differentiation?</td>
<td>• What are some of the ways you plan in advance for meeting individual needs of students?</td>
<td>• When considering age appropriateness, in what ways are you helping students take control of their learning?</td>
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</table>
## Domain 1: Planning and Preparation

### Component 1E: Demonstrating knowledge of students

<table>
<thead>
<tr>
<th>Element</th>
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<th>Distinguished</th>
<th>Exemplary</th>
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</thead>
<tbody>
<tr>
<td>Links students’ learning to a variety of instructional strategies</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>
<tr>
<td>Critical attributes</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Possible examples</td>
<td>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.</td>
<td>The teacher plans a lesson which includes the teacher lecturing and displaying a few visuals.</td>
<td>The teacher, while planning their lesson, tries to incorporate engaging conversations, station work and movement for the class.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Conversation starters</td>
<td>• How do you learn about different learning styles of students? • Who in the building might help you get more proficient at learning styles? • What resources within the building/district might help you better understand and plan for different learning styles with your students?</td>
<td>• Share an example of how you plan for the learning styles of your students?</td>
<td>• While planning for students, how do you ensure that there is something for each type of learner?</td>
<td>• How have you used information about individual students’ strengths and weaknesses to further enhance their talents in other learning styles?</td>
<td>• How do you plan for a variety of learning strategies to engage and stretch students?</td>
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</table>
## Domain 1: Planning and Preparation

### Component 1 E: Demonstrating knowledge of students

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<thead>
<tr>
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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>
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</tbody>
</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).
- 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.
- The teacher plans a lesson around holidays and cultural events that are personally relevant, but not necessarily relevant to the students in the class.
- Few accommodations are made for special needs children.
- 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.

### Conversation starters

- Why is it important to look at the needs of all students in your classes, including special education or those needing accommodations?
- Why is it not enough to look at the class needs as a whole to plan lessons?
- How can planning for student needs be expanded to small groups?
- How can planning for individual students help their achievement?
- How can planning for individual needs and interests of students make the learning relevant and engage all learners?
### Domain 1: Planning and Preparation

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

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</thead>
<tbody>
<tr>
<td>Instructional plans and actions demonstrate responsiveness to students’ interests and cultural heritage</td>
<td>Instructional plans and actions contain no evidence of students’ interests or cultural heritage.</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>
</tr>
</tbody>
</table>

#### Critical attributes

- Does not link cultural heritage to the instructional setting.
- Maintains low or no expectations for certain students.
- Plans isolated and superficial celebrations of multicultural heroes and holidays.
- Displays books, maps, or other materials that are culturally inappropriate.
- Recognizes cultural heritage, but rarely links its importance to the instructional setting.
- Appears to hold expectations for most students but provides little support for certain students.
- Introduces different ethnic groups and their contributions on a rotating basis.
- May not give equal attention to all students when they respond in class (i.e. listening intently while one student responds but writing on the board or shuffling papers when another student responds).
- Uses limited multicultural nonsexist materials to enhance lessons.
- Recognizes interest and cultural subgroups within the classroom and plans activities to demonstrate their importance to the instructional setting.
- Maintains high expectations for all students and provides support to help all students meet those expectations.
- Creates learning goals that incorporate multicultural nonsexist aspects.
- Uses multicultural nonsexist materials to enhance lessons.

#### Possible examples

- The teacher plans a lesson each year on Martin Luther King to fulfill the multicultural requirement.
- Materials planned for student use reflect only beliefs of the dominant culture.
- 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.
- The teacher plans in their lessons to have students share about their cultural beliefs when studying about the roles of men and women.
- The teacher plans time for students to share about important holidays in their culture. Willing students take a few minutes to describe the holiday and customs. The teacher tries to relate this to the social studies unit on which students are working.
- 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.

#### Conversation starters

- How can your lessons expand beyond the culture you were brought up in?
- Why is it valuable for students to see their culture represented in lessons?
- What activities have you planned that reflect the cultural diversity in your classroom?
- Describe to me some of the various holidays your students observe and explain how you incorporate this information into your units of study?
- How do you support/celebrate students whose cultural values differ from those of most students in the class?
- In what ways have you included artifacts and/or families into lessons that share your students' cultural viewpoints?
### Domain 1: Planning and Preparation

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

<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>Accesses available teaching resources through the school, district and community</strong></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.</td>
<td>Teacher actively 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>
</tr>
<tr>
<td><strong>Critical attributes</strong></td>
<td>Fails to use materials other than those provided in the classroom.</td>
<td>Uses resources from within the school occasionally. Makes infrequent use of resources and district personnel to enhance classroom instruction.</td>
<td>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 Best Instructional Practices Handbook.</td>
<td>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.</td>
<td>In addition to distinguished: 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.</td>
</tr>
<tr>
<td><strong>Possible examples</strong></td>
<td>The teacher while planning a new unit on types of vegetables, only uses the textbook as a resource.</td>
<td>The teacher uses a video from the library, but adds no other books, pictures or resources to the unit on vegetables.</td>
<td>The teacher finds resources outside of the textbook, such as video clips, recipes, visuals from the MTC, etc., to make the unit more exciting.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Conversation starters</strong></td>
<td>What resources other than the textbook do you use for your lessons? I see that you are using the library to find videos to enhance your lessons. Tell me about other resources you might use to engage students who are not visual learners?</td>
<td>What district resources can you use to add variety to your lessons?</td>
<td>Beyond district resources, what community resources can you use to enhance lessons?</td>
<td>How do you connect with parents and the community to provide authentic learning opportunities?</td>
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</tr>
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<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/use 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>
<tr>
<td>Critical attributes</td>
<td>• Fails to identify resources in instructional plans. • Uses resources that do not support the learning goal.</td>
<td>• 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.</td>
<td>• 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.</td>
<td>In addition to proficient: • Plans for resources that strategically support individual students’ learning needs.</td>
<td>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.</td>
</tr>
<tr>
<td>Possible examples</td>
<td>• The teacher uses only the textbook for learning.</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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 &amp; Pinnel training, Cooperative Learning training and other workshop classes). • The teacher’s plans note different resources for individual students.</td>
<td>• 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.</td>
</tr>
<tr>
<td>Conversation starters</td>
<td>• What resources other than the textbook could you use for your lessons?</td>
<td>• I see that you are using the library to find videos to enhance your lessons. Tell me about other resources you might use to engage students who are not visual learners?</td>
<td>• What district resources can you use to add variety to your lessons? • How do you plan resources to meet the needs of small groups?</td>
<td>• Beyond district resources, what community resources can you use to enhance lessons? • How would you differentiate resources for individual students’ needs?</td>
<td>• How do you provide authentic learning opportunities for students?</td>
</tr>
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</tr>
<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.

### Conversation starters
- What technology could you add to this lesson that would engage students?
- In addition to word processing, what are some other technologies you have used in your classroom?
- You use your interactive whiteboard to enhance lessons. What additional technologies can you bring in to engage students in the lesson?
- What other ways have you brought technology into the hands of students that enhanced your lessons?
- Explain some of the ways students have enriched their learning by using technology for self-directed learning.
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
- Helps students to develop positive self-concepts and interpersonal skills

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

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

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
- Conveys high expectations for quality of work and achievement
- Shares and encourages students' progress in learning

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

Resources
### Domain 2: The Classroom Environment

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Ununsat xficary</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<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 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.  
• Shows awareness of diversity, but struggles to find strategies to interact with all students.  
• 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.  
• 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.  
| 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.  
| Conversation starters                        | • What might be some clues that you have offended a student?  
• How do your students know you respect them?  
• How do you respond when a student informs you that they feel disrespected?  
• Give an example of when students might have felt disrespected or alienated by something a teacher did.  
• How did that teacher earn back the respect of students?  
• What are some ways that you could begin to build trust and respect?  
• What does a climate of self-respect for others look like in a classroom?  
• How do your students know that you care about them?  
• How can teachers show that they care without trying to befriend students?  
• What can the teacher do to proactively build positive relationships with individual students in order to avoid miscommunication and unintentional disrespect?  
• How can a teacher redirect inappropriate behavior yet still show respect to that student?  
|                                                                                                  |                                                                                           |                                                                                           |                                                                                           |                                                                                           |
## Domain 2: The Classroom Environment

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

<table>
<thead>
<tr>
<th>Element</th>
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</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>
<tr>
<td>Critical attributes</td>
<td>• Interacts with occasional disrespect toward or among students.</td>
<td>• Interacts with students in a positive manner.</td>
<td>• Interacts with the class in ways that reflect support and respect.</td>
<td>• Addresses immediately instances of disrespect towards others.</td>
<td>• Facilitates student development of classroom norms that encourage respect and support of each other.</td>
</tr>
<tr>
<td></td>
<td>• Does not address disrespectful interactions among students.</td>
<td>• Responds inconsistently to disrespectful behavior by students.</td>
<td>• Uses strategies to ensure that interactions in the classroom are polite, respectful, and cooperative.</td>
<td>• Uses strategies to ensure the classroom environment supports positive interactions among individuals.</td>
<td>• Creates a safe environment that encourages risks and mistakes as a part of the learning process.</td>
</tr>
<tr>
<td></td>
<td>• Displays no familiarity with or caring about individual students’ interests or personalities.</td>
<td>• 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”.</td>
<td>• Redirects undesirable classroom behaviors.</td>
<td>• Plans intentionally for positive student interactions.</td>
<td>• Create a culture of respect that extends beyond the classroom.</td>
</tr>
<tr>
<td></td>
<td>• Makes no effort to build student self-esteem.</td>
<td>• Demonstrates cultural awareness with consistency and in all aspects of the teachers work.</td>
<td>• Redirects undesirable student behaviors by reinforcing positive student behaviors.</td>
<td>• Demonstrates cultural awareness with consistency and in all aspects of the teachers work.</td>
<td></td>
</tr>
<tr>
<td>Possible examples</td>
<td>• The teacher reacts in a negative way to students who are ethnically different from her.</td>
<td>• The teacher praises most of the students when they walk into class, but unintentionally ignores a few students.</td>
<td>• The teacher answers students in a positive, pleasant tone, regardless of her feelings toward the students.</td>
<td>• Create a culture of respect that extends beyond the classroom.</td>
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</tr>
<tr>
<td></td>
<td>• The teacher ignores student comments about how ugly another student’s hair looks today.</td>
<td>• The teacher assumes that students know how to be respectful to others</td>
<td>• When the class begins to exhibit negative behaviors, she reminds them through modeling how to act in a positive way.</td>
<td>• The teacher provides opportunities for students to interact in pairs. She models the positive behavior she expects from students before beginning.</td>
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<tr>
<td></td>
<td>• The teacher answers with a short temper to a student she does not like.</td>
<td>• The teacher answers students in a positive, pleasant tone, regardless of her feelings toward the students.</td>
<td>• The teacher provides opportunities for students to interact in pairs. She models the positive behavior she expects from students before beginning.</td>
<td>• The teacher answers students in a positive, pleasant tone, regardless of her feelings toward the students.</td>
<td></td>
</tr>
<tr>
<td>Conversation starters</td>
<td>• What are some ways that teachers show their prejudice to students?</td>
<td>• How can a teacher’s comments interfere with a student’s self-concept?</td>
<td>• What are some ways that a teacher can help to make the classroom a positive experience for students?</td>
<td>• What are some ways you have helped to develop a positive self-esteem in your students?</td>
<td>• What are some ways you have helped to develop a positive self-esteem in your students?</td>
</tr>
<tr>
<td></td>
<td>• What are the results of ignoring disrespectful comments by students towards a classmate?</td>
<td>• How can we teach students to be respectful toward others?</td>
<td>• How can modeling positive behaviors become a part of your expectations for students?</td>
<td>• Could you give an example of how you encourage students to redirect negative behavior into positive behavior?</td>
<td></td>
</tr>
</tbody>
</table>
## Domain 2: The Classroom Environment

