Los Angeles Unified School District

LAUSD Teaching and Learning Framework

Professional Learning and Leadership Development
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PREFACE: LAUSD Teaching and Learning Framework

PURPOSE
The LAUSD Teaching and Learning Framework describes clear expectations for effective teaching, identifying exemplary practices that will enable us to meet our goal of all youth achieving. The LAUSD serves over 600,000 students from diverse cultural and linguistic backgrounds and with unique learning needs. The Teaching and Learning Framework highlights the researched-based strategies that have been proven to be effective in meeting the needs of our diverse learners including English Learners, Students with Special Needs and Students with Disabilities. In addition to this, the Teaching and Learning Framework describes teaching practices that will help to prepare all students to be successful and productive 21st Century learners. This focus on 21st Century Skills not only directly aligns with the implementation of the Common Core State Standards but also prepares all of our students to be college prepared and career ready. As the foundation for instructional practices in LAUSD, the Teaching and Learning Framework also acts as a guide for teachers to analyze, reflect upon and improve their teaching practice independently, with colleagues, and/or with their administrator as part of the teacher evaluation process, Educator Development and Support: Teachers.

EVIDENCE COLLECTION PROCESS
In order to analyze teaching practice, evidence of a teacher's practice must be assessed against the Teaching and Learning Framework. This evidence is collected using a variety of strategies including classroom observation, professional conversations and artifacts. This diversified evidence collection process helps to ensure that teachers' feedback, growth and development, and evaluation are informed by a variety of sources including parents, students, administrators and teachers themselves. Administrators are trained to collect and analyze evidence using these strategies to ensure that evidence is appropriately aligned to the Teaching and Learning Framework, is representative of the teacher's practice, and is free of bias. The evidence collection procedure for each element in the Teaching and Learning Framework is indicated by an abbreviation located below the name of each element.

▸ **Classroom observations (CO)** are the cornerstone of Educator Development and Support: Teachers, providing an opportunity for teachers to demonstrate their instructional practice in order to receive feedback that will support their professional growth and development. In addition to this, classroom observations may also include any other classroom visits/walkthroughs that take place as part of effective support practices in schools.

▸ **Professional conversations (PC)** can include the Pre-Observation and Post Observation Conferences that are part of the Educator Development and Support: Teachers process or they can also include additional meetings where the teacher and administrator meet to discuss evidence of the teacher's practice.

▸ **Artifacts (A)** can include sample student work, lesson plans, unit plans, sample assessments, department meeting agendas, parent call logs, or any other type of documentation that provides evidence of a teacher's practice for a given element in the Teaching and Learning Framework.

KEY TERMS
21st Century Skills refer to the following "super skills" as identified in the Common Core State Standards:

▸ **Communication:** Sharing thoughts, questions, ideas and solutions
▸ **Collaboration:**   Working together to reach a goal - putting talent, expertise, and smarts to work
▸ **Critical Thinking:** Looking at problems in a new way, linking learning across subjects and disciplines
▸ **Creativity:** Trying new approaches to get things done equals innovation and invention.

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LAUSD TEACHING AND LEARNING FRAMEWORK

STANDARD 1: PLANNING AND PREPARATION

a. Demonstrating Knowledge of Content and Pedagogy
1. Knowledge of Content and the Structure of the Discipline
2. *Knowledge of Content-Related Pedagogy*

b. Demonstrating Knowledge of Students
1. *Awareness of Students' Skills, Knowledge, and Language Proficiency*
2. Knowledge of How Children, Adolescents, and Adults Learn
3. Knowledge of Students' Special Needs
4. Knowledge of Students' Interests and Cultural Heritage

c. Establishing Instructional Outcomes
1. Value, Sequence, Alignment, and Clarity
2. Suitability for Diverse Learners

d. Designing Coherent Instruction
1. *Standards-Based Learning Activities*
2. Instructional Materials, Technology, and Resources
3. Purposeful Instructional Groups
4. Lesson and Unit Structure

e. Designing Student Assessment
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2. *Planning Assessment Criteria*
3. Design of Formative Assessments
4. Analysis and Use of Assessment Data for Planning

STANDARD 2: CLASSROOM ENVIRONMENT

a. Creating an Environment of Respect and Rapport
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2. Student Interactions with One Another
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b. Establishing a Culture for Learning
1. Importance of the Content
2. Expectations for Learning and Achievement
3. Student Ownership of their Work
4. Physical Environment

c. Managing Classroom Procedures
1. *Management of Routines, Procedures, and Transitions*
2. Management of Materials and Supplies
3. Performance of Non-Instructional Duties
4. Management of Parent Leaders, other Volunteers and Paraprofessionals

d. Managing Student Behavior
1. Expectations for Behavior
2. *Monitoring and Responding to Student Behavior*

STANDARD 5: PROFESSIONAL GROWTH

a. Reflecting on Practice
1. Accurate Reflection
2. *Use of Reflection to Inform Future Instruction*
3. Selection of Professional Development Based on Reflection and Data
4. Implementation of New Learning from Professional Development

b. Participating in a Professional Community
1. Relationships with Colleagues
2. *Promotes a Culture of Professional Inquiry and Collaboration***

STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES

a. Maintaining Accurate Records
1. Tracks Progress Towards Identified Learning Outcomes
2. Tracks Completion of Student Assignments in Support of Student Learning
3. Manages Non-Instructional Records
4. Submits Records on Time

b. Communicating with Families
1. Information About the Instructional Program
2. Information About Individual Students
3. *Engagement of Families in the Instructional Program***

c. Demonstrating Professionalism
1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations
2. Advocacy/Intervention for Students
3. Decision-Making

STANDARD 3: DELIVERY OF INSTRUCTION

a. Communicating with Students
1. *Communicating the Purpose of the Lesson*
2. Directions and Procedures
3. Delivery of Content
4. *Use of Academic Language*

b. Using Questioning and Discussion Techniques
1. *Quality and Purpose of Questions*
2. *Discussion Techniques and Student Participation*

c. Structures to Engage Students in Learning
1. *Standards-Based Projects, Activities, and Assignments*
2. *Purposeful and Productive Instructional Groups*
3. Selection and Use of Available Instructional Materials, Technology, and Resources
4. Structure and Pacing

d. Using Assessment in Instruction to Advance Student Learning
1. Assessment Criteria
2. Monitoring of Student Learning
3. *Feedback to Students*
4. Student Self-Assessment and Monitoring of Progress

e. Demonstrating Flexibility and Responsiveness
1. Responds and Adjusts to Meet Student Needs
2. Persistence

Highlighted elements are identified as the Focus Elements for the 2016-2017 School Year.

Framed elements are the unified Focus Elements for the 2016-2017 School Year.

