

# Rhode Island Model Evaluation & Support System



# TEACHER

Edition V



**RIDE** Rhode Island  
Department  
of Education

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# Introduction

Rhode Island is committed to ensuring that all educators receive fair, accurate, and meaningful educator evaluations that provide information that can help all teachers improve and refine their practice. This commitment is an outgrowth of our recognition of the influence teachers have on student growth and achievement. Currently, districts in Rhode Island may submit a district-designed model for approval that complies with the Educator Evaluation System Standards or adopt the Rhode Island Model Teacher Evaluation and Support System (Rhode Island Model).

This document describes the process and basic requirements for evaluating and supporting teachers with the Rhode Island Model. Through this model, we hope to help create a culture where all teachers have a clear understanding of what defines excellence in their work; receive prioritized, specific, and actionable feedback about their performance; and receive support to continuously improve their effectiveness, regardless of the number of years they have been teaching.

## How to Use the Guidebook

In this guidebook we clearly separate and label aspects of the model that local education agencies (LEAs) can customize as **Flexibility Factors**. Throughout the guidebook, we indicate corresponding resources available on the RIDE website. These resources aim to help educators understand *how* to best implement various aspects of the Rhode Island Model. Resources include online training modules, sample Student Learning/Outcome Objectives, and a suite of calibration protocols designed to help school and LEA leaders facilitate ongoing calibration exercises.

### Flexibility Factor

Boxes like this one will be used throughout the guidebook to highlight where schools and LEAs have an opportunity to customize aspects of the Rhode Island Model and establish policies to meet their local needs.

## Selecting the Appropriate Model

We recognize that teacher roles may look different in various local contexts. Any public school employee working under a teacher certification whose primary responsibilities include instructional planning, managing a classroom environment, and student instruction should use the teacher version of the Rhode Island Model.

## Rhode Island Model at a Glance

### Requirements for Teachers in the Full Evaluation Year

The table below outlines the minimum requirements for teachers in the full evaluation year.

Element	Minimum Requirements
<b>Evaluation Conferences</b>	<ul style="list-style-type: none"> <li>▪ Three conferences between the teacher and the evaluator (beginning-of-year, middle-of-year and end-of-year)</li> </ul>
<b>Professional Practice</b>	<ul style="list-style-type: none"> <li>▪ At least three classroom observations (one announced at least a week in advance and two unannounced) of at least 20 minutes each using the Teacher Professional Practice Rubric (Classroom Environment &amp; Instruction)</li> <li>▪ Written feedback after each observation</li> <li>▪ Component-level scores and rationales after each observation</li> </ul>
<b>Professional Responsibilities</b>	<ul style="list-style-type: none"> <li>▪ Holistic ratings on each of the nine components of the Teacher Professional Responsibilities Rubric</li> </ul>
<b>Professional Growth Goal</b>	<ul style="list-style-type: none"> <li>▪ One professional growth goal written by the teacher and approved by the evaluator at the beginning of the year and scored by the evaluator at the end of the year</li> </ul>
<b>Student Learning</b> <i>UPDATED 7/2019</i>	<ul style="list-style-type: none"> <li>▪ At least two SLOs</li> <li style="text-align: center;">-or-</li> <li>▪ Embedded Practice or Student Learning Goals</li> </ul>
<b>Final Effectiveness Rating</b>	<ul style="list-style-type: none"> <li>▪ Calculated using a points-based system, with each measure having the following weights:               <ul style="list-style-type: none"> <li>▫ Professional Practice: Classroom Environment (25 percent)</li> <li>▫ Professional Practice: Instruction (25 percent)</li> <li>▫ Professional Responsibilities (20 percent)</li> <li>▫ Student Learning (30 percent)</li> </ul> </li> </ul>
<b>Performance Improvement Plans</b>	<ul style="list-style-type: none"> <li>▪ Development and implementation of a Performance Improvement Plan for any teacher receiving a FER of <i>Developing</i> or <i>Ineffective</i> as defined in Standard Four of the Educator Evaluation System Standards</li> </ul>

### Requirements for Teachers in the Non-Summative Year of the Cyclical Process

Teachers not being evaluated because they are in the non-summative year of the cyclical process at a minimum must have an annual conference with their evaluator.

## Evaluation Frequency

Evaluation frequency is determined by Rhode Island General Law 16-12-11. The table below identifies how frequently teachers must be evaluated.

Teachers who...	Evaluation Frequency
Received a Final Effectiveness Rating of <b>Highly Effective</b> on their most recent evaluation	No more than once every three years
Received a Final Effectiveness Rating of <b>Effective</b> on their most recent evaluation	No more than once every two years
Received a Final Effectiveness Rating of <b>Developing or Ineffective</b> on their most recent evaluation	Annually
Do not have tenure	Annually
Are using a different certificate in their current placement than they were during their most recent evaluation	Annually
Received no rating in the prior year	Annually

### When Can Evaluations Be Conducted More Frequently?

- An LEA may provide more frequent evaluations than stipulated above as part of a negotiated collective bargaining agreement.
- If concerns arise about a tenured teacher's performance, the teacher may receive more frequent evaluations so long as actions are in accordance with the negotiated collective bargaining agreement. Triggers for more frequent evaluations may include, but are not limited to, informal classroom walkthroughs, professional conduct, and measures of student learning.

### Annual Conferences

The legislation calls for annual conferences for all teachers rated *Highly Effective* and *Effective* who are in a non-summative year. The legislation states: "The conference shall be in accordance with a process and scope determined by each school LEA's educator evaluation committee." The purposes of these conferences may include but are not limited to the following:

- Feedback on classroom walkthroughs
- Discussions about other local student learning measures
- Other feedback that will assist with professional growth and the improvement of practice and student learning

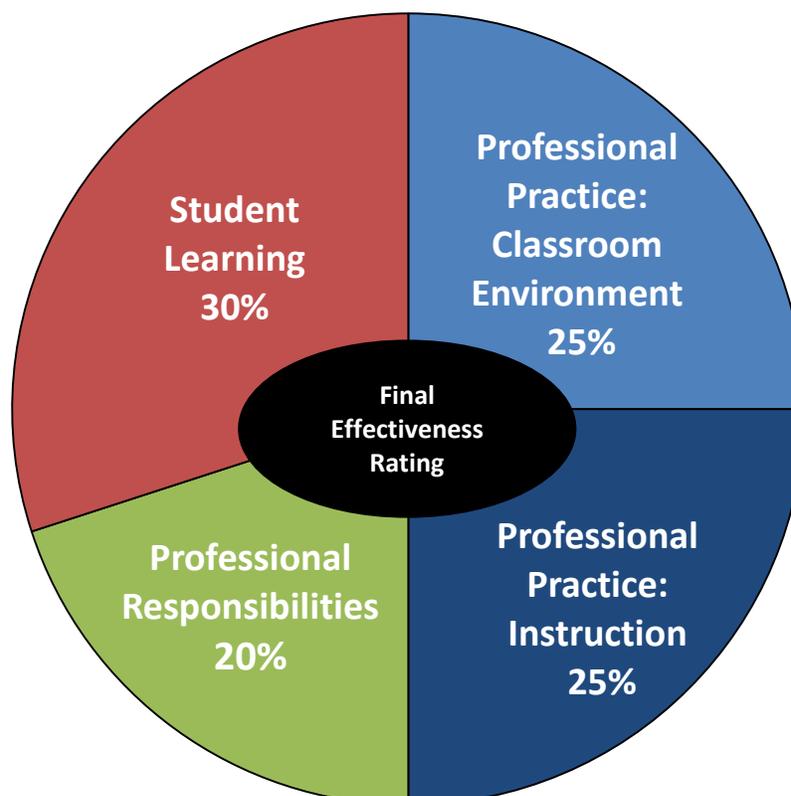
# System Overview

## Evaluation Measures

The Rhode Island Model relies on multiple measures to paint a fair, accurate, and comprehensive picture of teacher performance. All teachers will be evaluated on four measures:

1. **Professional Practice: Classroom Environment** – This measure represents Domain 2 of the Teacher Professional Practice Rubric, which includes four components.
2. **Professional Practice: Instruction** – This measure represents Domain 3 of the Teacher Professional Practice Rubric, which includes four components.
3. **Professional Responsibilities** – The Professional Responsibilities Rubric includes four domains: School Responsibilities and Communication, Professionalism, Professional Growth, and Planning. The ratings of these four domains combine to create one measure of Professional Responsibilities.
4. **Student Learning** – This measure assesses the teacher’s impact on student learning through the use of Student Learning Objectives (SLOs) and/or Student Outcome Objectives (SOOs), Student Learning Goals, or Embedded Practice, where applicable.

Evidence from each of the four measures combine to produce a Final Effectiveness Rating of **Highly Effective, Effective, Developing, or Ineffective**.



## Performance Level Descriptors

Each of the four Final Effectiveness Ratings has an associated performance level descriptor that provides a general description of what the rating is **intended** to mean, with the acknowledgement that exceptions do exist. Performance level descriptors can help clarify expectations and promote a common understanding of the differences between the final effectiveness ratings of *Highly Effective*, *Effective*, *Developing*, and *Ineffective*. Additional information about how to interpret the ratings is available by examining the detailed scoring rubrics and related evaluation materials.

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**Highly Effective** – A *Highly Effective* rating indicates outstanding performance by the teacher. A teacher who earns a *Highly Effective* rating has a very high, positive impact on the learning of students and exhibits high-quality professional behaviors regarding teaching and professional responsibilities.

**Effective** – An *Effective* rating indicates consistently strong performance by the teacher. A teacher who earns an *Effective* rating has a strong, positive impact on the learning of students and exhibits high-quality professional behaviors regarding teaching and professional responsibilities.

**Developing** – A *Developing* rating indicates inconsistent performance or consistently moderate performance by the teacher. A teacher who earns a *Developing* rating has one aspect much weaker than the other (either impact on the learning of students or professional behaviors), or is consistently moderate in both.

**Ineffective** – An *Ineffective* rating indicates consistently low performance by the teacher. A teacher who earns an *Ineffective* rating has a low or negative impact on the learning of students and exhibits low quality professional behaviors regarding teaching and professional responsibilities.

## Primary and Complementary Evaluators

The primary evaluator for most teachers is the principal or assistant principal, who is responsible for leading the overall evaluation process, including assigning the Final Effectiveness Rating. Some schools/LEAs may also decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are often educators with specific content knowledge, such as department heads or curriculum coordinators. All new evaluators are expected to complete training on the Rhode Island Model.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, and providing feedback. Like primary evaluators, complementary evaluators are required to give teachers written feedback after classroom observations. A complementary evaluator should share his or her feedback with the primary evaluator as it is collected. Primary evaluators will have sole responsibility for assigning final ratings.

### Flexibility Factor Evaluators

- Schools/LEAs have the flexibility to decide who will serve as the primary evaluator.
- LEA policy or the local collective bargaining agreement may allow for the use of complementary evaluators.
- Schools and LEAs may also choose to select individuals based within or outside the school or LEA in which they serve as evaluators. This could consist of a single peer evaluator or a team of peer evaluators.

## Ensuring Fairness and Accuracy

To help ensure fairness and accuracy, the Rhode Island Model uses multiple measures to assess performance. According to the Educator Evaluation System Standards LEAs will:

- Ensure that all evaluators receive comprehensive training and opportunities for calibration, thus promoting demonstration of valid and accurate judgments.
- Provide ongoing training on the evaluation system to all educators.
- Collect and analyze evaluation data to identify individual and collective professional development needs.
- Provide opportunities for educators to participate in professional development that meets these individual and collective professional development needs.
- Provide intensive support to educators new to the profession, educators new to a certificate area, educators new to the LEA, and educators who do not meet expectations for educator quality.
- Identify the ways in which evaluation data are used to demonstrate each of the four levels of effectiveness and the actions that result from each rating.
- Ensure that the LEA evaluation committee regularly reviews the system and engages in activities to maintain and improve the evaluation system, such as strategic planning, planning professional development, assuring adequate resources, analyzing data and recommending changes, and assessing fidelity of implementation.

## Support and Development

Every school is unique, and support and development should not look exactly the same for everyone. However, the Rhode Island Model is designed to support teacher development by:

- **Outlining high expectations** that are clear and aligned with school, LEA, and state priorities.
- **Establishing a common vocabulary** for meeting expectations.
- **Encouraging student-focused conversations** to share best practices and address common challenges.
- **Grounding teacher professional development** in data-driven collaboration, conferencing, observation, and feedback to meet shared goals for student achievement.
- **Providing a reliable process** for educators to focus practice and drive student learning.

### Evaluation Conferences (Beginning/Middle/End)

The three evaluation conferences represent opportunities for honest, data-driven conversations focused on promoting continuous improvement.

**Beginning-of-Year Conference:** The teacher and evaluator discuss the teacher's past performance, Professional Growth Goal, student learning, and the upcoming year. When discussing the student learning, teachers and evaluators can improve transparency of expectations by making sure they share a common understanding of the criteria for *Not Met*, *Nearly Met*, *Met*, and *Exceeded*.

**Mid-Year Conference:** The teacher and evaluator discuss all aspects of the teacher's performance to date. Discussions should address Professional Practice: Classroom Environment, Professional Practice: Instruction, Professional Responsibilities, and Student Learning. In some cases, the teacher and evaluator may revise the Professional Growth Goal and/or student learning based on discussion between the teacher and evaluator. For example, a teacher with high mobility may need to compare the current roster to the one upon which the targets were set. If there are substantial differences, adjustments to the target may be necessary to include all students on the most recent roster and exclude students who are no longer on the class roster.

While Final Effectiveness Ratings are not determined until the end of the evaluation cycle, the Mid-Year Conference is an important point in the year when specific concerns should be addressed, especially if they indicate that a teacher's impact on student learning is below expectations. Teachers should already be aware of specific concerns through ongoing feedback and prior documentation so that they are not addressed for the first time at the conference. If the teacher is struggling, and has not started an Improvement Plan, the Mid-Year Conference is an opportune time to craft an initial plan together.

### Flexibility Factor

#### Evaluation Conferences

- The length of each conference is decided at the local level, though we recommend at least 15 minutes per conference. Conference length should match the purpose of the conference to meet stated goals.
- Beginning-of-Year Conferences may be held in groups, such as by team or content area, in order to collaborate around student learning and PGGs. A teacher may request an individual conference to address personal goals or concerns.

**End-of-Year Conference:** The teacher and evaluator review summative feedback on Professional Practice: Classroom Environment, Professional Practice: Instruction and Professional Responsibilities (including Professional Growth Goal) and discuss student learning results. They also discuss progress toward the teacher’s Performance Improvement Plan if applicable. During or soon after the conference, the evaluator finalizes and shares the teacher’s Final Effectiveness Rating for the school year.