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

<table>
<thead>
<tr>
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</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>
<tr>
<td>Critical attributes</td>
<td>• Does not communicate or post standards of behavior.</td>
<td>• Communicates and posts standards of behavior only at the beginning of each semester or course.</td>
<td>• Communicates and posts procedures and routines and standards of behavior and addresses them consistently.</td>
<td>• Communicates, practices and reviews procedures and routines and standards of behavior throughout the school year as needed.</td>
<td>In addition to distinguished: • Enables students to take the lead in development of classroom expectations that align with established school-wide procedures and routines. • Communicates, practices and reviews procedures and routines/standards of behavior through classroom meetings.</td>
</tr>
<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. • The teacher also positively reinforces several students who are following the rule.</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>
<tr>
<td>Conversation starters</td>
<td>• Why is it important to consistently practice standards of behavior with your students? How can you help reinforce building-wide procedures and routines with your students?</td>
<td>• How do you give a consistent message about standards of behavior to your students?</td>
<td>• What are examples of how you hold all students to high behavioral expectations?</td>
<td>• What might be some ways that students could help hold each other to high behavioral expectations?</td>
<td>• How do we develop self-regulated learners for standards of behavior?</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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</thead>
<tbody>
<tr>
<td>Teaches, reviews and revises expectations and procedures and routines throughout the year to ensure a safe, secure and positive learning environment</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>
</tbody>
</table>

### Critical attributes
- Does not establish expected classroom or school-wide procedures and routines with students.
- Lacks evidence of established procedures and routines.
- Does not enforce OPS procedures and routines.
- Changes rules and procedures frequently without communicating to students and with no specified reason.
- Teaches classroom and school-wide procedures and routines.
- Enforces procedures and routines inconsistently and seldom re-teaches after an infraction.
- Uses established OPS procedures and routines but with inconsistent results.
- Practices, re-teaches, and enforces procedures and routines in a positive way.
- Succeeds with most students when aligning behavior with expectations and procedures.
- Uses established OPS procedures and routines consistently.

### In addition to proficient:
- Makes classroom and school-wide expectations of procedures and routines so clear that disruptions are infrequent.
- Uses established OPS procedures and routines consistently and effectively.

### 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.
- Encourages student to monitor themselves and their friends for following procedures and routines.

### Possible examples
- 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.
- In the beginning of the semester, the teacher goes over the procedures and routines, but does not check for understanding or practice them.
- 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.
- The teacher reminds the students monthly of the rules for walking down the hallway during lunch. Students for the most part comply, but at times the teacher may reteach the procedure with noncomplying students.
- When students begin to get loud, the teacher uses the building quiet signal and students readily comply.
- The teacher has trained students well enough the process for walking down the hall during lunch, that students encourage their friends to follow procedures.
- Students in a class meeting review the procedures and routines and offer suggestions for revision or improvement.

### Conversation starters
- Explain how you teach students procedures and routines.
- What can be the consequences of not consistently reinforcing procedures and routines?
- In what ways do you reinforce procedures and routines?
- How might including students in the decision making for procedures and routines make it more successful in your classroom?
- How can we get students to monitor themselves and each other for procedures and routines?
## 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>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.</td>
<td>- Defines, teaches, and practices transitions periodically with the class.</td>
<td>In addition to proficient: - Maximizes instructional time by minimizing transition time.</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>In addition to distinguished: - 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></td>
</tr>
<tr>
<td>Conversation starters</td>
<td>- How have students in your class been taught to make transitions?</td>
<td>- How could you help students to make more orderly transitions during class? - How do you help students make transition times shorter?</td>
<td>- Why is it helpful to reteach students your expectations for transitioning? - Why is it important for your students to transition quickly and quietly?</td>
<td>How could students self-manage their transitions?</td>
<td>How can we move students to a point where they are so excited about their learning that they minimize transition time to maximize learning time?</td>
</tr>
</tbody>
</table>
## Domain 2: The Classroom Environment
### Component 2.C: Managing student behavior

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
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<th>Distinguished</th>
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</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>
<tr>
<td>Critical attributes</td>
<td>- Has not established behavioral expectations, which results in disruption of instructional time.</td>
<td>- Establishes behavioral expectations, but they are not consistently practiced or reinforced.</td>
<td>- Establishes and reinforces behavioral expectations and links them to procedures and routines.</td>
<td>In addition to proficient:</td>
<td>In addition to distinguished:</td>
</tr>
<tr>
<td></td>
<td>- Students are unsure of what the teacher expects.</td>
<td>- Ensures disruptions to class are infrequent.</td>
<td>- Ensures disruptions to class are infrequent.</td>
<td>- Establishes, with student input, behavioral expectations linked to procedures and routines.</td>
<td>- Shifts responsibility for appropriate behavior procedures and routines and interactions to the students.</td>
</tr>
<tr>
<td></td>
<td>- Students ignore the teacher, and continue to misbehave.</td>
<td>- Reinforces positive student behaviors consistently.</td>
<td>- Reinforces positive student behaviors consistently.</td>
<td>- Builds students' expectations and choices for their own and classmates' behavior.</td>
<td></td>
</tr>
<tr>
<td>Possible examples</td>
<td>- To gain student attention, the teacher tries to yell louder than the students talk.</td>
<td>- The teacher has established the attention signal of a raised hand. Some students raise their hand but continue to talk.</td>
<td>- The teacher has an established attention signal, such as raising a hand or dimming the lights that works effectively with students.</td>
<td>- The teacher rewards the class for good behavior during an assembly by giving them the opportunity afterwards to play an educational game.</td>
<td>- Students propose an improved attention signal that they are all willing to follow during class.</td>
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<td></td>
<td>- Students are unsure of what the teacher expects.</td>
<td>- The teacher does not consistently monitor a student on a behavior plan.</td>
<td>- The teacher reminds students that they are expected to walk quietly down the hallway.</td>
<td>- The teacher thanks students for positive behavior.</td>
<td>- When working in small groups independent of the teacher, students will redirect classmates in order to be more efficient in their work.</td>
</tr>
<tr>
<td></td>
<td>- Students ignore the teacher, and continue to misbehave.</td>
<td></td>
<td></td>
<td>- A student reminds classmates of the roles that they are to play within the group.</td>
<td>- A student reminds classmates of the roles that they are to play within the group.</td>
</tr>
<tr>
<td>Conversation starters</td>
<td>- How do students know the behavioral expectations of the class?</td>
<td>- How do you give a consistent message about behavioral expectations when only part of the students respond to your requests?</td>
<td>- Give some examples of how you hold all students to high behavioral expectations.</td>
<td>- How do we develop self-regulated learners with high behavioral expectations for themselves?</td>
<td>- What might be some ways that students could help hold each other to high behavioral expectations?</td>
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</table>
## Domain 2: The Classroom Environment

### Component 2 C: Managing student behavior

<table>
<thead>
<tr>
<th>Element</th>
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</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>
<tr>
<td>Critical attributes</td>
<td>• Lacks awareness of student positive behavior or activities.</td>
<td>• Attempts to monitor student positive behavior when remembered.</td>
<td>• Monitors and reinforces behaviors as students are engaged in work.</td>
<td>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.</td>
<td>In addition to distinguished: • Reinforces positive student on-task and self-regulating behavior.</td>
</tr>
<tr>
<td>Possible examples</td>
<td>• 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.</td>
<td>• The teacher reprimands the whole class for the behaviors of a few students. • The teacher sometimes requires hand raising.</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
</tr>
<tr>
<td>Conversation starters</td>
<td>• In what ways can you reaffirm student positive behaviors?</td>
<td>• How can you move a class from partial compliance to full compliance using positive reinforcement?</td>
<td>• Give some examples of how you hold all students to high behavioral expectations. • How could you pre-teach positive behaviors? • Explain how positive reinforcement can help to establish behavioral expectations.</td>
<td>• How could you develop self-regulated learners with high behavioral expectations?</td>
<td>• How might you develop a classroom climate that is so conducive to learning that students feel no need to misbehave?</td>
</tr>
</tbody>
</table>

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## Domain 2: The Classroom Environment
### Component 2 C: Managing student behavior

<table>
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<tbody>
<tr>
<td>Demonstrates the ability to respond and intervene to inappropriate student behavior</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>
</tbody>
</table>

### Critical attributes

- Addresses student misbehavior in a way that increases dissonance.
- Ignores students' misbehavior.
- Responds to student misbehavior inconsistently.
- Draws negative attention to the student misbehaving.
- Degrades or puts down the student and his/her behavior.
- Unaware of or unwilling to use students' behavior plans.
- Addresses student misbehavior with varying degrees of success.
- Attempts to discipline in a way that does not embarrass or degrade the student but is not always successful.
- Aware of students' behavior plans, but enforces them inconsistently.
- Disciplines the whole class for the misbehavior of a few students.
- Engages students, resulting in few disruptions.
- Provides individual students with strategies to improve their behavior and monitors their improvement.
- Implements strategies for improved behavior for the whole class.
- Implements selected strategies on students' behavior plans.
- 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.