* Evidence of teacher practice for this element will be collected for Contributions to School Community.

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Standard 1:
Planning and Preparation

Standard 1: Planning and Preparation
Component 1a: Demonstrating Knowledge of Content and Pedagogy

Teachers must have sufficient command of the subject to guide student learning and they must also know how their content fits into a larger context. Since every discipline has its own approach to instruction, teachers need to tailor their pedagogy to their content. Knowledge of content and pedagogy is not stagnant, but evolves over time and requires on-going, collaborative learning to support 21st Century Skills and learners.

Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
1a1. Knowledge of Content and the Structure of the Discipline *Knows the discipline and how the subjects within the discipline relate and integrate with one another [e.g., understanding how algebra, geometry, and trigonometry are related in the discipline of mathematics].* **PC, A**	Teacher makes content errors or the teacher's plan does not articulate sufficient knowledge of the content standards.	Teacher articulates a basic knowledge of the grade level concepts in the discipline. Teacher demonstrates limited connections across grade levels.	Teacher articulates knowledge of the concepts in the discipline through the development of essential understandings and big ideas that are aligned to the standards. Teacher demonstrates knowledge of the progression of the content standards within and across adjacent grade levels.	Teacher articulates advanced knowledge of the concepts in the discipline through the development of essential understandings and big ideas that are aligned to standards across disciplines. Teacher demonstrates knowledge of the progression of the content standards within and across multiple grade levels and disciplines.
1a2. Knowledge of Content-Related Pedagogy *Uses pedagogical content knowledge to plan instruction in the particular subject area.* **PC, A**	Teacher's plan displays little or no understanding of appropriate pedagogical approaches suitable to the essential understandings and big ideas that should be addressed in the lesson.	Teacher's plan reflects limited pedagogical approaches or some approaches that are not suitable to the essential understandings and big ideas addressed in the lesson. Teacher's plan incorporates limited connections to 21st Century Skills.	Teacher's plan reflects intentional selection of effective research-based pedagogical approaches in the discipline, and is appropriate for the essential understandings and big ideas addressed in the lesson. Teacher plans appropriate use of technology and of 21st Century Skills. Teacher anticipates students' misunderstandings.	Teacher's plan reflects intentional selection of effective research-based pedagogical approaches, appropriate for the essential understanding and big ideas addressed in the lesson. Teacher plans appropriate use of technology, and 21st Century Skills. Teacher anticipates students' misunderstandings and plans how to address them.

Standard 1: Planning and Preparation
Component 1b: Demonstrating Knowledge of Students

It is not enough for teachers to know and understand childhood or adolescent developmental norms, teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, their language proficiency, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status.

Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency *Uses information about students' academic strengths and needs in planning.* **PC, A**	Teacher's plan articulates little or no awareness of students' skills, knowledge, and language proficiency, and/or does not indicate that such knowledge is valuable.	Teacher's plan articulates the value of tracking students' skills, knowledge, and language proficiency, but applies this knowledge in planning only for the class as a whole.	Teacher's plan tracks students' skills, knowledge, and language proficiency. Teacher articulates knowledge of the class as a whole and disaggregates data for student subgroups or individual students in order to determine progress and to plan instruction and intervention.	Teacher's plan tracks individual students' skills, knowledge, and language proficiency. Teacher articulates knowledge of the class as a whole and disaggregates data for student subgroups and individual students in order to determine progress for each student and to plan instruction and intervention.
1b2. Knowledge of How Children, Adolescents, or Adults Learn *Plans lessons based on current, proven research regarding how students learn.* **PC, A**	Teacher's plans articulate little or no knowledge of the developmental characteristics of the age group, or of how these students learn.	Teacher's plans articulate some knowledge of the developmental characteristics of the age group. Teacher applies this knowledge in planning for the class as a whole.	Teacher's plans articulate current and accurate knowledge of how students learn, reflecting an understanding of the typical developmental characteristics of the age group and how 21st Century Skills apply. Teacher applies this knowledge in planning for the class as a whole and for student subgroups.	Teacher's plans articulate current and accurate knowledge of how students learn, reflecting an understanding of the typical developmental characteristics of the age group and how 21st Century Skills apply. Teacher applies this knowledge in planning for the class as a whole, student subgroups and individual students.
1b3. Knowledge of Students' Special Needs *Knows which students have special needs and plans instruction to accommodate for those needs.* **PC, A**	Teacher displays little or no awareness of the importance of knowing students' special learning or medical needs, and such knowledge may be incomplete or inaccurate.	Teacher possesses information about students' learning and medical needs.	Teacher possesses information about students' learning and medical needs and applies this knowledge when planning.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources, as appropriate, and applies this knowledge when planning.
1b4. Knowledge of Students' Interests and Cultural Heritage *Uses students' interests and cultural heritage to plan instruction that will engage students.* **PC, A**	Teacher displays little or no knowledge of students' interests or cultural heritage, and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage, but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage, and displays this knowledge for student subgroups.	Teacher recognizes the value of understanding students' interests, family and cultural heritage, and displays this knowledge for individual students.

*CO: Classroom Observation; **PC**: Professional Conversation; **A**: Artifacts*

Standard 1: Planning and Preparation
Component 1c: Establishing Instructional Outcomes

Teaching is goal directed and designed to achieve certain well-defined purposes. It is through the articulation of instructional outcomes that the teacher describes these purposes. The outcomes should be clear and related to what it is that the students are intended to learn as a consequence of instruction. 21st Century outcomes must be included, as students must also learn essential skills such as critical thinking, problem solving, communication and collaboration. Teacher collaboration strengthens this process.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
1c1. Value, Sequence Alignment, and Clarity *Selects and writes clear outcomes that are important to the discipline, follow a sequence of learning and are aligned to national, state, and/or local standards.* **PC, A**	Instructional outcomes are either not stated, or are stated as activities, rather than as student learning. Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the content area, nor do they include language objectives or a connection to a sequence of learning, or suggest viable methods of assessment.	Instructional outcomes are unclear or consist of a combination of outcomes and activities, representing moderately high expectations and rigor. Learning expectations are aligned with important grade level content standards, include language objectives, and some outcomes suggest viable methods of assessment. There is at least some connection to a sequence of learning and to 21st Century Skills.	Most instructional outcomes are clearly stated, represent high expectations and rigor, focus on important grade level content standards and academic language objectives, and suggest viable methods of assessment. They are connected to a sequence of learning and align with 21st Century Skills.	All instructional outcomes are clearly stated in terms of student learning outcomes, represent high expectations and rigor, focus on important grade level content standards and academic language objectives, and permit viable methods of assessment. They are connected to a sequence of learning both in the discipline and across disciplines and align with 21st Century Skills.
1c2. Suitability for Diverse Learners *Outcomes are planned so that they are appropriate for all students in the class.* **PC, A**	Instructional outcomes are not suitable for the class, or are not based on any assessment of student learning.	Most instructional outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class, and are based on multiple assessments of student learning.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or subgroups.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

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Standard 1: Planning and Preparation
Component 1d: Designing Coherent Instruction

Teachers translate instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21st Century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media. Teachers should plan collaboratively to strengthen the design process. Skilled teachers have knowledge of a variety of resources and are constantly adding these to their repertoire. They persistently search for appropriate 21st Century resources that can inform their teaching, including collaborating with other educators. They effectively incorporate these tools in varied contexts for a variety of purposes.

Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
1d1. Standards-Based Learning Activities *Activities are designed to engage students in cognitively challenging work that is aligned to the standards.* **PC, A**	Learning activities are not designed to cognitively engage students or they are not aligned with instructional standards.	Some of the learning activities are designed to cognitively engage students and are aligned to the instructional standards. Some represent a moderate cognitive challenge and there is some differentiation to meet the needs of diverse student subgroups.	All of the learning activities are relevant, designed to cognitively engage students, are aligned to the instructional standards and represent awareness of 21st Century Skills. Learning activities are differentiated as appropriate to meet the needs of diverse student subgroups.	All of the learning activities are relevant, designed to cognitively engage students, are aligned to the instructional standards, and reflect 21st Century Skills. Learning activities are differentiated, as appropriate, to meet the needs of individual learners.
1d2. Instructional Materials, Technology, and Resources *Plans lessons that use resources that will promote high levels of learning and student engagement in the classroom environment.* **PC, A**	Teacher is unaware of resources for classroom use or materials and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning.	Teacher displays some awareness of resources available for classroom use. Some materials, technology, and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	Teacher displays awareness of resources available for classroom use through a variety of sources. All materials and resources selected for instruction are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning, including the appropriate use of technology.	Teacher's knowledge of resources for classroom use is extensive. All materials and resources selected for instruction are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning, including the appropriate use of technology. Students participate in selecting or adapting materials.
1d3. Purposeful Instructional Groups *Groups are purposefully designed to enhance student cognitive engagement.* **PC, A**	Instructional groups do not support the instructional outcomes.	Instructional groups partially support the instructional outcomes.	Instructional groups are purposefully designed to meet students' needs and are based on instructional outcomes.	Instructional groups are purposefully designed to meet students' needs and are based on instructional outcomes. Groups promote effective student interaction and offer student choice.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

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Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
1d4. Lesson and Unit Structure *The lesson/unit is logically designed to allow students sufficient time to achieve the learning outcomes.* **PC, A**	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven; most time allocations are reasonable.	The lesson or unit has a clearly defined, logical structure around which activities are organized, and which anticipates student difficulties or confusion. Progression of activities is even, with reasonable time allocations.	The lesson or unit structure is clear and logical, allowing for different pathways according to diverse student needs, anticipating student misconceptions, and the needs of 21st Century learners. The progression of activities is highly coherent with appropriate time allocations.

Standard 1: Planning and Preparation
Component 1e: Designing Student Assessment

Teachers plan and design lessons that reflect an understanding of their disciplines, including an understanding of instructional standards, concepts, and principles. Teachers value each discipline and the relationships between disciplines and design on-going formative assessments that measure student progress. Teachers use multiple measures to demonstrate student growth over time. Teachers should engage in collaborate design and analysis of assessments to strengthen assessment systems and to ensure equitable assessments for students.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
1e1. Aligns with Instructional Outcomes *Assessments are purposefully and tightly aligned to the learning outcomes.* **PC, A**	Formal and informal assessments are not aligned with instructional outcomes.	Some of the instructional outcomes are aligned with the formal and informal assessments, but many are not.	All the instructional outcomes are aligned with purposefully selected formal and informal assessments; assessment methodologies may have been adapted for student subgroups.	All formal and informal assessments are purposefully selected and tightly aligned with the instructional outcomes, in both content and process. Assessment methodologies may have been adapted for individual students.
1e2. Planning Assessment Criteria *Criteria for the assessments are clear and reflect outcomes being taught.* **PC, A**	Teacher has not developed criteria by which student learning will be assessed.	Teacher has developed criteria by which student learning will be assessed.	Teacher has developed criteria by which levels of student learning will be assessed. Teacher has planned how criteria will be communicated to students.	Teacher has developed criteria by which levels of student learning will be assessed. Teacher has planned how criteria will be communicated and how students will demonstrate their understanding of the criteria. Criteria may include student contributions.
1e3. Design of Formative Assessments *Formative assessments are purposefully designed to determine student strengths and gaps in content knowledge.* **PC, A**	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Formative assessments are designed to highlight student strengths and gaps related to some content, skills or standards.	Formative assessments are purposefully designed to determine student strengths and gaps in content knowledge, skills, and/or mastery of standards.	Formative assessments are purposefully designed to determine student strengths and gaps in content knowledge, skills and mastery of standards, and includes student as well as teacher use of the assessment information.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

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Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
1e4. Analysis and Use of Assessment Data for Planning *Teacher uses assessment data to determine next steps in instruction.* **PC, A**	Teacher rarely and/or ineffectively uses multiple measures of student growth including formative and summative data that may include student work, to demonstrate student learning. Teacher does not analyze or use assessment data to designing future instruction.	Teacher inconsistently uses multiple measures of student growth including both formative and summative data that includes student work to demonstrate student learning. Teacher analyzes and uses some assessment data to plan for future instruction for the class as a whole.	Teacher consistently uses multiple measures of student growth including both formative and summative data that includes student work to demonstrate student learning. Teacher analyzes and uses assessment data to plan future instruction for student subgroups, including re-teaching and re-assessment if necessary.	Teacher consistently uses multiple measures of student growth including both formative and summative data including student work to demonstrate a high level of student learning. Teacher disaggregates and analyzes assessment data and uses information to plan future instruction for individual students, including re-teaching and re-assessment if necessary.