### **Performance Improvement Plans**

The goal of the Performance Improvement Plan is to ensure that educators who are in need of support receive it. A teacher who has a Performance Improvement Plan works with an improvement team to develop the plan. An improvement team may consist solely of the teacher’s evaluator or of multiple people, depending on the teacher’s needs and the school and LEA context.

**Flexibility Factor**  
**Performance Improvement Plans**

An evaluator may put a teacher on a Performance Improvement Plan at any time during the year if concerns arise. This applies to all teachers regardless of their status in the cyclical process.

### **Required Components of Performance Improvement Plan Requirements**

Any teacher who receives a Final Effectiveness Rating of *Developing* or *Ineffective* must have a Performance Improvement Plan the following year.

Performance Improvement Plans must:

- Include time-bound goals, action steps, and benchmarks.
- Identify action steps the teacher will take to improve his or her practice.
- Clearly identify who is responsible for implementing each aspect of the plan.
- Plan for frequent check-ins with the evaluator or other support personnel.

The Educator Evaluation System Standards require LEAs to establish personnel policies that use evaluation information to inform decisions. A teacher who does not demonstrate sufficient improvement may be subject to personnel actions, according to local policies.

## Professional Practice: Classroom Environment & Instruction

The Rhode Island Model's Teacher Professional Practice Rubric, which can be found in **Appendix 3**, was adapted from Domains 2 and 3 of the 2013 version of Charlotte Danielson's *Framework for Teaching*. The Teacher Professional Practice rubric consists of eight components organized into two domains: Classroom Environment and Instruction. More specifically:

- The Teacher Professional Practice Rubric aligns with the Rhode Island Professional Teaching Standards.
- The Teacher Professional Practice Rubric is a classroom observation tool. Each of the two domains consists of four components that will be scored after each observation.
- The Teacher Professional Practice Rubric includes both *Critical Attributes* and *Possible Examples* for each component that are intended to help clarify the performance level. No part of the rubric is intended to be used as a checklist.

Teacher Professional Practice Rubric Components	
Professional Practice: Classroom Environment Domain 2	Professional Practice: Instruction Domain 3
<b>2a:</b> Creating an Environment of Respect and Rapport	<b>3a:</b> Communicating with Students
<b>2b:</b> Establishing a Culture for Learning	<b>3b:</b> Using Questioning/Prompts and Discussion Techniques
<b>2c:</b> Managing Classroom Procedures	<b>3c:</b> Engaging Students in Learning
<b>2d:</b> Managing Student Behavior	<b>3d:</b> Using Assessment in Instruction

## Assessing Teacher Professional Practice

In the Rhode Island Model, data collected through classroom observations informs component-level scores on the Teacher Professional Practice Rubric in Classroom Environment and Instruction as well as feedback designed to help teachers improve their practice.

### Classroom Observation Requirements:

- At least three classroom observations (**one announced** at least a week in advance and **two unannounced**) of at least 20 minutes each using the Teacher Professional Practice Rubric
- Written feedback after each observation
- Component-level scores and rationales after each observation

### Feedback

High-quality feedback helps teachers improve by identifying strengths (practices they should continue) and areas for improvement (changes to their practice that should be prioritized). To be effective, feedback after a classroom observation should be prioritized, specific, actionable, delivered with a supportive tone, and provided to the teacher as soon after the observation as possible.

### Flexibility Factor

#### Classroom Observations and Feedback

- Schools and LEAs may decide to conduct additional classroom observations beyond the minimum of three. RIDE encourages frequent visits to classrooms, with additional observations for teachers on Performance Improvement Plans.
- A one-week window for an announced observation is required, but evaluators may choose to narrow down a timeframe within that week (e.g., “I plan to observe a math lesson”). Because schools and LEAs have some flexibility with scheduling announced observations, teachers and evaluators should be clear about what is expected at the local level.
- Written feedback is required after each classroom observation, but pre- and post-observation conferences are optional. Schools and LEAs can choose to implement pre- and/or post-observation conferences depending on what works best for their local needs.

# Professional Responsibilities

Teachers' roles extend beyond delivering instruction and establishing the classroom environment. The Rhode Island Model recognizes the additional contributions teachers make to school communities through the Teacher Professional Responsibilities Rubric, found in **Appendix 4**.

The Teacher Professional Responsibilities Rubric includes nine components that are aligned with the Rhode Island Professional Teaching Standards, the Rhode Island Educational Leadership Standards, and the Rhode Island Code of Professional Responsibility.

Evaluators score the nine components using the rubric based on evidence collected during the year. Evaluators can observe all of the components in action but may choose to collect additional evidence through artifact review (e.g., checking weekly plans for the planning components).

Evaluators should maintain notes that serve as evidence of components seen in action and integrate feedback on this evidence into evaluation conference discussions. If evaluators choose to review artifacts, artifact review should focus on quality rather than quantity. One artifact could be used to demonstrate proficiency on more than one component of the rubric.

## Professional Growth Goal

All teachers in their summative evaluation year must create a Professional Growth Goal (PGG) at the beginning of the year. The evaluator will score the goal at the end of the year using PR7 of the Professional Responsibilities Rubric. This goal must focus the teacher's professional development throughout the year and should also:

- Be informed by school, district, or educator data.
- Address a school, district, or personal goal.
- Align with the Teacher Professional Practice and/or Teacher Professional Responsibilities Rubrics.
- Be specific, measurable, and actionable.
- Include specific action steps.
- Identify how goal attainment will be measured.
- Be discussed and finalized during or directly after the Beginning-of-Year Conference.

While it is ideal to establish a goal that is ambitious but realistic, the Mid-Year Conference provides a formal opportunity for the teacher and evaluator to review the PGG and make adjustments if necessary.

## Flexibility Factor

### Professional Responsibilities

- Schools and LEAs have the flexibility to determine the evidence that will be used for the Professional Responsibilities components. RIDE recommends assessing components in action whenever possible.
- Schools and LEAs can choose to provide “formative scores” at the mid-year for Professional Responsibilities Rubric. On the Mid-Year Conference form in EEM there is an option to provide a formative score for one or more of the components.
- A formative score provided at the mid-year does not have to match the score provided at the end-of-year conference.
- LEAs may choose to have teachers write Professional Growth Goals in their non-summative years of the cyclical process.

# Measures of Student Learning

Improving student learning is central to the work of education. As such, measuring student learning continues to be a critical part of the teacher evaluation process. Measures of student learning are included in teacher evaluations because:

- Student learning measures, when combined with classroom observations and evidence of Professional Responsibilities, improve the accuracy of the Final Effectiveness Ratings for teachers<sup>1</sup>.
- Analyzing student learning data is a best practice for self-reflection and increased collaboration around student learning.
- Student learning is a critical indicator of teacher effectiveness.

## Student Learning Options

Starting in the 2019-20 school year, the Rhode Island Model offers the flexibility to choose one of the four following student learning options through which to assess a teacher's impact on student learning:

- Student Learning Objectives (SLOs)/Student Outcome Objectives (SOOs)
- SLO/SOO Flex
- Student Learning Goals
- Embedded Practice

These student learning options come in response to educators across the state who, since the inception of educator evaluation systems in 2012-13, called for additional options for measuring student learning authentically and accurately across evaluation systems. While SLOs have valuable components through which to focus on students' learning, stakeholders agreed that there was an opportunity to collaborate and innovate to improve the student learning component of educator evaluation systems, which altogether, are considered a valuable and high-quality practice that supports educator effectiveness.