### 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.

### Conversation starters

- Why is it important not to let student behavior get out of control?
- Give an example of a behavioral situation that escalated because the wrong approach was used with a student.
- What are some ways that a teacher can manage classroom behavior that does not escalate situations?
- How can contact with parents or others help to keep a problem from escalating?
- Describe any strategies you have used successfully to help students improve behavior.
- How might you use, implement and/or revise a discipline plan with a student who is challenging?
- How can you effectively teach students to reflect and self-regulate their behavior?
## Domain 2: The Classroom Environment

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

<table>
<thead>
<tr>
<th>Element</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>
</tbody>
</table>

### Critical attributes
- Displays little interest in the content resulting in student disengagement
- Makes no connections to usefulness of content in real life.
- Uses techniques to reaffirm the relevancy of learning but seldom draws connections to real life applications.
- States the importance of concepts, but students are only moderately engaged in activities.
- Uses techniques to reaffirm the relevancy of learning and draws connections to real life applications.
- Displays enthusiasm for the subject matter.
- Engages students in meaningful activities which prompt them to ask questions that transcend basic learning expectations.
- In addition to proficient: Encourages students’ inquisitiveness through a variety of research-driven strategies (reciprocal teaching, generating and testing hypotheses, real life situations, student interviewing, etc.).
- In addition to distinguished: Supports students in developing their own pathways for authentic learning.

### Possible examples
- 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.
- The teacher introduces the unit telling students it is important to learn about vegetables, but gives no reasons as to why.
- The teacher introduces the lesson on vegetables by telling students about the nutrients found in vegetable and how wonderful properly prepared vegetables can taste.
- 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.
- 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.

### Conversation starters
- How could you present a more positive approach to what you teach?
- How can you help students see the relevance of your subject area?
- How do students know you love what you teach?
- How do you create enthusiasm about your subject area?
- How do you create an inquiry approach with students that spark their enthusiasm to learn?
- Explain how you use authentic learning opportunities to ignite learning in students.
# Domain 2: The Classroom Environment

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

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Shares and encourages students’ progress in learning</td>
<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. Teacher has students monitor their progress in learning.</td>
<td>Teacher has students share with the teacher their self-charted progress in learning. Teacher challenges students to reach their full potential and enlists the support of their classmates to help one another achieve.</td>
</tr>
<tr>
<td>Critical attributes</td>
<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: • Motivates students to complete assigned coursework promptly and completely. • Charts students’ progress to encourage ownership of achievement level.</td>
<td>In addition to distinguished: • Encourages students to take ownership of their achievement and to self-reflect and chart their learning. • Creates a climate of classroom support, excellence and self –motivation. • Provide opportunities for peer review and descriptive feedback of student work. • Celebrates each other’s successes.</td>
</tr>
<tr>
<td>Possible examples</td>
<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. • When given independent time, students use their phones and other electronic devices inappropriately; the teacher doesn’t attempt to stop them. • The teacher says to a student, “Why don’t you try this easier problem?”</td>
<td>• Coursework is returned regularly but with limited opportunities or suggestions on how to improve. • The teacher says, “I think most of you will be able to do this.” • The teacher does not encourage students who are struggling.</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. • 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>• Students support each other in their learning through peer reviews. They guide each other by asking questions about processes to help determine answers. • The teacher supports students by questioning to refocus thinking. • The teacher provides feedback throughout the learning process and students are encouraged to revise coursework until they are proficient or advanced.</td>
</tr>
<tr>
<td>Conversation starters</td>
<td>• How do you encourage your students to do better?</td>
<td>• How do you encourage or motivate students to complete coursework?</td>
<td>• In what ways can students keep track of their progress in your class? How could this motivate them to improve?</td>
<td>• How do you help students take ownership of their achievement? • In what ways do you celebrate student successes?</td>
<td>• How do you create a supportive classroom culture for students to improve?</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>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Conveys high expectations for quality of work and 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>
</tr>
<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>
</tr>
<tr>
<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>
</tr>
<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 specific learning strategies for the Best Instructional Practices Handbook to increase student achievement.</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>
</tr>
<tr>
<td></td>
<td>• Underestimates student potential for achievement (i.e. completes tasks for students, does not allow think time when questioning).</td>
<td>• Has low expectations for quality of student work completed.</td>
<td>• Provides students with opportunities to perform at the proficient level, but opportunities for advanced level work are limited.</td>
<td>• Collaborates with students to create plans for improving their achievement.</td>
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<tr>
<td></td>
<td>• Has low expectations for quality of student work completed.</td>
<td>• Provides few opportunities for students to perform beyond basic level.</td>
<td></td>
<td>• Provides multiple opportunities for students to perform at proficient and advanced levels.</td>
<td></td>
</tr>
<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 begins by telling students the goals in student friendly terms and explaining what it takes to achieve.</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>
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<tr>
<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>
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<tr>
<td></td>
<td>• A students asks about the assignment and the teacher teases the student by saying, &quot;You know you'll never do it, so why the questions?&quot;</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>• 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>
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</tr>
<tr>
<td></td>
<td>• Students have not been given any training on how to write the paper.</td>
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<td>• Students peer edit and work together on projects.</td>
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<td>• Self-regulation is apparent as students work to learn and have high levels of motivation on their own.</td>
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</tr>
<tr>
<td>Conversation starters</td>
<td>• What happens when there are no expectations for students?</td>
<td>• What are some ways that a teacher can convey an expectation that all students will achieve?</td>
<td>• What might be the benefit to having mini-conferences with students regarding their progress?</td>
<td>• How can a teacher create a learning climate that is so contagious, that students can't wait to get to class so that they can learn?</td>
<td>• How can your classroom become one in which students strive to learn at the highest levels and encourage each other to do the same?</td>
</tr>
<tr>
<td></td>
<td>• How can teacher expectations impact the quality of the work students produce?</td>
<td>• How do you stretch student expectations to get better?</td>
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</tbody>
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**Domain 2: The Classroom Environment**

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

**Element**: Conveys high expectations for quality of work and achievement

**Critical attributes**
- Does not believe all students can learn and reduces rigor.
- Sets few if any learning goals for achieving the standards.
- Does not post learning goals.
- Uses low impact activities such as lecture and worksheets or strategies that may or may not align with the learning goal or impact achievement.
- Underestimates student potential for achievement (i.e. completes tasks for students, does not allow think time when questioning).
- Has low expectations for quality of student work completed.
- Provides few opportunities for students to perform beyond basic level.

**Possible examples**
- The goals for the unit of study are not shared with students.
- 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.
- 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?"
- Students have not been given any training on how to write the paper.

**Conversation starters**
- What happens when there are no expectations for students?
- How can teacher expectations impact the quality of the work students produce?
### Domain 2: The Classroom Environment

#### Component 2 E: Organizing physical space

<table>
<thead>
<tr>
<th>Element</th>
<th>Un satisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Exemplary</th>
</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>
<tr>
<td>Conversation starters</td>
<td>• Looking around your room, can you identify some safety hazards that could impede learning and be potentially hazardous to students? • In what way is the arrangement of this classroom not conducive to student learning and safety?</td>
<td>• How could you better arrange this classroom for optimal learning and student safety?</td>
<td>• How have you prepared your students for safety concerns in your classroom?</td>
<td>• How have you arranged this classroom to accommodate your special need students? • Explain your plan to regularly prepare students for safety concerns such as a weather hazards, fire, school shootings, etc.</td>
<td>• What would you do if your safety plan did not go as planned? • What have you done to prepare your students for safety in case you are incapacitated?</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>
<td><strong>Presents content driven lessons and directions that are clear to students and contain an appropriate level of detail</strong></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. Teacher lessons and directions are clear and contain an appropriate level of detail for the class.</td>
<td>Teacher lessons and directions are clear and anticipate possible misunderstandings. Teacher lessons and directions are clear and the teacher anticipates and prepares for possible misunderstandings that individual students might have.</td>
<td>Students readily understand teacher direction as demonstrated by ability to immediately translate directions to work. Teacher lessons and directions are structured in such a way as to allow students to take ownership of the learning.</td>
</tr>
<tr>
<td><strong>Critical attributes</strong></td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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 examples of strong and weak work (i.e. anchor charts, class created samples).</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Possible examples</strong></td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
</tr>
<tr>
<td><strong>Conversation starters</strong></td>
<td>• How could you better identify expectations for students on their assignments? • How are you checking for student understanding before proceeding on to the next phase of learning?</td>
<td>• How could your directions be better written for students to understand your expectations? • How could you give better directions to students before giving them independent work?</td>
<td>• How do you check for student understanding of the content or related coursework?</td>
<td>• What are some ways you help students when there are some misconceptions about what students are learning?</td>
<td>• What communication strategies do you use to get students on-task with a clear understanding of the learning goal?</td>
</tr>
<tr>
<td>Component III A: Communicating clearly and accurately</td>
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<td>Distinguished</td>
<td>Exemplary</td>
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<tr>
<td><strong>Spoken and written language is clear and correct</strong></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></td>
</tr>
</tbody>
</table>
| **Critical attributes** | - Uses incorrect language with students.  
  - Uses academic vocabulary incorrectly for the subject area.  
  - Does not use Standard English.  
  - Write using misspelled words and grammatical errors.  
  - Write in a way that is confusing to students.  
  - Uses handwriting that is difficult for students to decipher. | - Uses correct language with students but uses academic vocabulary above or below the students’ level.  
  - Uses subject area vocabulary correctly.  
  - Writes legibly, but meaning may be inaccurate or imprecise. | - Uses correct language with students.  
  - Uses OPS academic vocabulary appropriate for students’ level and course content.  
  - Writes in a manner that is legible, accurate and precise. | - In addition to proficient:  
  - Uses correct and appropriate language that helps students to better understand the lesson.  
  - Uses OPS academic vocabulary intentionally with multiple exposures (5-7) to enhance the lesson and challenge students to extend their learning. | - In addition to distinguished:  
  - Writes in a manner that is legible, error free, precise, and challenges students to do the same.  
  - Captivates students with enthralling presentations. |
| **Possible examples** | - 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.  
  - Students become disruptive because they can no longer understand the lesson the teacher is presenting.  
  - The teacher uses technical terms with an elementary class without explaining their meanings.  
  - The teacher says “ain’t.”  
  - The teacher’s directions, handouts, and/or notes to others contain multiple misspellings and grammatical errors. | - The teacher mispronounces several words used in the lesson.  
  - Students are inattentive during the teacher’s explanation of content because they do not understand what the teacher is talking about.  
  - The teacher misspells several words on the student assignment. | - 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. |
| **Conversation starters** | - It appears that spelling is difficult for you. What can you do to make this less apparent to your class and parents?  
  - Who could edit your worksheets and letters to parents before they are distributed?  
  - What are some ways that more legible copy could be used for the classroom, since students have trouble reading your handwriting? | - How do you determine whether the language you use with students is developmentally appropriate?  
  - How can you ensure that when there are unfamiliar terms that you pronounce them correctly?  
  - How can the use of proficiency scales help you to have more age appropriate vocabulary in your units of study? | - How could you use vocabulary intentionally to challenge students to learn new vocabulary? | - How do you model vividness and precision in your written and spoken language?  
  - What are some ways you can enthrall students with language using authentic examples? |
### Domain III: Instruction