Standard 2:
The Classroom Environment

Standard 2: The Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport

Teaching depends, fundamentally, on the quality of relationships among individuals. When teachers strive to engage students in a discussion or an activity, their interactions with them speak volumes about the extent to which they value students as people.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
2a1. Teacher Interaction with Students *Teacher interacts with students in a way that projects respect and creates a safe and supportive learning environment.* **CO**	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate caring and respect for the class as a whole. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher's interactions with students reflect respect, caring, and cultural understanding, for individuals as well as groups of students. Students appear to trust the teacher with sensitive information and have a mutual respect and open dialogue in a variety of contexts.
2a2. Student Interactions with One Another *Students interact with one another in a respectful, polite manner that promotes a positive learning environment for all students.* **CO**	Student interactions are characterized by conflict, sarcasm, or put-downs.	Student interactions are usually appropriate but may reflect occasional displays of disrespect from a few students.	Student interactions are consistently polite and respectful.	Students demonstrate caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed, and assume and demonstrate personal responsibility.
2a3. Academic Climate *The classroom environment is safe and supportive; risk-taking is encouraged, students freely contribute their ideas, and student mistakes are treated as learning opportunities, never with ridicule.* **CO**	Students do not freely share their ideas or opinions. Student mistakes may be ridiculed by the teacher or other students.	Some students freely share their ideas or opinions. Risk-taking and mistakes receive unpredictable responses from the teacher or other students.	Students freely share their ideas or opinions and take risks in learning. Student mistakes are treated as learning opportunities by the teacher.	Students freely share their ideas, opinions or academic struggles and take risks in learning. Student and teacher mistakes are treated as learning opportunities by the teacher and students.

CO: *Classroom Observation;* **PC**: *Professional Conversation;* **A**: *Artifacts*

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Standard 2: The Classroom Environment
Component 2b: Establishing a Culture for Learning

A "culture for learning" refers to the atmosphere in the classroom that reflects the importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the look of the classroom, and the general "tone" of the class. A culture for learning implies high expectations for all students, ensuring that classrooms are cognitively busy places. Both students and teacher see the content as important, and students take obvious pride in their work and are eager to share with others.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
2b1. Importance of the Content *Teacher links content to students' lives, essential questions, or long-term goals.* **CO**	Teacher conveys a negative attitude toward the content, suggesting that it is not important or has been mandated by others. Teacher makes no attempt to link content to students' lives or essential questions.	Teacher communicates importance of the work but with little conviction or with minimal links to real-world application. Only some students value the importance of the content.	Teacher conveys enthusiasm for the content, and students value the importance of the content. Teacher links content to students' lives, essential questions, or long-term goals.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the content's importance. Teacher and students link content to real-world applications, essential questions, and long-range goals. Teacher and students make content culturally relevant and applicable to students' lives.
2b2. Expectations for Learning and Achievement *The culture of the classroom reflects clear and high expectations about what is expected of students in order for them to learn and achieve.* **CO**	The classroom environment conveys a culture of low expectations. Instructional outcomes, activities, assignments, and classroom interactions lack challenge and support. Overall learning expectations are not made clear to students, or are not linked to standards.	The classroom environment conveys a culture of modest expectations. Instructional outcomes, activities, assignments, and classroom interactions lack appropriate challenge and support. Teacher demonstrates uneven expectations regarding which students can learn and achieve. Overall learning expectations are either unclear to students or inconsistently related to standards.	The classroom environment conveys a culture of high expectations. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Teacher demonstrates clear and high expectations about what is expected of students in order for them to learn and achieve, including effort. Overall learning expectations are clear to all students and consistently related to standards.	The classroom environment conveys a culture of high expectations. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. Students set their own goals and monitor their own progress toward achieving mastery of standards. There is a celebration of growth and achieving personal bests for students and the teacher. Overall learning expectations are clear to all students and consistently related to standards.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

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Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
2b3. Student Ownership of Their Work *Students demonstrate ownership of their work and share their learning with others.* **CO**	Students demonstrate no ownership of their work. Students are uninterested in their work.	Students demonstrate little ownership of their work. Completion of the task is more important than the quality of the work.	Students accept responsibility for doing high quality work and demonstrate ownership of the assigned work.	Students demonstrate attention to detail and take obvious ownership of their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
2b4. Physical Environment *The classroom is designed to ensure safety and promote students learning.* **CO**	The classroom is unsafe. The physical environment impedes student learning, or teacher makes little or no use of resources to support student learning or collaboration.	The classroom is safe, but not organized to support student learning and collaboration. The teacher occasionally uses the physical environment, but with limited effect on student learning or collaboration.	The classroom is safe and organized to support student learning and collaboration. The teacher uses the physical environment to provide access to instructional resources and display evidence of student learning.	The classroom is safe and organized to support student learning and collaboration. Both teacher and students use the physical environment purposefully to access instructional resources and display evidence of student learning.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

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Standard 2: The Classroom Environment
Component 2c: Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction. Teachers must develop procedures for the smooth operation of the classroom and the efficient use of time. One of the marks of effective teachers is that they can take the time required to establish routines and procedures at the outset of the school year.   It is also important for teachers to manage transitions efficiently. Effective teachers make efficient use of time when managing non-instructional tasks such as taking attendance, collecting or checking homework, writing passes, etc., and are familiar with and successfully execute school emergency procedures.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
2c1. Management of Routines, Procedures, and Transitions *Routines, procedures, and transitions are managed in such a way that there is little to no loss of instructional time.* **CO**	Transitions result in much time being lost between activities or lesson segments. Students do not appear to know what is expected for specific routines or transitions.	Some transitions result in loss of instructional time. Students require specific direction and oversight from the teacher in order to execute routines and transitions.	Transitions occur with little loss of instructional time. Teacher prompts students to use efficient routines with minimal direction.	Transitions occur with little to no loss of instructional time. Students initiate and efficiently use routines and procedures appropriate to the task, transition, or grouping structure.
2c2. Management of Materials and Supplies *Materials and supplies are distributed/available to students in a way that does not interrupt instructional time.* **CO**	Materials and supplies are handled inefficiently or have not been prepared in advance, resulting in significant loss of instructional time.	Some materials are prepared in advance, but there is some loss of instructional time while the teacher accesses or gathers materials or supplies. Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Materials are prepared and gathered in advance of the lesson. Routines for handling materials and supplies occur smoothly, with little loss of instructional time. Students assume responsibility when directed by the teacher.	Materials are prepared and gathered in advance of the lesson. Routines for effectively using a variety of tools/media and handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
2c3. Performance of Non-Instructional Duties *Any non-instructional duties are performed while students are engaged in productive work.* **CO**	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

CO: *Classroom Observation;* **PC**: *Professional Conversation;* **A**: *Artifacts*

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
2c4. Management of Parent Leaders, other Volunteers and Paraprofessionals *Volunteers and/or paraprofessionals have clear roles that promote student learning.* **CO**	Parent leaders, volunteers and/or paraprofessionals have few clearly defined duties and are idle most of the time.	Parent leaders, volunteers and/or paraprofessionals are productively engaged during portions of class time but require frequent direction from teacher.	Teacher provides parent leaders, volunteers and/or paraprofessionals with clear direction regarding tasks and that they are productively and independently engaged during the entire class.	Teacher provides parent leaders, volunteers and/or paraprofessionals with clear direction regarding tasks in advance of the class; they are productively and independently engaged during the entire class, and make a substantive contribution to the classroom environment.