Starting in 2016, RIDE partnered with national and statewide stakeholders who shared an investment in the continuous improvement of educator effectiveness systems. This collaborative effort included a two-year pilot of new models for student learning during the 2017-18 and 2018-19 school years through which teams of educators across Rhode Island innovated on the process of measuring student learning within local contexts. It was through this concerted effort that, after two years of strategic engagement with the field, RIDE published the new student learning options.

For the purposes of streamlining information about these options, this teacher guidebook will elaborate on the SLO/SOO and SLO/SOO Flex options, as they continue to operate much in the same way as it has since the inception of the RI Model Evaluation Model. *In short, there are no formal changes to the existing SLO/SOO process in regards to the guidance.* The SLO/SOO Flex option is an evolved

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<sup>1</sup> Kane, T.J., McCaffrey, D.F., Miller, T., & Staiger, D.O. (2013). *Have we identified effective teachers?* Measures of Effective Teaching project. Retrieved from [http://www.metproject.org/downloads/MET\\_Validating\\_Using\\_Random\\_Assignment\\_Research\\_Paper.pdf](http://www.metproject.org/downloads/MET_Validating_Using_Random_Assignment_Research_Paper.pdf).

version of the traditional SLO/SOO where flexibilities learned from the pilot can be applied to certain sections of the SLO/SOO templates.

The newest options for student learning are the Student Learning Goals and Embedded Practice models. While Student Learning Goals uses the same flexibilities and procedures as SLO Flex, its use of a holistic scoring approach through new [3e scoring component, \*Demonstrating Instructional Outcomes\*](#) separates it from the traditional and flexible SLO options. And finally, Embedded Practice also employs the 3e scoring component, and provides the least amount of structure when compared to the other student learning options as it is framed by informal and on-going data discussions between the evaluator and the teacher, where conversations about student learning are grounded in shorter cycles of instruction that are informed by data.

Additional information and resources regarding the implementation of Student Learning Goals and Embedded Practice models should be formally reviewed on our [Student Learning webpage](#).

## Student Learning Objectives

An SLO measures a teacher's impact on student learning through demonstrated progress toward academic goals. The SLO process is student-centered and curriculum-focused. It recognizes the impact teachers have in their classrooms, is based on research, and supports best-practices like prioritizing the most important learning standards, implementing curriculum, and planning assessments. Additionally:

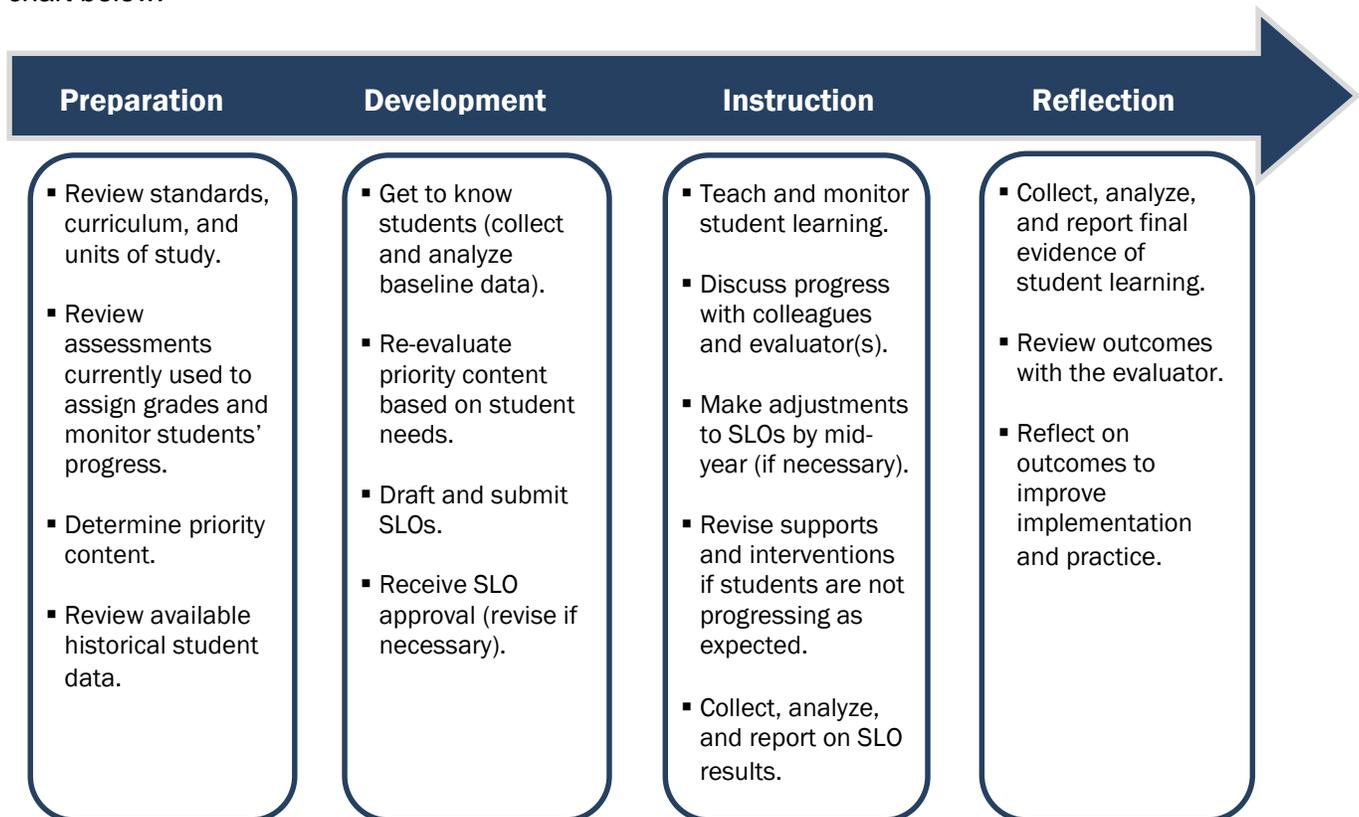
- **The SLO process respects the diversity of all grades, subjects, and courses.** The best way to measure student learning differs from one course or grade to another (e.g., measuring student learning in a third grade art class vs. a tenth grade chemistry class). SLOs present an opportunity for teachers to be actively involved in deciding how to best measure the learning of their specific population of students while providing a consistent process for all teachers across the state.
- **SLOs utilize the assessment process teachers think are best for their specific purposes.** SLOs require teachers to identify the most important learning that occurs within their grade or subject. Such learning should be measured by a high-quality, authentic assessment. When written well, SLOs should include assessments that require students to produce evidence of their learning. However, the primary purpose of that assessment should be to measure what the teacher is teaching and the students are learning. **No assessment should be used just to collect evidence for an SLO.**

**NOTE:** Some special education teachers may use SOOs in place of one or more of their SLOs. An SOO is a long-term goal focused on an outcome that increases access to learning or creates conditions that facilitate learning. Additional information about SOOs for special education teachers, including an SLO/SOO Decision Tree, can be found on page 25.

## The Student Learning Objective Process

Teachers should, whenever possible, work collaboratively with grade, subject area, or course colleagues to develop SLOs. Teams of teachers can craft SLOs together, but should differentiate their targets according to the students' baseline data. The SLO process is meant to foster reflection and conversation about the essential curriculum, targeted outcomes, and assessment tools used in classrooms across the state.