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

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<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 videos).</td>
<td>• Delivers instruction primarily through whole group activities (lecture, selected response worksheets and/or videos), with little variation.</td>
<td>• Uses gradual release of instruction daily.</td>
<td>In addition to proficient:</td>
<td>In addition to distinguished:</td>
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<td></td>
<td>• Lacks evidence of using the steps of the gradual release of instruction.</td>
<td>• Moves from full group to independent practice with limited if any use of shared instruction or guided practice.</td>
<td>• Makes use of some high yield strategies such as graphic organizers, QAR, think-alouds, note-making, etc.</td>
<td>• Demonstrates consistent use of multiple, high yield strategies from the Best Instructional Practices Handbook.</td>
<td>• 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.</td>
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<tr>
<td></td>
<td>• Uses teaching strategies that are inappropriate for the learning goal.</td>
<td>• Paces instruction based on suggested pacing guides, not student mastery.</td>
<td>• Paces instruction based on student mastery of learning goals.</td>
<td>• Paces instruction to maintain student engagement and mastery.</td>
<td>• Uses authentic projects that encourage problem-solving and collaboration with others.</td>
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<td></td>
<td>• Lacks engagement of students.</td>
<td>• Uses teaching strategies that are sometimes above or below the students' level of understanding.</td>
<td>• Uses strategies appropriate to the students' level of understanding.</td>
<td>• Adapts and employs new strategies for unique student needs and situations from the Best Instructional Practices Handbook.</td>
<td>• Encourages student self-selection of the strategies that best help them learn.</td>
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<td></td>
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<td>• May at times, engage students in learning.</td>
<td>• Engages students in learning.</td>
<td>• Consistently uses high yield instructional strategies from the Best Instructional Practices Handbook.</td>
<td>• Helps students to determine what learning strategies are most successful for the type of learning or the concepts involved.</td>
</tr>
<tr>
<td><strong>Possible examples</strong></td>
<td>The teacher lectures to students for the entire class period.</td>
<td>The teacher gives directions and then students are to work independently – no modeling, no practice, and no questions.</td>
<td>After modeling the activity, the teacher has students work together to demonstrate mastery of math skills by using concrete objects.</td>
<td>The teacher has students select an engagement strategy that is personally meaningful to their learning.</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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<td></td>
<td>The lesson directs all attention to the teacher and provides no opportunities for students to work with others.</td>
<td>As part of the study of mythology, the teacher shows the movie Jason and the Argonauts to the entire class and gives students worksheets to ensure that they are paying attention.</td>
<td>The teacher changes mode of instruction every 15-20 minutes to ensure student engagement.</td>
<td>The teacher uses a variety of engagement strategies during shared instruction to check for individual student understanding.</td>
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</tr>
<tr>
<td><strong>Conversation starters</strong></td>
<td>How can you tell when the instructional strategy you are using isn't working?</td>
<td>How could you break up your lesson to include more time for shared and guided learning strategies?</td>
<td>How does your deliberate choice of learning strategies help you to actively engage all students in their learning as well as how they learn best?</td>
<td>How do you use authentic projects with students?</td>
<td>How could you empower students to select appropriate learning strategies that help them master content?</td>
</tr>
</tbody>
</table>
## Domain III: Instruction

### Component III B: Engaging students in learning

<table>
<thead>
<tr>
<th>Element</th>
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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. |
| Conversation starters | • Explain how you group students.  
• Why is it important to differentiate your lessons, especially for students with special needs?  
• What considerations have you made for students with special needs? | • How can using smaller groups help special needs students?  
• How can grouping help students who do not understand?  
• How do you differentiate for your gifted students or those needing to better understand the concept? | • How has the use of flexible grouping helped students to get better at the learning goal?  
• What has been the advantage of grouping students who already know the content?  
• How has grouping helped those who have trouble with a part of a particular concept? | • How can the use of different materials help students to learn the concept?  
• What are some other ways you can differentiate during your lessons?  
• How do you anticipate where to scaffold student learning?  
• What are some other ways you have differentiated for student interest and ability in your lessons? | • How do you involve students in self-assessment and goal-setting as a means of differentiation? |
## Domain III: Instruction

### Component III B: Engaging students in learning

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Organizes students for instruction using various techniques (i.e. individualized, performance, cooperative or small group)</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>
</tbody>
</table>

**Critical attributes**
- Misuses or does not attempt grouping techniques (i.e. one student does the work and others copy).
- Does not use data or assessment results when placing students in instructional groups.
- Does not appropriately supervise or guide groups.
- Uses mainly whole group instruction.
- Does not teach students how to work in groups.
- Attempts grouping techniques, but groups are static.
- Uses data or assessment results to place students in instructional groups but does not differentiate the content.
- Supervises groups but does not provide the guidance needed to optimize learning.
- Groups students but does not provide clear instructions for group work.
- Organizes students to work individually, in pairs, triads, small or large groups.
- Facilitates group work by ensuring that all groups have all necessary procedures, information, materials and roles.
- Works with groups to correct errors in thinking or to develop skills.
- Holds individual students responsible for their individual outcomes and progress during group work.

In addition to proficient:
- Uses data or assessment results to differentiate content when placing students in instructional groups.
- Motivates and engages individual students by providing choice of grouping patterns for instruction (e.g. whole group, performance groups, skills group, interest groups, etc.) that enhance learning.

In addition to distinguished:
- Determines some grouping patterns by students self-selecting what most appropriately facilitates learning needs.
- Uses group time to peer assess and revise.

**Possible examples**
- The teacher often uses full group instruction and seldom breaks students into groups.
- The teacher puts students in groups without teaching them group expectations.
- 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.
- 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.
- 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.
- 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.

**Conversation starters**
- How might grouping students for learning help facilitate learning for all students?
- How might the purpose of grouping students be important?
- Sometimes just putting students into groups is not enough. What other considerations should a teacher make when grouping?
- What are some of the ways you have grouped students in the classroom? How effective have these grouping techniques been?
- In what ways have using pre-assessments and formative assessments moved your classes forward when grouping students?
- Explain how you design groups to maximize learning?
- How have student initiated flexible groups been used in your classroom and in what ways has it helped motivate student achievement?
## Component III B: Engaging students in learning

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<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. Teacher guides students to initiate their own learning toward a standard and use self-regulation and self-reflection to guide achievement.</td>
</tr>
</tbody>
</table>

### Critical attributes
- Does not provide opportunities for students to set personal learning goals.
- Does not allow students to bring in information and pursue their interests.
- 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).
- 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).
- 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.
- 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).

### Possible examples
- 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.
- The teacher encourages students to pursue interests related to bugs, but they must do so on their own time.
- The teacher builds in opportunities for the class to explore interests related to bugs, by looking at pictures of bugs on the web.
- 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.
- 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.

### Conversation starters
- What are the disadvantages of teacher-centered lessons?
- What are some ways teachers stifle student interest?
- How do you change a lesson midstream when it is not working?
- How do you encourage student interest in the learning goal?
- In what ways do you encourage student to reach outside the classroom to learn?
- How have you used individual student goal setting to help students improve?
- How do you develop student interest beyond what is learned in the classroom?
- In what ways do you get students to set goals?
- How can you get students to initiate their own learning?
- Share some ways that you can encourage students to initiate authentic learning projects to support their understanding of the content.
- How does student motivation to achieve increase when students see the relevance to their own learning?
## Domain III: Instruction

### Component III C: Providing feedback to students

<table>
<thead>
<tr>
<th>Element</th>
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<th>Proficient</th>
<th>Distinguished</th>
<th>Exemplary</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>
</tbody>
</table>

### Critical attributes

- 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.

### Possible examples

- **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.”

- **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.”