Standard 2: The Classroom Environment
Component 2d: Managing Student Behavior

A key to efficient and respectful management of student behavior lies in agreed upon standards of conduct and clear consequences for overstepping boundaries. Effective teachers successfully enlist students in both setting and maintaining standards of conduct. Active participation in setting the rules of the classroom contributes to students' feelings of safety in class. In a well-managed classroom, students themselves will be able to explain and uphold the agreed-upon standards of conduct.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
2d1. Expectations for Behavior *Expectations for behavior are clear to all students and parents.* **CO**	No standards of conduct appear to have been established, or students are confused as to what the standards are. Teacher does not model expectations.	Standards of conduct appear to have been established, and most students seem to understand them. Teacher usually models expectations.	Standards of conduct are clear to all students and parents. Teacher always models expectations.	Standards of conduct are clear to all students and parents, and appear to have been developed with student participation. Teacher and students always model expectations.
2d2. Monitoring and Responding to Student Behavior *The teacher monitors and responds to behaviors in a way that maintains student dignity and does not disrupt learning.* **CO**	Student behavior hinders learning. Teacher does not monitor student behavior, or teacher responds in a way that does not produce desirable results. Appropriate behaviors are not acknowledged. Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Some student behavior may hinder learning. Teacher is generally aware of student behavior and occasionally acknowledges appropriate behaviors. Teacher attempts to respond to student misbehavior but with uneven results.	Student behavior generally supports learning. Teacher reinforces positive behaviors when appropriate. If misbehavior occurs, teacher has a clear and consistent system for addressing negative behavior or rule-breaking that respects the student's dignity. Teacher's response to misbehavior produces desired results.	Student behavior supports learning. Teacher reinforces positive behaviors when appropriate. Teacher's response to misbehavior is sensitive to students' individual needs. Students monitor their own and their peers' behavior.

CO: *Classroom Observation;* **PC**: *Professional Conversation;* **A**: *Artifacts*

Standard 3:
Delivery of Instruction

Standard 3: Delivery of Instruction
Component 3a: Communicating With Students

The presentation of a lesson impacts its outcome. In order to successfully engage students in the lesson, teachers need to clearly frame the purpose of the lesson including presenting the context. Teachers must communicate reasonable and appropriate expectations for learning, provide directions and describe procedures with clarity, model and expect the use of academic language, and use multiple strategies to explain content to meet diverse student learning needs.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
3a1. Communicating the Purpose of the Lesson *The purpose of the lesson is communicated clearly to all students.* **CO**	Teacher does not explain the purpose of the lesson or the purpose is communicated as only a series of activities/directions.	Teacher attempts to explain the purpose of the lesson, however the instructional purpose is not clear or connected to big ideas and essential understandings. Most students are unable to communicate the purpose of the learning.	Teacher's explanation of the instructional purpose is clear to students, including connections to big ideas and essential understandings. Most students are able to communicate the purpose of the lesson to their peers and others.	Teacher's explanation of the instructional purpose is clear to students. Students articulate connections to big ideas, essential understandings and/or real-world application. Students are able to communicate the purpose of the lesson to their peers and others.
3a2. Directions and Procedures *All directions and procedures are clearly communicated to students.* **CO**	Teacher directions and procedures are confusing to students.	The clarity of teacher directions and procedures is inconsistent. Teacher clarifies directions when prompted by student questions or confusion.	Teacher directions and procedures are clear to students. Teacher checks for student understanding of directions and attends to possible student misunderstandings.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstandings. Teacher has multiple ways to check for student understanding of directions. Students can articulate, paraphrase, and/or demonstrate directions.

CO: *Classroom Observation;* **PC**: *Professional Conversation;* **A**: *Artifacts*

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Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
3a3. Delivery of Content *The content is delivered in ways that can be understood by all students.* **CO**	Teacher's explanation of the content is unclear, inaccurate and/or confusing, or uses inappropriate language. Teacher does not adapt content explanations to meet the needs of students.	Teacher's explanation of the content is uneven, some is done skillfully; other portions are difficult to follow at times. Few connections are made to 21st Century Skills. Teacher sometimes adapts content explanations to meet the needs of students.	Teacher's explanation of content is clear, accurate, appropriate, and connects with students' prior knowledge, experience and 21st Century Skills. Teacher attempts a gradual transition from teacher-directed to student-directed learning. Teacher adapts content explanations to meet the needs of all students.	Teacher's explanation of content is clear, accurate, innovative, and connects with students' prior knowledge, experience and 21st Century Skills. Students contribute to explaining concepts to their peers. Teacher uses a variety of strategies to adapt content explanations to meet the needs of all students.
3a4. Use of Academic Language *Academic language is used to communicate and deepen understanding of the content.* **CO**	Teacher and students rarely or incorrectly use academic language.	Teacher inconsistently uses academic language. Teacher provides limited opportunities for students to comprehend and incorporate academic language in listening, speaking, reading, and writing.	Teacher models the correct use of academic language. Teacher scaffolds student learning by providing structured opportunities for subgroups of students to comprehend and use academic language in listening, speaking, reading, and writing.	Teacher correctly and consistently uses academic language. Teacher scaffolds student learning, only as needed, by providing structured opportunities to ensure that all students comprehend and use academic language in listening, speaking, reading, and writing.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

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Standard 3: Delivery of Instruction
Component 3b: Using Questioning and Discussion Techniques

Effective teachers design questions that provide cognitive challenge and engineer discussions among students to ensure all students participate. The highly effective teacher designs instruction that provides opportunities for students to develop their own cognitively challenging questions and to engage in various types of student-to-student discussions.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
3b1. Quality and Purpose of Questions *Questions are designed to challenge students and elicit high-level thinking* **CO**	Teacher's questions do not invite a thoughtful response or are not relevant. Questions do not reveal student understanding about the content/concept or text under discussion, or are not comprehensible to most students.	Teacher's questions are a combination of both high and low quality, or delivered in rapid succession. Only some questions invite a thoughtful response that reveals student understanding about the content/concept or text under discussion. Teacher differentiates questions to make them comprehensible for some students.	Teacher's questions require rigorous student thinking. Most questions invite and reveal student understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for student subgroups.	Teacher's questions require rigorous student thinking and invite students to demonstrate understanding through reasoning. Students themselves formulate questions to advance their understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for all students in the class.
3b2. Discussion Techniques and Student Participation *Techniques are used to ensure that all students share their thinking around challenging questions* **CO**	Teacher makes no attempt to differentiate discussion. Interactions between the teacher and the students are characterized by the teacher generating the majority of questions and most answers.	Teacher makes some attempt to use differentiated strategies to engage all students in discussion with uneven results. Only some students participate in the discussion and/or the discussion is not intellectually challenging.	Teacher uses intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in intellectually challenging discussions.	Teacher uses intentional, differentiated strategies to engage all students in intellectually challenging student-to-student discussions. Teacher creates conditions for students to assume considerable responsibility for the success of the discussions.