The SLO process mirrors a teacher's planning, instruction, and assessment cycle as described in the chart below:



## The Anatomy of a Student Learning Objective

The SLO Form is designed to elicit answers to three essential questions:

1. What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?
2. Where are my students now (at the beginning of instruction) with respect to the objective?
3. Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

## Additional Student Learning Flexibilities

Beginning with the 2019-20 school year, LEAs will be able to implement new student learning flexibilities: The SLO Flex and the SOO Flex. For both SLOs and SOOs, teachers and support professionals now have the option to employ flexible processes and procedures in measuring their impact on student learning, either directly through demonstrated progress toward specific, measurable goals, or through increasing access to learning.

The new flexibilities are the result of feedback from the field – both educators and evaluators have wanted the option to tailor SLOs/SOOs in ways that align with specific school goals and/or local context. For example, teachers now have the option of focusing on a smaller subset of students instead of including everyone on their caseload. Additionally, they could set several shorter cycle goals that support an interval of instruction versus setting one year-long goal that may not prove practical given the focus. Finally, it is perfectly allowable to revise a target based on data/evidence from a shorter cycle of instruction. In this case, the new data-driven target would support the next cycle of instruction.

As with any flexibility offered in the evaluation system, teachers must first seek leadership approval before taking advantage of any of the following flexibilities:

<b>SLO Flex</b>
<ul style="list-style-type: none"><li>• <b>Flexible processes and procedures using the SLO original template:</b><ul style="list-style-type: none"><li>• All students or a targeted subset</li><li>• One or more content standards</li><li>• Year-long or shorter cycles of instruction</li><li>• Targets may be adjusted based on data/evidence from shorter cycles of instruction</li></ul></li></ul>

Please know that whether or not the teacher – with approval from their evaluator – takes advantage of these new flexibilities, student learning continues to comprise 30% of the Final Effectiveness Rating. You can read more about calculating a student learning score on page 34 of this guidebook.

## Anatomy of a Student Learning Objective (Form)

Title – A short name for the SLO		
Content Area – The content area(s) to which this SLO applies		
Grade Level – The grade level(s) of the students		
Students – The number and grade/class of students to whom this SLO applies		
Interval of Instruction – The length of the course (e.g., year, semester, quarter)		
Main Criteria	Element	Description
Essential Question: What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> <li>Identifies the priority content and learning that is expected during the interval of instruction</li> <li>Should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured</li> <li>If attained, positions students to be ready for the next level of work in this content area</li> </ul>
	Rationale	<ul style="list-style-type: none"> <li>Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective</li> </ul>
	Aligned Standards	<ul style="list-style-type: none"> <li>Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) to which this objective is aligned</li> </ul>
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data/ Information	<ul style="list-style-type: none"> <li>Describes students' baseline knowledge, including the source(s) of data/ information and its relation to the overall course objectives</li> </ul>
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> <li>Describes where the teacher expects all students to be at the end of the interval of instruction</li> <li>Should be measurable and rigorous, yet attainable for the interval of instruction</li> <li>In most cases, should be tiered to reflect students' differing baselines</li> </ul>
	Rationale for Target(s)	<ul style="list-style-type: none"> <li>Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students</li> <li>Should be provided for each target and/or tier</li> </ul>
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> <li>Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective</li> <li>Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else)</li> <li>Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored)</li> </ul>

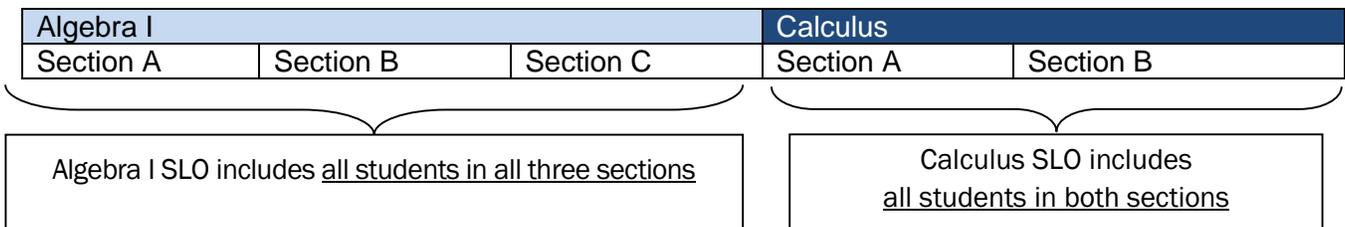
## Number and Scope of Student Learning Objectives

Educators and evaluators should work together to determine how many SLOs are appropriate for their instructional area and teaching load. The minimum number of SLOs an educator may set is two. Educators should discuss their rationale for selecting a particular course or subject area with their evaluators at the beginning of the school year.

While ideally all courses or subjects the teacher instructs would be included in his or her set of SLOs, sometimes the most effective strategy is to begin by focusing on a specific area of need and expanding over time.

### Students

An individual SLO must include all students on the roster for the course or subject area with which the objective is aligned if SLO Flex is not in effect. An example for a High School Math Teacher is below:



Furthermore, percentages or particular groups of students may not be excluded. For example, **students with IEPs in a general education setting must be included in the general educator’s SLO.** In addition, teachers may not include absenteeism clauses into SLOs (e.g. “for students who are present 80% of the time) because these potentially exclude students. However, an evaluator can take extreme absenteeism into account when scoring the SLO.

Setting tiered targets according to students’ starting points, whether they are measuring mastery or progress, is recommended because students may begin at varying levels of preparedness. However, the expectation is that all students should make academic gains regardless of where they start. For example, students who begin below grade-level may be expected to make substantial progress toward course/grade objectives by the end of the instructional interval, reducing the gap between their current and expected performance, while students who begin on grade level may be expected to meet or exceed proficiency by the end of the instructional period.

### Baseline Data/Information

Data is information, and educators collect information from students every day in order to help them plan effectively, adjust instruction, monitor progress, and assess student performance. In order to set appropriate long-term goals for students, educators must understand where their students are at the beginning of instruction. When determining which baseline data are available and how they might be used, consider the following:

- Student data or information from prior years in many cases can be used to inform the teacher’s understanding of students’ starting points.

- If students have never been exposed to course content (e.g. students taking Spanish), it may be more accurate to gather information on the students' performance throughout the first few weeks of the course.
- Baseline data from a pre-test may be helpful when it is important to understand students' skill or knowledge level at the beginning of the course. These tests could include a teacher-created or commercial assessment and focus on either the current or previous grade's standards and content.

Baseline data/information can be used in two ways for SLOs. It can inform the Objective Statement and contribute to setting Targets. In all scenarios baseline data/information is a must; however, **a pre-test/post-test model is not required and, in some cases, might be inappropriate.**

The function of the baseline assessment is to provide information about where students are starting in order to set appropriate targets. This does not mean it is necessary to pinpoint projected student growth, since some targets may focus on reaching a specific level of proficiency. Teachers should gather information that helps them understand how prepared their students are to access class material.

### **Aligning Student Learning Objectives**

SLOs should be horizontally and vertically aligned, when applicable. When SLOs are *horizontally aligned*, all teachers in the same grade level who teach the same course collaborate to set SLOs and then each teacher sets specific targets based upon his or her own students' baseline knowledge and skills.

*Vertical alignment* means that SLOs build on one another across a school, reflecting the scope of the larger curriculum and comprehensive assessment system from grade to grade or course level to course level. This requires significant collaboration and requires time for a faculty to develop.

There may be instances in which teachers and building administrators collaborate to align their SLOs as well. In these cases, teachers can have direct or supportive alignment. There are some instances when it may not make sense for a teacher to align their SLOs with an administrator's SLOs or with a LEA goal or improvement plan.