### Conversation starters

- **What is the purpose of feedback to students?**
- **Where in your lesson have you planned for feedback?**
- **How do you use feedback to determine students’ understanding?**
- **Share your most effective feedback strategies.**
- **Why is consistent feedback important?**
- **How do you informally check for student understanding during a lesson?**
- **How do you use descriptive feedback to answer/correct student work?**

- **What constitutes effective feedback?**
  - **How do you use feedback to move students along in their learning?**
  - **How do you use feedback for further planning in your classroom?**
  - **How can students be involved in the assessment process?**

- **How do you move students to self-reflect on their work and to use it to improve?**
- **How could peer assessment be used in your classroom to enhance student learning?**
## Domain III: Instruction

### Component III C: Providing feedback to students

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<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>
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</table>

<table>
<thead>
<tr>
<th>Critical attributes</th>
<th>• Returns coursework to students after the unit of study has been completed.</th>
<th>• 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.</th>
<th>• Corrects students’ errors in thinking during the learning process.</th>
<th>In addition to proficient:</th>
<th>• Anticipates common errors students make and prepares alternate learning strategies to foster student understanding based on feedback.</th>
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<td>• Does not correct students’ errors in thinking during the learning process.</td>
<td>• Does not monitor students to ensure descriptive feedback is used in their learning.</td>
<td>• Monitors students to ensure descriptive feedback is used in student learning.</td>
<td>In addition to distinguished:</td>
<td>• Monitors students to ensure use of multiple sources of descriptive feedback (i.e. teacher, peers and student self-assessment) are used to improve learning.</td>
</tr>
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</table>

| 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. | • 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 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. |
|                    | • 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. | • 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 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. | • 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. |

| Conversation starters | • Why is it important to have feedback during the learning process? | • What are some ways to assure all students have timely feedback within the unit of study? | • Why is it important to continually check for understanding during the unit of study? | • How can correcting errors early in the learning process be beneficial to students? | • Explain how learning is a continual back and forth process of feedback between the teacher and students. |
## Domain III: Instruction

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

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<tr>
<td>Uses a variety of high quality, clearly stated questions</td>
<td>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.</td>
<td>Teacher questions focus on factual information, but may at times, reach higher cognitive levels. Questions are sometimes confusing.</td>
<td>Teacher generates a variety of clearly stated questions at all cognitive levels that are easy for students to understand.</td>
<td>Teacher asks higher level questions and trains students to ask higher level questions to deepen their own learning and generate discussion.</td>
<td>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.</td>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Bases questions on factual information only (i.e. uses only lower levels of Bloom’s taxonomy).</td>
<td>• Bases questions on factual information with fewer higher level questions asked (i.e. uses mostly lower cognitive levels).</td>
<td>• Poses leveled questions (Bloom’s taxonomy) to ensure student understanding.</td>
<td>In addition to proficient: • Creates an environment rich with critical thinking questions: inquiry, problem solving, generating and testing hypotheses.</td>
<td>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.</td>
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<tr>
<td>Possible examples</td>
<td>• A student responds to a question with wrong information, and the teacher doesn’t follow up.</td>
<td>• The teacher asks mostly surface level questions with sporadic chances to extend thinking.</td>
<td>• The teacher uses specifically formulated questions to elicit evidence of student understanding.</td>
<td>• The teacher reminds students of the characteristics of high-quality questioning using specific student generated questions to illustrate his point.</td>
<td>• 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.</td>
</tr>
<tr>
<td>Conversation starters</td>
<td>• How can using higher cognitive level questioning be more engaging for students? How can using Bloom’s taxonomy of learning help you to develop higher level questions during your lessons?</td>
<td>• Although we like to see higher level questions in a lesson, why is it sometimes necessary to begin with some lower level questions before scaffolding to higher cognitive level questions?</td>
<td>• What might be some advantages to developing higher cognitive level questions ahead of time?</td>
<td>• How are you using essential questions to help guide student learning?</td>
<td>• What can be an advantage to having students develop their own higher cognitive level questions?</td>
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<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>
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<tr>
<td>Critical feedback</td>
<td>• Poses no open-ended questions thus limiting student responses and reflection.</td>
<td>• Poses some open-ended questions, but provides inadequate support to sustain discussion. • The teacher controls and directs discussions in a whole group format.</td>
<td>• 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.</td>
<td>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.</td>
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<td>Possible examples</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
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<tr>
<td>Conversation starters</td>
<td>• How can limiting class discussions to yes/no or fact questions interfere with classroom engagement? • How could you begin to deepen the questions asked in your classroom?</td>
<td>• What are some of the advantages to beginning to release control of questioning to students?</td>
<td>• What are some ways to begin expanding students’ thinking through questioning?</td>
<td>• How do we get students to take responsibility for their learning by critically questioning concepts? • How does high level questioning motivate student learning?</td>
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<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>
<tr>
<td>Critical attributes</td>
<td>Allows the same students to respond to the majority of questions.</td>
<td>Allows the same students to respond to the majority of all questions.</td>
<td>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.</td>
<td>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.</td>
<td>In addition to distinguished: Uses student metacognition and questioning to prompt discussion and deeper levels of understanding.</td>
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<tr>
<td>Possible examples</td>
<td>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 of a low achieving student, but does not provide wait time before moving on to the next student.</td>
<td>The teacher asks a question and calls on the first student that raises a hand. When a student struggles to answer a question, the teacher moves quickly on to another student for the answer.</td>
<td>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. The teacher uses a timer to ensure wait time before calling for an answer.</td>
<td>To reduce anxiety, the teacher informs a student ahead of time about which question the student will be expected to answer. The teacher asks a question and then uses his iPad name randomizer to choose a student to call on.</td>
<td>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?”</td>
</tr>
<tr>
<td>Conversation starters</td>
<td>How can you work to include all students in your questioning? When you pose a question and then immediately call on one student without allowing wait time, what is the consequence for the rest of the class?</td>
<td>Why is it necessary for a teacher to allow wait time? In what ways have you brought disengaged students back into the discussion with questioning?</td>
<td>How do you engage all students when questioning?</td>
<td>How could you help students who are too afraid to answer questions in front of the class be more successful? What strategies do you use to ensure you include special education students into the discussions?</td>
<td>How do you pace discussion and response time to ensure that all students participate?</td>
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# Domain III: Instruction

## Component III E: Demonstrating flexibility and responsiveness

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<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>
</tbody>
</table>

### Critical attributes
- Does not attempt to adjust instruction to reflect needs of students.
- Uses lesson plans from previous year(s) without accommodations for the current group of students.
- Ignores student cues from informal and formal assessments that may indicate adjustments need to be made.
- Has no idea that adjustments may be necessary to engage students.
- Attempts to adjust instruction, based on student performance and teacher reflection.
- Makes adjustments that may lead to off-task student behaviors, inattentiveness and withdrawal.
- Makes inaccurate judgments about the level of adaptation needed.
- Does not use student feedback or data to make effective adjustments to instruction.
- Makes accurate judgments about the level of adaptation needed based on data or formative assessment.
- Makes adjustments using student feedback and data that allow students to become more engaged in the lesson.
- In addition to proficient:
  - Monitors and makes constant adjustments using student feedback and data that allow all to become engaged in the lesson.
  - Anticipates the need for possible lesson adaptations based on past experiences and is ready with adjustments during the lesson.
- Enables students to set the direction of their own learning based on their ability to self-monitor and adjust as needed.

### 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 use another approach.”
- The teacher stops a lesson in 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.

### Conversation starters
- Why is it important to check for engagement and make adjustments during lessons?
- How have you made adjustments to your classes in the past when the lesson does not work?
- What can be done when a lesson works well for one class, but not for another?
- What are some strategies that could make learning engaging and relevant for students?
- Where can you get assistance if you continually find students not engaged, even when you make adjustments?
- How can you seamlessly adjust lessons to meet student needs?
- How can the use of student input help when adjusting lessons?
- How can you make content relevant and engaging enough that your students take ownership of their learning?
## Domain III: Instruction
### Component III E: Demonstrating flexibility and responsiveness

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<tr>
<td>Teaches to a variety of cognitive levels: knowledge, comprehension, application, analysis, synthesis, and evaluation</td>
<td>Teacher focuses the learning strategies and assessments on only knowledge and comprehension cognitive levels.</td>
<td>Teacher focuses the learning strategies and assessments mostly around lower cognitive levels (knowledge, comprehension, and application) during lessons.</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>
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<tr>
<td>Critical attributes</td>
<td>• Uses questioning, learning strategies and projects which limit students to the knowledge of information.</td>
<td>• Requires students to recall factual information. • Ventures less often to higher cognitive levels.</td>
<td>In addition to proficient: • Guides students to delve deeper into the content using higher cognitive levels. • Differentiates based on student understanding.</td>
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<td>Possible examples</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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).</td>
<td>• The teacher encourages students to create their own learning opportunities as long as their work contains required elements and meets the standard.</td>
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<tr>
<td>Conversation starters</td>
<td>• What is the disadvantage of only teaching basic facts and vocabulary to students? • What strategies do you use to teach students at higher cognitive levels?</td>
<td>• How can the use of higher cognitive level strategies help make lessons more engaging for students?</td>
<td>• How do you build lessons to emphasize higher cognitive levels? • How do you encourage students to think at higher cognitive levels? • What are some activities that might help to move a lesson to a higher cognitive level?</td>
<td>• How can a teacher create a safe environment where mistakes are considered a part of the learning process and students actively seek to make meaning out of their learning?</td>
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## Domain III: Instruction

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<tr>
<td><strong>Persist in seeking strategies that may help students who have difficulty learning</strong></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. |
| **Conversation starters** | - How do you meet the needs of students who struggle with the learning goal?  
- Without repeating the same strategy, how can you re-teach to assist struggling learners?  
- Who can assist you in learning new strategies to meet the needs of struggling students? | - How do you plan to engage students of different ability levels?  
- What resources can you consult for strategies to assist struggling learners? | - How do you ensure that academically challenged students have meaningful opportunities for participation in the learning process? | - What instructional strategies do you find most useful for engaging all students in the learning process regardless of their academic ability? | |
Resources for Domain III

Lesson Planning and Directions:

Engagement:

Differentiation:

Grouping Students/Students Who Have Difficulty Learning:

Feedback:

Higher Quality Questions/Student Discussions:
  - Academic Action Plan Best Instructional Practices Handbook. Section 6 "Rigor"
    - 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)
<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
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<tbody>
<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 accurate information on student academic progress in learning is 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>
</tr>
<tr>
<td>Critical attributes</td>
<td>Makes a few mistakes in online grade book.</td>
<td>Makes a few mistakes in online grade book.</td>
<td>Keeps an accurate and up-to-date online grade book.</td>
<td>In addition to proficient: keeps an anecdotal record, for each student to assist in discussing student progress professionally and effectively.</td>
<td>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.</td>
</tr>
<tr>
<td>Possible examples</td>
<td>A student says, “I’m sure I turned in that assignment, but the teacher lost it!”</td>
<td>A student says, “I misplaced the writing samples for my class, but it doesn’t matter—I know what the students would have scored.”</td>
<td>The teacher creates a link that students can access to check on any missing assignments.</td>
<td>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.</td>
<td>The teacher’s online grade book is updated daily. The teacher meets frequently with students to discuss their progress.</td>
</tr>
<tr>
<td>Conversation starters</td>
<td>Explain your system of collecting, recording and tracking student work.</td>
<td>How could you use technology to assist students in tracking assignments when they are absent?</td>
<td>How can you empower students to independently chart their progress toward the learning goal?</td>
<td>How can students take an active role in monitoring, reporting and owning their learning?</td>
<td>How might you share your exceptional record keeping strategies with others?</td>
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### Domain IV: Professional and Leadership Responsibilities

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

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<tbody>
<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>
</tr>
<tr>
<td>Critical attributes</td>
<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>
</tr>
<tr>
<td>Possible examples</td>
<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>
</tr>
<tr>
<td>Conversation starters</td>
<td>• Why is it important to keep accurate attendance records?</td>
<td>• If your attendance records are inaccurate, what might be your potential liability?</td>
<td>• What routines do you use in the classroom to ensure that attendance is taken every class period?</td>
<td>• How can you relegate recording of information such as permission slips, student participation in activities, etc., to students?</td>
<td>• In what ways does advance planning of and proactive communication about field trips and activities make your job and students lives easier?</td>
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</tbody>
</table>
### 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>
</tr>
<tr>
<td>Critical attributes</td>
<td>• Fails to consider others' points of view.</td>
<td>• Provides some opportunities for others to relate their points of view, but is inconsistent in using the information to develop positive relationships.</td>
<td>• Encourages students to share their points of view and provides activities to capitalize on student interests.</td>
<td>• Considers others' points of view when developing relationships.</td>
<td>In addition to proficient: • Encourages students to share their points of view and provides activities to capitalize on student interests. • Considers others' points of view when developing relationships. • Encourages students to share their points of view and provides activities to capitalize on student interests. • Considers others' points of view when developing relationships. • Considers others' points of view when developing relationships. • Considers others' points of view when developing relationships.</td>
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<td>Possible examples</td>
<td>• A student comments, &quot;I wish the teacher would give me a chance to view my points of view.&quot;</td>
<td>• A parent comments, &quot;I never know what is going on with my child in class until it is too late to do anything about it.”</td>
<td>• The teacher sends home information on student progress/behavior only if there is a problem.</td>
<td>• The teacher sets ground rules for discussions that allow all students' voices to be heard.</td>
<td>• The teacher sets ground rules for discussions that allow all students' voices to be heard.</td>
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<td></td>
<td>• A parent says, &quot;I know first quarter what my child's progress/behavior was, but I no longer get reports from the teacher.&quot;</td>
<td>• The teacher allows selected students to express their points of view, but ignores other students.</td>
<td>• The teacher tells his class that he welcomes their input, especially if they are feeling troubled by something that happened in class.</td>
<td>• Parents and community partners receive monthly newsletters of classroom activities and news.</td>
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<td></td>
<td>• A parent says, &quot;I contacted the teacher by phone and email but I have not received a response.&quot;</td>
<td>• The teacher sends home information on student progress/behavior only if there is a problem.</td>
<td>• The teacher informs families when students are dropped off for the school day.</td>
<td>• The teacher communicates via newsletters and email regarding classroom activities.</td>
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</tr>
<tr>
<td>Conversation starters</td>
<td>• Why is it important to consider other points of view?</td>
<td>• Why is it important to send home good news about students?</td>
<td>• Why is it important that every child's voice be heard in your classroom?</td>
<td>• How do your interactions with parents help to build positive connections?</td>
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<td>• How will failure to communicate with parents affect your ability to be an effective educator?</td>
<td>• When communicating with parents, how do you convey that you truly know their child as a whole person?</td>
<td>• How might you involve students in deciding what class positive news should be shared with parents and community?</td>
<td>• How can you enlist students in ensuring that everyone gets an opportunity to express themselves in class discussions?</td>
<td>• How can you enlist students in ensuring that everyone gets an opportunity to express themselves in class discussions?</td>
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</table>

**Possible examples:**

- **Unsatisfactory:**
  - Teacher seldom considers various points of view.
  - Provides some opportunities for others to relate their points of view, but is inconsistent in using the information to develop positive relationships.
  - A student comments, "I wish the teacher would give me a chance to view my points 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."

- **Basic:**
  - Teacher sends home information on student progress/behavior only if there is a problem.
  - The teacher allows selected students to express their points of view, but ignores other students.
  - The teacher sends home information on student progress/behavior only if there is a problem.
  - The teacher informs families when students are dropped off for the school day.

- **Proficient:**
  - Teacher usually considers various points of view to develop positive relationships.
  - The teacher tells his class that he welcomes their input, especially if they are feeling troubled by something that happened in class.
  - The teacher sends home information on student progress/behavior only if there is a problem.
  - The teacher informs families when students are dropped off for the school day.

- **Distinguished:**
  - Teacher consistently considers and actively seeks various points of view to develop positive relationships.
  - 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.

- **Exemplary:**
  - Teacher consistently considers and actively seeks various points of view to develop positive relationships.
  - The teacher helps students to self-monitor discussions so that all viewpoints are heard.
  - The teacher communicates via newsletters and email regarding classroom activities.
  - The teacher strives to make positive connections with families when students are dropped off for the school day.
**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>
</tbody>
</table>
| Critical attributes | • Interrupts or dismisses others frequently.  
• Misses scheduled meetings or is frequently late without cause.  
• Does not return phone calls or e-mails.  
• Does not show respect for colleagues.  
• Exhibits an attitude of indifference.  
• Violates confidentiality.  
• Treats specialist teachers as subordinates.  
• 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). | • Listens to others.  
• Does not interrupt.  
• Is sometimes late in responding to requests.  
• Is punctual for most work related activities.  
• Does not consider audience when sharing confidential information (i.e. in front of other teachers, students, parents, community).  
• Treats specialist teachers with respect but does not view them as equals in the classroom. | • Shows respect for colleagues.  
• Supports an atmosphere of openness, honesty and integrity.  
• Acknowledges own mistakes.  
• Acknowledges concerns and feelings of others.  
• Establishes positive relationships within the school and the community.  
• Is punctual for all work related activities.  
• Keeps sensitive information confidential.  
• Treats specialist teachers with respect and as equals in the classroom. | In addition to proficient:  
• Shows empathy towards others.  
• Is always timely in response to requests and work related activities.  
• Maintains a positive attitude.  
• Acknowledges own mistakes and attempts to correct when possible.  
• Conducts oneself professionally at all times.  
• Is committed to providing outstanding service.  
• Works collaboratively with specialist teachers such as special education/ESL co-teachers. | In addition to distinguished:  
• Asks questions to better understand issues.  
• Ensures commitments are in the best interest of the school, the students and other teachers.  
• Expresses appreciation when made aware of problems.  
• Works to find a solution in a calm and professional manner when a parent disagrees with a decision. |
| Possible examples | • Upon hearing the principal’s feedback after an observation, the teacher immediately dismisses any suggestions for improvement.  
• The teacher is often heard criticizing their colleagues and students. | • The teacher is heard discussing a student’s grade with a colleague while other students are in the room and can hear the conversation.  
• 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. | • 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.  
• When co-planning, the teacher can be relied on to prepare the lesson components he agreed to.  
• The teacher guides a negative conversation about a teacher to another subject to avoid putting down a co-worker. | • After having a difficult day, the teacher returns to work with a positive attitude.  
• 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. | • For the benefit of her school, the teacher volunteers to lead training on the new supplemental reading program.  
• The teacher takes time to review the lesson with her co-teacher and plans who is delivering which parts of the lesson before instruction. |
| Conversation starters | • Why is being critical about colleagues, bosses, and education in general detrimental to the workplace?  
• How do you move beyond being critical to being open to new ideas regarding teaching? | • What role does a specialist teacher (ELL, co-teacher, librarian) have in your classroom?  
• What are some ways you can establish positive relationship with fellow teachers? | • Share some of the best ideas you have been given from peer coaching and teacher observations.  
• What do you do to ensure that your department is viewed positively? | • Share some of the lessons you have learned from your own teaching mistakes.  
• How can you help to establish cohesiveness between departments in our school? | • How does working collaboratively with other teachers add value to the instructional process?  
• In what ways can you maintain composure in stressful situations? |
## 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><strong>Supports and encourages the role of the family and community in the education of a child</strong></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>
</tr>
</tbody>
</table>
| **Critical attributes** | - Makes no attempt to contact parents/guardians.  
- Makes no attempt to establish a means for parents/guardians to communicate with the teacher.  
- Does not fully or clearly communicate student progress and information at designated reporting times.  
- Communicates with a negative demeanor. | - Contacts with parents/guardians are limited to parent/teacher conferences and Open Houses.  
- Communicates with parents/guardians in one way: through syllabi, newsletter, website, or handouts.  
- Makes little attempt to establish a meaningful way for parents/guardians to communicate with the teacher.  
- Communicates student progress and information only at designated reporting times. | - Communicates routinely with parents/guardians the successes and concerns regarding their students.  
- Uses parent/guardian friendly language and engages an interpreter if needed  
- Creates a system whereby parents/guardians can easily contact the teachers  
- Creates opportunities for families to be involved in the instructional process. | In addition to proficient:  
- Communicates frequently with parents/guardians about the successes and concerns of their students.  
- Uses community volunteers to assist in the instructional process.  
- Seeks parental/guardian input to help students succeed. | In addition to distinguished:  
- Engages and collaborates with parents/guardians about the successes and concerns of their students.  
- Seeks out family and community to enrich the classroom.  
- Communicates openly with parents/guardians to ensure student success. |
| **Possible examples** | - A parent says, "I'd like to know what my kid is working on at school."  
- A parent says, "I wonder why we never see any schoolwork coming home."  
- The teacher says to a parent, "I don't speak Spanish and your child needs to learn English."  
- The school's community partner asks the teacher to provide student artwork for display, and the teacher says he doesn't have the time. | - A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."  
- A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."  
- One World Health offers free dental checks for students, but the teacher chooses not pass along the information. | - The teacher sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc.  
- The teacher creates a monthly progress report, which is sent home for each student.  
- The teacher invites parents and community organizations to participate in class activities when appropriate. | 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.  
- The teacher invites parents and community organizations to participate in class activities when appropriate. | The teacher organizes a "lunch bunch" meeting once a week so that the students on her team can discuss classroom concerns outside of instructional time.  
- The teacher is in charge of planning activities for Family Night.  
- Students are encouraged to participate in the local food drive. |
| **Conversation starters** | - Why is it important to engage families in the education of their children?  
- What efforts can you make to engage families or the community in the education of our students? | - How can you keep parents apprised of their child's progress beyond mandatory progress reports and quarter grades?  
- What resources can you use to communicate with parents who do not speak or understand English?  
- What can you do to ensure parents are aware of your class news? | - How can you keep parents apprised of their child's progress on an ongoing basis?  
- In what ways can you involve the community in your classroom? | - Share some ways that you can promote the community within your classroom.  
- Share some ways you might involve community, parents and the school in activities that promote the well-being of your students. | - What are some authentic learning activities that make your classroom active, visible and relevant beyond the school walls? |
## Domain IV: Professional and Leadership Responsibilities