CO: *Classroom Observation;* **PC**: *Professional Conversation;* **A**: *Artifacts*

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Standard 3: Delivery of Instruction
Component 3c: Structures to Engage Students in Learning

Teachers engage students in active construction of understanding by creating intellectual challenges that result in new knowledge and skills. The ownership of learning transfers from the teacher to the students. Teacher's effective use of activities and assignments, grouping of students, available instructional materials, technologies and resources, and structure and pacing, all contribute to a classroom where students are deeply engaged in learning and mastery of grade level content standards.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
3c1. Standards-Based Projects, Activities and Assignments *Standards-aligned learning activities cognitively engage students in the lesson.* **CO**	Projects, activities and assignments do not require higher levels of thinking or are not aligned to the instructional standards. Few or no students are cognitively engaged.	Some projects, activities and assignments are aligned to the instructional standards and may require higher levels of thinking. Some students are cognitively engaged. The learning activities are differentiated, as necessary, to meet the needs of some students.	Instructional projects, activities and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally relevant, and may include real-world application. Most students are cognitively engaged, constructing their own understanding and exploring content. The learning activities are differentiated, as necessary, to meet the learning needs of student subgroups.	Instructional projects, activities and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally relevant, and may include real-world application. Students are cognitively engaged, constructing their own understanding and exploring content. Teacher encourages and supports students in initiating or adapting activities and projects to enhance their understanding. The learning activities are differentiated, as necessary, to meet all student learning needs.
3c2. Purposeful and Productive Instructional Groups *Students are grouped in order to promote productive cognitive engagement in the lesson.* **CO**	Instructional group structures do not support student learning towards the instructional outcomes of the lesson.	Instructional group structures support some students in achieving the instructional outcomes of the lesson. Some students are cognitively engaged and work purposefully and productively. Group structures, tasks or products are not differentiated when needed.	Instructional group structures support most students in achieving the instructional outcomes of the lesson. Students are cognitively engaged and work purposefully and productively. Group structures, tasks or products may be differentiated according to the needs of student subgroups.	Instructional group structures support all students in achieving the instructional outcomes of the lesson. Students are cognitively engaged and work purposefully and productively, sharing responsibility for achieving the outcomes of the lesson. Group structures, tasks, or products may be differentiated to meet the needs of all students.

CO: *Classroom Observation;* **PC**: *Professional Conversation;* **A**: *Artifacts*

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Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
3c3. Selection and Use of Available Instructional Materials, Technology and Resources *The materials and resources for the lesson promote cognitive engagement of all students.* **CO**	Instructional materials, technology, and resources are inappropriate for the instructional outcome, incorrectly used or do not cognitively engage students.	The selection and use of available instructional materials, technology, and resources is partially appropriate to meet the instructional outcome, meet student needs or cognitively engage some students.	The selection and use of available instructional materials, technology, and resources is appropriate to meet the instructional outcome, meet student needs, and to cognitively engage students. The teacher provides some choice in using or creating materials to enhance student learning.	The selection and use of available instructional materials, technology and resources provides multiple strategies to meet the instructional outcome, differentiating for student needs and to cognitively engage students. Students initiate the choice, use, or creation of materials to enhance student learning.
3c4. Structure and Pacing *The lesson is logically structured and allows students the time needed to learn cognitively challenging work.* **CO**	The project or lesson has no clearly defined structure, or the pace of instruction is too slow, rushed, or both.	The project or lesson has a recognizable structure, although it is not uniformly maintained throughout the activities. Pacing of instruction meets the needs of some students.	The project or lesson has a clearly defined structure around which the activities are organized. Pacing of instruction is intentional, generally appropriate and meets the needs of most students.	The project's or lesson's structure is highly coherent, allowing for on-going student reflection and closure. Pacing of instruction is intentional, varied, and appropriate for each student.

Standard 3: Delivery of Instruction
Component 3d: Using Assessment in Instruction to Advance Student Learning

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal, including goals and benchmarks that both teachers and students set and use. High quality assessment practice makes students and families fully aware of criteria and performance standards, informs teachers' instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and reflection and teacher analysis to advance learning and inform instruction during a lesson or series of lessons.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
3d1. Assessment Criteria *Students know and understand the criteria by which their learning will be assessed.* **CO**	Teacher does not communicate to students the criteria and performance standards by which their work will be evaluated. Teacher does not make assessment criteria comprehensible to students.	Teacher communicates to students the criteria and performance standards by which their work will be evaluated but the assessment criteria are only comprehensible to some students.	Teacher ensures that students are fully aware of and can articulate the criteria and performance standards by which their work will be evaluated. Teacher makes assessment criteria comprehensible to all students.	Teacher ensures that students are fully aware of and can accurately articulate the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Teacher makes assessment criteria comprehensible to all students. Students are able to articulate assessment criteria to their peers.
3d2. Monitoring of Student Learning *Teacher closely monitors student work and responses in order to understand how students are progressing towards the learning objectives.* **CO**	Teacher does not monitor student learning or check for understanding.	Teacher monitors student learning unevenly. Class is assessed as a whole. Teacher occasionally checks for understanding.	Teacher regularly monitors the learning of students and checks for understanding using a variety of strategies to elicit student thinking.	Teacher monitors the learning of individual students and may use a variety of strategies to elicit student thinking, as appropriate. Students self-assess and voluntarily communicate their understandings or misconceptions.
3d3. Feedback to Students *Students receive specific and timely feedback that will move their learning forward.* **CO, A**	Teacher's feedback to students is non-existent, limited, infrequent, and/or inaccurate. Feedback is not aligned to the instructional outcome.	Teacher's feedback to students may be consistent, timely, frequent, and/or accurate, however it is limited to praise or correction. Feedback may not be aligned with the instructional outcome.	Teacher's feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.	Teacher's feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Students make use of specific feedback to revise and improve their work. Students work collaboratively with peers to provide each other with actionable feedback.