There are three ways to think about alignment between teacher SLOs and building administrator SLOs:

- **Direct alignment** is when the focus of the objective statement, targets, and evidence sources are shared. The teacher's SLOs mirror the building administrator's SLOs.
- **Supportive alignment** is when the content or skills addressed in the teacher's SLO relates to the content or skills of the building administrator's SLO, **but is not identical** and may be assessed using different evidence sources.
- **No alignment** is when the teacher's SLO authentically reflects the most important content or skills of his/her discipline and grade level, but do not align with the content or skills of the building administrator's SLO.

An example of each type of alignment can be seen below.

Type	Example
Direct Alignment	In a K-5 school, multiple sources indicate that students struggle with literacy in the earlier grades and numeracy in the upper grades. The principal set the focus for K-2 on increasing the number of students reading on grade level and for 3-5 increasing the number of students who are proficient in math. The K-2 teachers collaborated to write and share an SLO focused on increasing the number of students reading on grade level and differentiated their <i>Targets</i> according to the students in their individual classes. The 3-5 teachers did the same with their own shared focus on numeracy. The teachers SLOs were directly aligned with the principal's SLOs.
Supportive Alignment	A middle school principal has set the focus on writing across the curriculum and students' ability to respond to informational text in their transition to the Common Core literacy standards. While some teachers' SLOs might directly align to the building administrator's SLO, others might focus more on complimentary skills. For example, an English teacher might write an SLO on reading and responding to informational text, while a social studies teacher might focus on synthesizing various primary and secondary sources focused on the social studies content. The skills that the building administrator, English teacher, and social studies teacher focus on are very similar, but the SLOs are tailored to the content of the course and the Evidence Sources are particular to each discipline.
No Alignment	The school principal has written an SLO focused on math and one on literacy. While the music teacher often incorporates math and literacy into her classroom and could align her SLOs to support the two building administrator SLOs, the main focus of the curriculum at the middle school is music performance. Given this focus, the LEA music teacher's evaluator did not feel alignment would be appropriate.

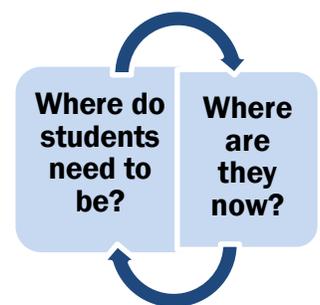
**NOTE:** It is essential that a teacher's SLOs authentically reflect the most important content or skills of the discipline and grade level they teach. We encourage LEA administrators, school administrators, and teams of teachers to work together toward common objective statements when appropriate, but we do not recommend forcing alignment.

### Rigor of Target

When setting the target(s) for an SLO, the teacher should start by considering the most important content/skills the students need to attain by the end of the interval of instruction (objective statement), and where the students are with respect to the objective statement (baseline data).

While the default target for any SLO should reflect mastery of the relevant course or grade-level standards, the reality is that not all students begin with the same level of preparedness. Therefore, targets may be tiered to reflect differentiated expectations for learning.

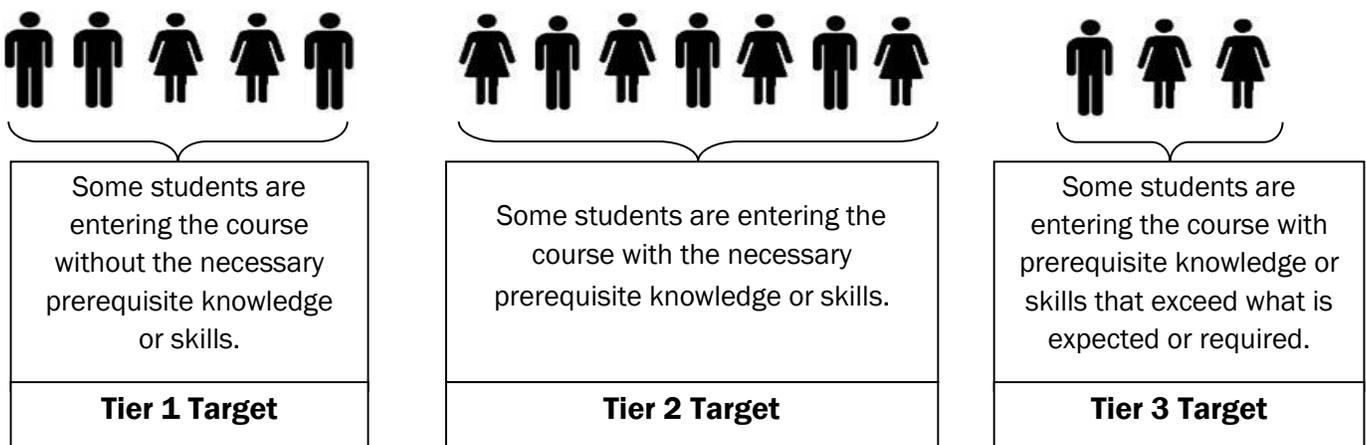
Setting tiered targets based on students' prerequisite knowledge and skills helps to ensure that the targets are rigorous and attainable for all students. Students entering a course with high proficiency or robust prerequisite skills will need to be challenged by a higher target. For students entering a course with lower proficiency or lacking prerequisite skills, a more modest target may be appropriate in order to ensure that it is reasonably attainable in the interval of instruction.



However, it is also important to consider the support a student or groups of students receive. For example, students may enter a course lacking prerequisite skills in reading, but they have a personal literacy plan and receive significant support from a reading specialist and a special education teacher. In this scenario, it may make sense to raise expectations for what the students will be able to learn or be able to do by the end of the interval of instruction because of the intensity of support provided.

The intent of tiered targets is not to calcify achievement gaps. The needs for fairness and appropriateness should be balanced by the need to challenge lower-achieving students to catch up to their peers. Additionally, while students in lower tiers may have a lower absolute target, reaching it may require them to make *more progress* than students with higher targets, resulting in a closing or narrowing of the achievement gap(s).

The following graphic shows one example of how to tier targets based on students' preparedness for the content:



Teachers who collaborate on SLOs should also confer about targets; however the targets for each individual teacher must reflect the actual students in their class(es).

### Quality of Evidence

High-quality assessments are essential for accurately measuring student learning. **In Rhode Island, a teacher may use a variety of summative assessments as evidence for SLOs, including performance tasks, extended writing, research papers, projects, portfolios, unit assessments, final assessments, or a combination.** Teachers may use assessments purchased from a commercial vendor or created by individual teachers, teams of teachers, LEA leaders. However, evaluators must review all assessments.

In most cases, teachers of the same course should share an SLO that includes the same source(s) of evidence. Using a common source of evidence ensures that students across the school or LEA in each course are required to demonstrate their understanding in the same way and presents an opportunity for teachers to collaborate in the creation or selection of the assessment, scoring, as well as in reviewing and analyzing assessment results. This collaboration promotes consistency and fairness, and can make the process more efficient for teachers and evaluators.

Selecting the right evidence source is about finding the best assessment for the purpose. In order to make this determination, the question to ask is, "Is this evidence source *aligned* to what is being measured?" Alignment of evidence source refers to:

- **Content** (e.g., SLO focuses on reading informational text and the evidence source focuses on informational text)
- **Coverage** (e.g., SLO includes five standards and all five of those standards are addressed by the evidence source)
- **Complexity** (e.g., SLO addresses a variety of DOK<sup>2</sup> levels and the evidence source includes items/tasks aligned with those DOK levels).