### Component IV C: Growing and developing professionally

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<tr>
<td><strong>Seeks professional development opportunities</strong></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><strong>Critical attributes</strong></td>
<td>• Does not attend required professional development. • Does not connect with other members of the professional community. • Makes no attempt to stay current with educational research or best practices.</td>
<td>• Attends only district provided professional development. • Connects with other members of the professional community only when required. • Reads professional materials only when assigned.</td>
<td>• Attends professional development sessions provided by the district as well as by professional organizations and incorporates best practices and research into teaching. • Connects with other members of the professional community. • Reads professional literature.</td>
<td>• Attends professional development and refines best practices to optimize their effectiveness in the classroom. • Networks with others in the profession to improve teaching. • Reads professional literature and uses ideas gleaned from research to improve teaching.</td>
<td>In addition to distinguished: • Presents at professional activities such as curriculum day and professional conferences. • Refines best practices and research to optimize their effectiveness in the classroom and shares them with others. • Networks with others in the profession to improve teaching and to share reflections on classroom practice. • Uses a variety of resources for educational improvement (i.e., graduate courses, workshops, summer retreats, district professional development). • Contributes to professional literature.</td>
</tr>
<tr>
<td><strong>Possible examples</strong></td>
<td>• The teacher never takes graduate courses, even though the credits would increase their salary. • 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. • Despite teaching high school honors mathematics, the teacher declines to join NCTM because it makes too many demands on members’ time. • Does not attend Curriculum Day.</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. • The teacher listens to the principal’s feedback after a lesson but isn’t sure that the recommendations really apply in their situation. • 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 politely attends district workshops and professional development days and uses the materials received. • The teacher listens to his principal’s feedback after a lesson and attempts to implement the recommendations. • 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 attends professional development activities and returns to school invigorated and ready to try and share new strategies. • This teacher is an active member of a metro area curriculum group that meets once a month to share ideas and exchange best practices. • The teacher uses the district’s extensive professional collection of e-journals and ebooks regularly.</td>
<td>• The teacher initiates an action research project in order to improve her own instruction. • The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. • The teacher has founded a local organization devoted to literary education; the teachers’ leadership has inspired teachers in the community to work on several curriculum and instruction projects.</td>
</tr>
<tr>
<td><strong>Conversation starters</strong></td>
<td>• What is the purpose of attending professional development? • What professional development do you participate in and how is it helpful to you as a professional?</td>
<td>• What are your goals as a professional educator? • Share some examples of how you have applied feedback from colleagues or administrators to your teaching.</td>
<td>• Share some examples of strategies or ideas that you have gleaned from professional activities and used in your teaching. • What resources beyond our school do you use to develop yourself professionally?</td>
<td>• How have you contributed professionally to the school or district? • What might be an action research project that you would consider doing to enhance the school or your classroom?</td>
<td>• How could you share formally or informally with your peers to advance both your and their instructional practices?</td>
</tr>
<tr>
<td><strong>Domain IV: Professional and Leadership Responsibilities</strong></td>
<td><strong>Component IV C: Growing and developing professionally</strong></td>
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<tr>
<td><strong>Element</strong></td>
<td><strong>Unsatisfactory</strong></td>
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<tr>
<td>Improves teaching through reflection</td>
<td>Teacher seldom uses reflection to improve teaching.</td>
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<td></td>
<td>Teacher engages in reflection, but changes teaching do not result.</td>
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<td></td>
<td>Teacher uses reflection to improve teaching.</td>
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<td></td>
<td>Teacher continually uses reflection and actively seeks methods to improve teaching.</td>
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<td></td>
<td>Teacher actively pursues feedback and suggestions from peers and mentors and utilizes this feedback to improve instruction.</td>
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<td>Critical attributes</td>
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<tr>
<td></td>
<td>• Lacks knowledge to assess lesson effectiveness.</td>
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<td></td>
<td>• Does not know how to adjust instruction when students do not meet instructional goals.</td>
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<td>• Requires significant support to identify weaknesses and strengths in instruction.</td>
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<td>• Requires significant support to modify instruction.</td>
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<td></td>
<td>• Makes accurate assessments about a lesson’s effectiveness and usually adjusts instruction for better results.</td>
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<td></td>
<td>• Uses coaching support to identify weaknesses and strengths in instruction.</td>
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<td></td>
<td>• Seeks assistance in planning instructional accommodations in response to reflection.</td>
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<td></td>
<td>• Identifies strengths and weaknesses in instruction and uses this information to improve instruction.</td>
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<td></td>
<td>• Plans instructional accommodations in response to reflection.</td>
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<td>• Uses multiple resources to continually improve instruction.</td>
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<tr>
<td>Possible examples</td>
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<td></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>
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<td>• The teacher says, “I teach the way I was taught. I don’t see any reason to change.”</td>
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<td></td>
<td>• The teacher reuses lesson plans from previous years without any adjustments for individual students’ needs.</td>
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<td>• The teacher tells an observer that they know the lesson could be better but they don’t know where to begin.</td>
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<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>
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<td>• The teacher knows the lesson did not go well, but makes no adjustments for the next class.</td>
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<td>• Following a lesson, the teacher makes notes in the lesson plan regarding changes that need to be made in pacing, grouping, etc.</td>
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<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>
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<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>
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<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>
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<td>• The teacher consults multiple resources to find best practices to improve instruction.</td>
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<tr>
<td>Conversation starters</td>
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<td></td>
<td>• How can reflecting on the day’s lessons improve your teaching?</td>
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<td>• What are some areas of a lesson plan that you may want to reflect on and revise after you have delivered a lesson?</td>
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<td>• When you know a lesson has not gone as well as expected, how can you modify a lesson to get a better result?</td>
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<td>• Who might you call on for assistance when you are struggling to deliver an effective lesson?</td>
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<td></td>
<td>• Share some examples of accommodations you have made to lessons to ensure that you are meeting the needs of individual students.</td>
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<td>• What outside resources can you use to develop more effective lessons?</td>
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<td>• How does sitting in on a colleague’s class help you reflect on your own instruction?</td>
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<td>• Describe what steps you might take when one or more students show a lack of progress in reaching the learning target.</td>
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<td>• With multiple methods for delivering instruction, how do you determine which methods will work best for your students?</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>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Exemplary</th>
</tr>
</thead>
<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>
<tr>
<td>Critical attributes</td>
<td>• Makes no attempt to establish relationships.</td>
<td>• Makes rudimentary effort to establish professional relationships.</td>
<td>• Seeks opportunities to connect with professional communities.</td>
<td>• Connects with other members of the professional community beyond the school building.</td>
<td>• Is viewed as an instructional coach or leader.</td>
</tr>
<tr>
<td></td>
<td>• Fosters negative relationships with colleagues.</td>
<td>• Seeks feedback from colleagues and supervisors when prompted.</td>
<td>• Shares effective teaching strategies with colleagues.</td>
<td>• Volunteers to serve or lead curriculum committees.</td>
<td>• Volunteers to take leadership roles in the building, district or professional organizations.</td>
</tr>
<tr>
<td></td>
<td>• Does not collaborate.</td>
<td>• Collaborates with colleagues.</td>
<td>• 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.</td>
<td>• The teacher serves as a mentor to new teachers.</td>
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<td></td>
<td>• Resists feedback from colleagues or supervisors.</td>
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<td>• The teacher has decided to take some free courses online and to share their learning with colleagues.</td>
<td>• 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.</td>
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</tr>
<tr>
<td>Possible examples</td>
<td>• The teacher doesn't share test-taking strategies with their colleagues. He figures that if his students do well, he will look good.</td>
<td>• The teacher is polite but seldom shares any instructional materials with his grade partners.</td>
<td>• 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.</td>
<td>• The teacher serves as a mentor to new teachers.</td>
<td>• The teacher leads a group of mentor teachers devoted to supporting new teachers.</td>
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<td></td>
<td>• The teacher does not attend PLC meetings.</td>
<td>• The teacher attends PLC meetings but makes no contributions to the work.</td>
<td>• The teacher has decided to take some free courses online and to share their learning with colleagues.</td>
<td>• The teacher serves as a mentor to new teachers.</td>
<td>• The teacher hosts a book study group that meets monthly; they guide the book choices so that the group can focus on topics that will enhance their teaching skills.</td>
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<tr>
<td></td>
<td>• The teacher says, &quot;I work my contracted hours and not a minute more.\n• I won't serve on any district committee.&quot;</td>
<td>• The teacher contributes to the district literacy committee only when requested to do so by the principal.</td>
<td>• The teacher has decided to take some free courses online and to share their learning with colleagues.</td>
<td>• The teacher serves as a mentor to new teachers.</td>
<td>• The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.</td>
</tr>
<tr>
<td>Conversation starters</td>
<td>• Why is it important to connect with others professionally?</td>
<td>• Share the ways you can participate as part of the professional community of our school?</td>
<td>• What are some ways that you can assist your colleagues in successful classroom practices?</td>
<td>• Share some ideas you have for building or district level professional development that would be useful.</td>
<td>• What other leadership opportunities would you be interested in to promote professional learning in the district?</td>
</tr>
<tr>
<td>Models professional ethics and integrity as mandated by the State of Nebraska</td>
<td>Un satisfactory</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
<td>Exemplary</td>
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<tr>
<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>
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</table>

**Critical attributes**

- Shows little concern about professional ethics and integrity as evidenced by conduct and actions.
- Aware of professional ethics and integrity.
- 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.
- In addition to proficient:
  - Encourages peers to follow ethical practices.
  - Displays consistent professionalism (i.e. is calm under pressure; believes all students can learn; finds the positive in a student or situation; is proactive).
  - Is willing to intervene in situations where non-professional behavior is evidenced.