CO: *Classroom Observation;* **PC**: *Professional Conversation;* **A**: *Artifacts*

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Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
3d4. *Student Self-Assessment and Monitoring of Progress* *Students have opportunities to assess their own work against the established criteria and monitor their own progress towards achieving the expected learning outcomes.* **CO, A**	Teacher does not provide students opportunities to engage in self-assessment or monitoring of progress against assessment criteria or performance standards.	Teacher provides inconsistent or limited opportunities for students to self-assess or monitor their progress and the results of their work against the assessment criteria and performance standards.	Teacher provides students with frequent opportunities to self-assess and monitor their progress and the results of their own work against the assessment criteria and performance standards. Teacher directs students to set learning goals.	Teacher provides students with frequent opportunities to reflect on their learning, self-assess and monitor their progress and the results of their own work against the assessment criteria and performance standards. Students independently set and modify learning goals and identify methods for achieving their goals based on their self-assessment.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

Standard 3: Delivery of Instruction
Component 3e: Demonstrating Flexibility and Responsiveness

Effective practitioners demonstrate flexibility and responsiveness in their classroom. They capitalize on opportunities for student learning by making adjustments to lessons based on assessment of student learning needs, building on students' interests, and employing multiple strategies and resources to meet diverse learning needs.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
3e1. Responds and Adjusts to Meet Student Needs *The teacher adjusts the lesson or project in response to the learning needs of the students.* **CO**	Teacher does not acknowledge students' questions or interests and/or adheres rigidly to an instructional plan even when a change is clearly needed.	Teacher attempts to address students' questions or interests, or to adjust the lesson, although the pacing of the lesson is disrupted. Teacher does not adjust the instruction to address student needs.	Teacher successfully addresses students' questions, interests or learning styles, while maintaining the learning objective of the lesson or adjusts the lesson to enhance student learning.	Teacher skillfully and comfortably adjusts the lesson to address students' questions, interests and learning styles while still maintaining the learning objective. Teacher takes advantage of spontaneous events or teachable moments to adjust instruction in order to enhance learning.
3e2. Persistence *The teacher does not give up on students who may be having difficulty meeting the established learning outcomes.* **CO**	Teacher gives up or places blame on other factors when students are having difficulty learning.	Teacher accepts responsibility for students' learning and attempts to address student learning challenges but strategies are limited or ineffective.	Teacher persists in seeking approaches for student learning challenges, drawing on a broad repertoire of strategies. Teacher consistently supports students in achieving learning outcomes.	Teacher persists in seeking effective approaches for student learning challenges, using an extensive repertoire of strategies. Students show persistence in achieving learning outcomes.

CO: *Classroom Observation;* **PC**: *Professional Conversation;* **A**: *Artifacts*

Standard 4:
Additional Professional Responsibilities

Released 6/2016

Standard 4: Additional Professional Responsibilities
Component 4a: Maintaining Accurate Records

Maintaining accurate records inform interactions with parents, students, and administrators, inform practice and make teachers more responsive to individual student needs by tracking student growth over time. Effective maintenance of instructional records would include student assignments, skill lists, records of competencies, grades, portfolios etc. Non-instructional records would include attendance taking, field trip permission slips, picture money, supply orders, book orders, lunch records, discipline referrals etc. Teachers should use available technology for record keeping. Efficiency of operation in record keeping is a key to success. Well-designed and implemented systems require very little ongoing maintenance.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
4a1. Tracks Progress Towards Identified Learning Outcomes *Teacher monitors how students are progressing toward the identified learning outcomes.* **PC, A**	Teacher has no system for maintaining information on student progress in learning. Student progress cannot be tracked.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective. Student progress is inconsistently or randomly tracked.	Teacher system for maintaining information on student progress is well organized and tracks student progress towards learning outcomes. System allows for tracking student growth over time.	Teacher system for maintaining information on student progress is well organized, efficient, and tracks student progress towards learning outcomes. System allows for tracking individual student growth over time. Students contribute information and participate in maintaining records indicating their own progress in learning.
4a2. Tracks Completion of Student Assignments in Support of Student Learning *Teacher keeps track of student assignments in support of student learning.* **PC, A**	Teacher has no system for maintaining information on student completion of assignments.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially organized.	Teacher's system for maintaining information on student completion of assignments is organized.	Teacher's system for maintaining information on student completion of assignments is highly organized and efficient. Students participate in maintaining the records.
4a3. Manages Non-Instructional Records *Teacher accurately manages records such as health records, book inventories, field trip permission slips, lunch counts, etc.* **PC, A**	Teacher has no system of maintaining records for non-instructional activities resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher maintains an organized system for managing information on non-instructional activities.	Teacher maintains a highly organized system for managing information on non-instructional activities, and students contribute to its management.
4a4. Submits Records on Time *Teacher submits records within the expected timeliness.* **PC, A**	Teacher's submission of documents is late, incomplete, or absent.	Teacher's submission of documents is usually on time and complete, but reminders may be necessary.	Teacher's submission of documents is always accurate, timely, and complete.	Teacher's submission of documents is always accurate, timely, complete, and provides contextual details when appropriate.

CO: *Classroom Observation;* **PC**: *Professional Conversation;* **A**: *Artifacts*

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Standard 4: Additional Professional Responsibilities
Component 4b: Communicating with Families

Parents/guardians care deeply about the progress of their child and appreciate meaningful communication regarding their child's progress and achievement. Communication should include personal contact that will establish positive and on-going two-way communications.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
4b1. *Information About the Instructional Program* *The teacher informs families about the instructional program in order to be clear about the learning expectations.* **PC, A**	Teacher provides little or no information about the instructional program to families. Teacher does not utilize technology or any other communication means to enhance parent teacher communication.	Teacher provides required information, but offers little additional information about the instructional program to families. Teacher uses technology minimally and/or other communication means to enhance parent-teacher communication.	Teacher provides required and additional information on a regular basis to families about the instructional program. Teacher uses technology and other communication means to enhance parent-teacher communication.	Teacher provides required and on-going additional information to families about the instructional program. Students participate in preparing materials for their families. Teacher regularly uses technology and other communication means to enhance two-way parent-teacher communication.
4b2. *Information About Individual Students* *The teacher is able to respond to families about the progress of their own child(ren).* **PC, A**	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Responses to family concerns are not handled with professional and cultural sensitivity.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal, or may reflect occasional insensitivity to cultural norms or language differences.	Teacher communicates with families about students' progress on a regular basis, beyond report cards and parent conferences, demonstrating sensitivity to cultural norms and language differences. Teacher is available as needed to respond to family concerns. Teacher communicates available resources or interventions.	Teacher frequently communicates with families about students' progress, beyond report cards and parent conferences, demonstrating sensitivity to cultural norms and language differences. Responses to family concerns are handled expeditiously. Teacher is proactive in communicating with families regarding resources, interventions and enrichment opportunities.
4b3. *Engagement of Families in the Instructional Program* *The teacher communicates with families to create a partnership around student learning.* **PC, A**	Teacher makes no attempt to engage families in the instructional program or teacher's attempts are insensitive to cultural norms and language differences.	Teacher makes limited attempts to engage families in the instructional program. Teacher's attempts inconsistently demonstrate sensitivity to cultural norms and language differences.	Teacher engages families in the instructional program in multiple ways including the use of technology and/or assignments that invite family input. Teacher demonstrates sensitivity to cultural norms and language differences.	Teacher frequently engages families in the instructional program in multiple ways including the use of technology and/or assignments that invite family input. Teacher encourages families to contribute ideas that enhance family participation in support of student learning. Teacher demonstrates sensitivity to cultural norms and language differences.