An assessment may be high-quality for a particular purpose, but if it is not aligned to the content standards of the SLO, it is not the best choice. Additionally, the use of a single evidence source can be problematic if it does not capture the full breadth of skills and knowledge identified in the Objective Statement. The following example describes an example where the teacher uses multiple sources of evidence in the SLO:

Other considerations for determining the quality of an evidence source include format, item type, and administration and scoring procedures. In most cases, the evidence source(s) should be as authentic as possible without being impractical to administer and score.

The table below includes further guidance on selecting high-quality evidence sources. These Assessment Quality Descriptors represent some of the most important aspects of an assessment to consider. Some of the criteria are inherent to the assessment (e.g., the purpose), while others relate to an educator's use of the assessment (e.g., the scoring process).

### Assessment Quality Rubric for SLOs:

<b>High Quality</b>	<ul style="list-style-type: none"> <li>▪ Assessment is aligned with its intended use.</li> <li>▪ Assessment measures what is intended.</li> <li>▪ Items represent a variety of DOK levels.</li> <li>▪ Assessment includes a sufficient number of items to reliably assess content.</li> <li>▪ Assessment includes some higher-level DOK constructed response items at least one very challenging item.</li> <li>▪ Assessment is grade level appropriate and aligned to the curriculum.</li> <li>▪ Scoring is objective (includes scoring guides and benchmark work), and uses a collaborative scoring process.</li> </ul>
<b>Moderate Quality</b>	<ul style="list-style-type: none"> <li>▪ Assessment is loosely aligned to its intended use.</li> <li>▪ Assessment mostly measures what is intended.</li> <li>▪ Items represent more than one level of DOK.</li> <li>▪ Assessment includes a sufficient number of items to reliably assess most content.</li> <li>▪ Assessment is grade level appropriate.</li> <li>▪ Scoring may include scoring guides to decrease subjectivity, and/or may include collaborative scoring.</li> </ul>
<b>Low Quality</b>	<ul style="list-style-type: none"> <li>▪ Assessment is not aligned to its intended use.</li> <li>▪ Assessment does not measure what is intended.</li> <li>▪ Items represent only one level of DOK.</li> <li>▪ Assessment includes an insufficient number of items to reliably assess most content.</li> <li>▪ Assessment is not grade level appropriate.</li> <li>▪ Scoring is open to subjectivity, and/or not collaboratively scored.</li> </ul>

<sup>2</sup> DOK refers to Webb's (2002) Depth of Knowledge Framework, which includes four levels of cognitive demand: Level 1: Recall, Level 2: Skill/Concept, Level 3: Strategic Thinking, Level 4: Extended Thinking. See CAS Criteria & Guidance p. 15.

## Multilingual Learner (MLL) / English Learner (EL) Students

General educators should incorporate Multilingual Learners (MLLs) and English Learners (ELs) in their SLOs. Teachers may set differentiated targets to ensure that all students are meeting a rigorous, yet attainable, target. In some cases, evidence may need to be differentiated for MLL/EL students to account for how they currently use language to demonstrate content skills and knowledge. All teachers should ensure their content targets for MLL/EL students are aligned to both grade level state adopted content standards and the [WIDA English Language Development \(ELD\) standards](#).

As noted in [WIDA's Guiding Principles of Language Development](#), language is learned within context, as one learns content. Therefore, teachers need both language and content objectives for MLL/EL students. For more information regarding language and content objectives for MLLs/ELs, please visit [Essential Actions: A Handbook for Implementing WIDA's Framework for English Language Development Standards](#).

MLL/EL program models vary across schools in RI. In the vast majority of cases, educators working with ELs will need to align the SLO objectives to both content *and* WIDA standards. In the few cases where teachers are solely delivering core English Language Development (ELD), they may focus on alignment to WIDA standards. In both cases, evidence should include ACCESS for ELs, the WIDA Model, LasLinks English, or other Language Proficiency Assessments. Regardless of which assessment is used, scoring approaches should be calibrated with local and national methods.

We encourage all educators and administrators to visit the [Multilingual Learners \(MLLs\)/ English Learners \(ELs\) page on our RIDE website](#) for current information and resources.

## Students with Disabilities

Special educators provide specially designed instruction in a variety of settings and delivery models to meet the diverse needs of their students. Because of the unique needs of the students, special educators' impact on their students' learning **may be measured through the use of SLOs and/or Student Outcome Objectives (SOOs)**. Please use the decision tree on Page 25 to determine when it makes sense to set SLOs or a combination of an SLO/SOO.

SLOs for students with disabilities should be based on Common Core State Standards or other appropriate content standards, historical performance data, and other academic information. Educators working to support students' skills across grade levels in core content can refer to the [interactive CCSS coherence map for math skills](#), the [K-5 \(pp. 11-17\) and 6-12 \(pp. 36-40\) standards in ELA](#), the [Next Generation Science Standards \(NGSS\) resources for science skills](#) and [RIDE's graduation proficiencies and performance indicators for History and Social Studies](#). Those educators who instruct students who participate in alternative assessments should refer to the [Tested Essential Elements page on the RIDE website](#) for information that can be used to inform instructional planning and goal-setting.

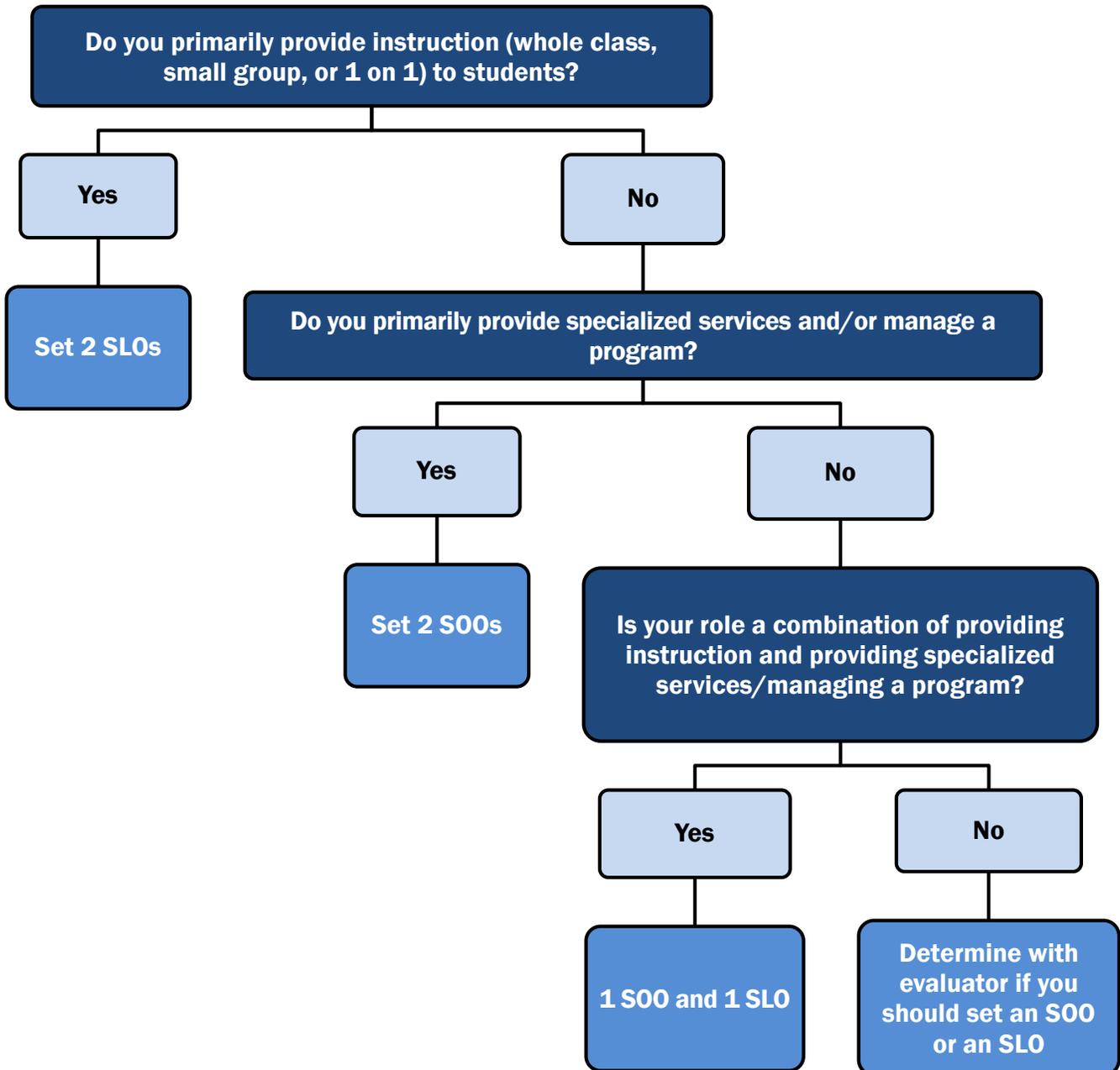
Although there may be overlap in the content, assessments, or evidence used, Individualized Education Program (IEP) goals cannot be used as SLOs. **SLOs include a complete roster of students, whereas IEP goals are independently crafted for each student.** IEPs can inform a teacher's or an instructional team's SLOs by providing data to inform Baseline Data/Information and Targets. IEP goals, assessments, and other evidence may inform the SLOs on specific content areas.