**Possible examples**

- 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.
- The principal admonishes a teacher for disclosing personally identifiable information about a student on a publicly accessible chat service.
- Teacher is caught modifying student scores on a state exam.
- The teacher phones a student for social purposes.
- 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.
- A teacher reports to their principal that a student made a sexual advance toward them.
- A teacher posts rules related to confidentiality in the classroom and models appropriate discourse between adults as well as adults with students.
- When sending a text to a student regarding a change of location for a school activity, the teacher always follows up with a text to the parents or guardians indicating the same information.
- For the benefit of his students, 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.
- When a colleague states that they will be working with students after school, the teacher provides guidelines on appropriate behavior to ensure that the colleague’s actions cannot be misconstrued.

**Conversation starters**

- Why is it important to keep a student's personal information protected?
- When would it be appropriate for you to share confidential information about a student with a colleague?
- How do you model professionalism in your classroom?
- How do you ensure that your interactions with students cannot be misinterpreted?
- How can you model integrity and ethical practices for other adults in a school setting?
- How can you assist our staff in modeling ethical practices outside the school?
## Domain IV: Professional and Leadership Responsibilities

### Component IV D: Demonstrating professionalism

<table>
<thead>
<tr>
<th>Element</th>
<th>Un satisfactory</th>
<th>Proficient</th>
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<th>Exemplary</th>
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<tbody>
<tr>
<td><strong>Meets professional and contractual obligations in a timely manner</strong></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 plans for unanticipated events, is always on time, lesson plans, and reports are completed and submitted on time.</td>
</tr>
</tbody>
</table>
| **Critical attributes** | - 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. | - 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. | In addition to proficient:  
- Attends meetings, extra duty assignments, parent teacher conferences and professional development obligations regularly and punctually.  
- Thinks ahead and plans accordingly. | 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. |
| **Possible examples** | - The teacher calls in sick and decides 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. | - 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. | The teacher maintains a phone log to record parental contacts.  
- Revises lesson plans when ill, so that learning continues for students. | 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. |
| **Conversational starters** | - Why is it important to keep accurate records?  
- What strategies can you think of to improve your turning in of requested student records in a timely fashion?  
- Why is it important that your substitute has a lesson plan for your class? | - What are the consequences to the building and your students when you are continually absent or late?  
- What do you want parents to think about you as a professional?  
- What practices might you need to improve upon in order to be considered efficient and accurate in record keeping? | - Who besides yourself knows where to locate your plans and materials in case of an emergency?  
- Share some ways that you might plan ahead in order to meet deadlines and be prepared for the unexpected. | - How would your co-workers respond if I asked them about your professionalism?  
- How have you prepared students to continue their learning even when you are absent?  
- Share some examples of how you have helped less experienced teachers to be more professional in meeting their obligations. |
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<tbody>
<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/ student.</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>
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<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 takes a leadership role in PTO and uses the meetings as a way to highlight the schools’ successes to stakeholders. • 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>
</tr>
<tr>
<td>Conversation starters</td>
<td>• Share some ways you might show support for the students of our schools.</td>
<td>• What could you say or do to show parents or your colleagues that you are a strong supporter for our school?</td>
<td>• In addition to your support of our PTO, what other ways can you demonstrate commitment for public education?</td>
<td>• You are a strong supporter of our school and our students, how can you advocate for the district as a whole?</td>
<td>• How do you think we might get community stakeholders to raise their level of support for our district?</td>
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## 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>Conversation starters</td>
<td>• Why is it important to be able to distinguish the teacher from the students?</td>
<td>• How do your clothing choices reflect on you as a teacher either positively or negatively?</td>
<td>• What is the first impression you would like another professional to have of you and how can that be reflected in your attire?</td>
<td>• How can you convey an image of professionalism and leadership through your attire?</td>
<td>• Where do you see your career taking you, and how might you dress to reflect this?</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>
<td>Sample Men’s business casual attire</td>
<td>Sample women’s business casual attire</td>
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</tbody>
</table>

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Business Casual Dress Code
### Domain IV: Professional and Leadership Responsibilities

#### Component IV D: Demonstrating professionalism

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</table>

**Acts in a confidential, ethical and legal manner**
- Teacher has little regard for confidential, ethical and legal manners.
- Teacher usually acts in a confidential, ethical and legal manner.
- Teacher consistently acts in a confidential, ethical and legal manner.
- Teacher consistently acts in a confidential, ethical and legal manner and encourages other professionals to act in this professional manner.
- 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.

**Critical attributes**
- Disregards confidentiality of students/school/district information.
- Is unaware of ethical and legal obligations.
- Has confidential school conversations in public places (i.e. calling parents in front of other students, conversations in restaurants or teacher’s lounge).
- Uses social media to air professional grievances, to comment on matters that should remain confidential or in ways that violate privacy laws.
- Recognizes the obligations of the trust placed in them and usually acts appropriately.
- Adheres to district policies in regard to cell phones and social media on most occasions.
- Respects the private nature of the knowledge they have about students and their families and uses it only in students’ best interests.
- Uses cell phones and social media in compliance with district policies.
- In addition to proficient:
  - Ensures that other professionals respect the legal and confidential nature of information about children.
- In addition to distinguished:
  - Embodies intellectual honesty, diplomacy, tact and fairness in ethical and legal matters about children.

**Possible examples**
- Teacher is overheard talking disparagingly about a student at a local restaurant.
- Teacher posts derogatory comments about a student on a Facebook page.
- Publicly posted social media page shows teacher in an impaired state.
- 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.
- The teacher shares information about a student’s home circumstances with colleagues only as it pertains to the best interests of the child.
- A teacher reports suspected child abuse immediately.
- The teacher uses cell phones for private calls only while on break and before or after instructional duty hours.
- 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.
- The teacher posts regularly on social media and adheres to district policies regarding posts.

**Conversation starters**
- What could be the consequences of talking about specific students’ behaviors or achievements in a public place?
- How could your online activities be harmful in the work place?
- Share some of the ways you keep students’ information confidential when talking with colleagues, parents, other students, etc.
- When would it be appropriate to share confidential student information with another professional?
- How would you react if you noticed a colleague using social media inappropriately in school?
- Share some ways that you can model ethical behaviors.
<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 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>
<td>Teacher volunteers to participate in school and district projects, making a substantial contribution.</td>
<td>Teacher volunteers to participate in school and district projects, making a substantial contribution, and may assume a leadership role.</td>
<td>Teacher is an important member of school teams and committees. He/she frequently leads the design and implementation of projects, acts as a spokesperson, and executes effective and successful plans. She/he is the “go to” person to get the job done.</td>
</tr>
</tbody>
</table>

| Critical attributes | • Fails to volunteer. | • Participates in school or district projects only when requested. | • Is committed to district/school improvement. | In addition to proficient: • Accepts/seeks leadership roles. • Seeks out projects outside of those required and actively contributes. • Volunteers for curriculum writing, professional development activities or other district projects. | In addition to distinguished: • Acts as a change agent for school improvement. • Viewed as a leader and an innovator. |

| Possible examples | • When the principal asks the teacher to represent the school on a committee, the teacher refuses. | • 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. | • The teacher joins the district materials review committee and attends monthly after school meetings to discuss and review materials. | • The teacher volunteers to present on using technology in the classroom for a district professional development day. • The teacher volunteers to be a new teacher mentor. | • The teacher promotes the new recycling initiative to peers, students, and parents. • The teacher identifies the need for revising the after school homework help program. They lead the writing and implementation of the revised program. |

| Conversation starters | • What is the value to you when you become more involved in the school or the district? • What is one committee or project that you would be willing to serve on? | • Describe your level of participation on a committee or an after school activity that you contributed to. | • Which activity or committee will you take the lead on for our school? | • You are a recognized leader in the building and in the district. How can you use your talents to influence groups beyond your peers? | • What ideas do you have for training that will move student achievement forward in our school or the district? |
## 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>
</tbody>
</table>

**Critical attributes**
- Teacher fails to participate in activities and events that are obligatory.
- Participates in school events/activities only when requested.
- Is a visible and active member of the school community.
- In addition to proficient:
  - Participates in other school activities and events in addition to those required.
  - Accepts/seeks leadership roles.
- In addition to distinguished:
  - Spends a considerable amount of time and effort supporting the school community.

**Possible examples**
- The teacher does not attend the school play, even though it is one of their assigned extra activities for the year.
- The teacher only attends the school music concert because they have been assigned to take tickets.
- The teacher often volunteers to district curriculum meetings.
- The teacher attends after school activities such as sports events, musicals and PTO meetings.
- The teacher offers to host and lead school activities even when the duties require set up time outside of contracted hours.
- The teacher frequently volunteers to assist in setting up for school dances.
- The teacher serves on the board of the school PTO.
- The teacher sponsors the student council and attends all their functions.

**Conversation starters**
- What are some ways that you could become more involved in the school community?
- What do you do to foster growth in the school community?
- Describe the ways you contribute to the school community beyond the school day?
- You are so involved in school events and activities. What leadership roles are you interested in?
- What are your ideas for increasing involvement by other teachers in school events or activities?

## 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)