CO: *Classroom Observation;* **PC**: *Professional Conversation;* **A**: *Artifacts*

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Standard 4: Additional Professional Responsibilities
Component 4c: Demonstrating Professionalism

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure that every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
4c1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations *The teacher exhibits integrity and ethical conduct in all interactions with the school and community and complies with all rules and regulations of the profession.* **PC, A**	Teacher displays dishonesty in interactions with colleagues, students, parents, the school community, and the public or teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, parents, the school community, and the public. Teacher partially complies with school and district regulations or is inconsistent in modeling a professional demeanor.	Teacher displays high standards of honesty, integrity, discretion, and confidentiality in interactions with colleagues, students, parents, the school community, and the public. Teacher supports and fully complies with school and district regulations and models professional demeanor.	Teacher displays high standards of honesty, integrity, discretion, and confidentiality, and takes a leadership role with colleagues, students, parents, the school community, and the public. Teacher supports and fully complies with school and district regulations, models professional demeanor, and takes a leadership role in establishing and articulating such regulations.
4c2. Advocacy for Students *The teacher is aware of students' needs and advocates for all students, particularly those who may be underserved.* **PC, A**	Teacher is not alert to student needs and contributes to school practices that result in some students being ill-served by the school.	Teacher is partially aware of student needs and attempts to address practices that result in some students being ill-served by the school.	Teacher is aware of student needs and actively works to ensure that all students receive an opportunity to succeed.	Teacher is aware of student needs and is highly proactive in challenging negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school, seeking out resources as needed.
4c3. Decision-Making *The teacher is comfortable making informed decisions related to the wellbeing of students and student learning.* **PC, A**	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and collaborates in team or departmental decision-making. Teacher's decisions are based on thorough, genuinely professional, considerations.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.

CO: *Classroom Observation;* **PC**: *Professional Conversation;* **A**: *Artifacts*

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Standard 5:
Professional Growth

Standard 5: Professional Growth
Component 5a: Reflecting on Practice

Reflecting on teaching is the mark of a true professional. The importance of reflection on practice is governed by the belief that teaching can never be perfect yet it can be continually improved. With practice and experience in reflection, teachers can become more discerning and can evaluate both their successes and errors. Reflective practice enhances both teaching and learning. Skilled reflection is characterized by accuracy, specificity and ability to use the analysis of their reflection in future teaching as well as the ability to consider multiple perspectives. Other perspectives may include practices such as videotaping, journaling, action research, student work, etc.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
5a1. Accurate Reflection *The teacher can analyze practice and student work, to determine what went well in the lesson.* **PC, A**	Teacher misjudges the success of a lesson.	Teacher has a general impression of a lesson's effectiveness and uses that impression to determine the extent to which instructional goals were met.	Teacher uses criteria to assess a lesson's effectiveness and the extent to which it achieved its instructional goals; the teacher cites evidence to support the judgment.	Teacher uses specific criteria to assess a lesson's effectiveness and the extent to which it achieved its instructional goals. The teacher cites specific examples from the lesson to support the judgment and provides rationales for instructional choices.
5a2. Use of Reflection to Inform Future Instruction *The teacher uses reflection to inform future lessons.* **PC, A**	Teacher has no suggestions for what could be improved for next steps in subsequent lessons.	Teacher offers general suggestions for what could be improved to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried.	Teacher describes specific next steps to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried.	Teacher offers intentional teaching practices to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried. The teacher provides a rationale for instructional options, describing anticipated impact on student learning.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
5a3. Selection of Professional Development Based on Reflection and Data *The teacher uses reflection and various forms of data to determine professional development needs.* **PC, A**	Teacher does not use information from self and peer analysis, or data on student achievement to determine professional development needs.	Teacher uses information from self and peer analysis, or data on student achievement to determine professional development needs.	Teacher uses information from self and peer analysis, along with data on student achievement to determine professional development needs.	Teacher continually uses information from self and peer analysis, along with data on student achievement to determine and prioritize professional development needs.
5a4. Implementation of New Learning from Professional Development *The teacher implements new learning into the classroom setting and monitors progress towards deep implementation.* **PC, A**	Teacher engages in no professional development activities to enhance knowledge or skill or does not implement new learning in the classroom.	Teacher participates in professional activities to a limited extent. Teacher attempts to implement new learning from professional development, with limited success.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher implements new learning from professional development and tracks the degree to which student achievement is positively impacted.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher implements new learning from professional development and tracks the degree to which individual student achievement is positively impacted. Teacher works with peers to deepen implementation.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

Standard 5: Professional Growth
Component 5b: Participating in a Professional Community

Participation in a professional community requires active involvement, the promotion of a culture of collaboration and inquiry that improves the culture of teaching and learning. Relationships with colleagues are an important aspect of creating a culture where expertise, materials, insights and experiences are shared. The goal of the professional community is improved teaching and learning.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
5b1. Relationships with Colleagues *The teacher supports and cooperates with colleagues in order to promote a professional school culture* **PC, A**	Teacher's relationships with colleagues are often negative or disruptive.	Teacher maintains cordial relationships with some colleagues.	Relationships with colleagues are supportive and cooperative.	Relationships with colleagues are supportive and cooperative. Teacher takes initiative in promoting positive relationships among colleagues.
5b2. Promotes a Culture of Professional Inquiry and Collaboration *The teacher promotes a culture of inquiry for the purpose of improving teaching and learning and collaborates with colleagues to do so.* **PC, A**	Teacher resists attendance at required department, grade-level, school-wide or district-sponsored professional development meetings.	Teacher attends only required department, grade-level, school-wide or district-sponsored professional development meetings.	Teacher actively participates in department, grade-level, school-wide or district-sponsored professional development meetings. Teacher promotes a culture of professional inquiry and collaboration by actively participating in professional learning communities, peer observations, lesson study, teaming, or other inquiry models with colleagues.	Teacher actively participates in and contributes to the design or facilitation of department, grade-level, school-wide or district-sponsored professional development meetings. Teacher initiates or takes a leadership role in professional learning communities, lesson study, teaming, or other inquiry models with colleagues.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

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