SOOs for students with disabilities are long-term goals set by special educators that are focused on outcomes that increase access to learning. The focus of an SOO is to foster academic success for students. SOOs could be set for the full academic year or the length of time services are provided. An SOO must be specific and measurable, and should be aligned to standards or school or LEA priorities, when applicable. For example, [SEL Standards](#) and [Indicators](#) in the areas of functional skills such as self-management, responsible decision making, and relationship skills which are necessary for students' access to the general education curriculum may be used for SOOs because they focus on outcomes that increase access to learning.

Special educators may tier their SLO or SOO targets based on student baseline data/information to ensure the targets are rigorous, yet attainable for all students included within the SOO. There is no maximum number of tiers an educator can create for a set of students. Some educators with smaller caseloads may write SLOs/SOOs in which each student has his or her own target based on individualized starting points and rate of progress. This data may be found within the IEP. Special educators and general educators must collaborate when setting targets for students with disabilities.

## SLO/SOO Decision Tree

This decision tree is a guide to assist special educators and support professionals in determining whether they should set an SLO, SOO, or a combination of both. The determination of an educator's student learning options is based upon that educator's role. LEAs need to determine what type of student learning measure is most appropriate for the specific positions in their LEA.



## Anatomy of a Student Outcome Objective (Form)

<p><b>Title</b> – A short name for the SOO</p> <p><b>Content Area</b> – The service area(s) to which this SOO applies</p> <p><b>Grade Level</b> – The grade level(s) of the students</p> <p><b>Students</b> – The number of students to whom this SOO applies</p> <p><b>Interval of Service</b> – The interval of service defines the period to which the SOO applies. It should mirror the length of time in which the educator is actively working with students, typically one academic year, one semester or a shorter timeframe, as justified by the duration of the service(s) being delivered.</p>		
Main Criteria	Element	Description
<p><b>Essential Questions:</b> What is the most important outcome that will enable students to have better access to education through your services?</p>		
<b>Priority of Content</b>	<b>Objective Statement</b>	<ul style="list-style-type: none"> <li>▪ Describes the specific outcome that the support professional is working to achieve.</li> <li>▪ Is specific enough to clarify the focus on the SOO, even though the depth and breadth of the objective statement may vary depending on the Support Professional's role and assignment, but should be specific enough to clarify the focus of the SOO</li> </ul>
	<b>Rationale</b>	<ul style="list-style-type: none"> <li>▪ Provides a data-driven explanation for the focus of the SOO and indicates if it is aligned with a school or LEA priority</li> </ul>
<p><b>Essential Questions:</b> Where are my students now with respect to the objective?</p>		
	<b>Baseline Data/ Information</b>	<ul style="list-style-type: none"> <li>▪ Includes information that has been collected or reviewed to support the overall reasoning for the student outcome objective</li> <li>▪ Includes data from sources such as survey data, statistics, participation rates, or references to historical trends or observations</li> </ul>
<p><b>Essential Questions:</b> Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?</p>		
<b>Rigor of Target</b>	<b>Target(s)</b>	<ul style="list-style-type: none"> <li>▪ Describe where it is expected for groups of students or the school community as a whole to be at the end of the interval of service</li> <li>▪ Should be measurable and rigorous, yet attainable</li> </ul>
	<b>Rationale for Target(s)</b>	<ul style="list-style-type: none"> <li>▪ Explains the way in which the target was determined, including the baseline information sources and why the target is appropriate for the group of students or the school community</li> <li>▪ Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, trend data, or historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students.</li> <li>▪ Should be provided for each target and/or tier.</li> </ul>
<b>Quality of Evidence</b>	<b>Evidence Source(s)</b>	<ul style="list-style-type: none"> <li>▪ Describes how the objective will be measured and why the evidence source(s) is appropriate for measuring the objective (e.g. logs, scoring guides, screening procedures, surveys)</li> <li>▪ Describes how the measure of the student outcome will be collected or administered (e.g., once or multiple times; during class time or during a designated testing window; by the support professional or someone else)</li> <li>▪ Describes how the evidence will be analyzed and/or scored (e.g., scored by the support professional individually or by a team of support professionals; scored once or a percentage double-scored)</li> </ul>
	<b>Strategies</b>	<ul style="list-style-type: none"> <li>▪ Describe the method, strategies or plan that will be used to achieve your goal</li> </ul>

## Approving Student Learning/Outcome Objectives

In order for an SLO/SOO to be approved, it must be rated as acceptable on three criteria:

1. **Priority of Content**
2. **Rigor of Target(s)**
3. **Quality of Evidence**

## Reviewing Student Learning/Outcome Objectives at the Mid-Year Conference

Whether using the original SLO/SOO, SLO/SOO Flex, Student Learning Goals, or Embedded Practice options, the Mid-Year Conference offers an opportunity for teachers to review and discuss their students' learning progress with their evaluators. Teachers and evaluators should work together to ensure students' learning needs are effectively addressed through instructional practice and supports. If students are not progressing as expected, the teacher and evaluator should collaborate to revise the supports and interventions in place to help accelerate student progress.

At the Mid-Year Conference, if it has become clear that an SLO/SOO is no longer appropriate, it may be revised. Revisions should be rare with the original SLO/SOO, but adjustments may be made if:

- **The teaching schedule or assignment has changed significantly.**
- **Class compositions have changed significantly.**
- **New, higher-quality sources of evidence are available.**
- **Based on new information gathered since they were set, objectives fail to address the most important learning challenges in the classroom/school.**

**NOTE:** There may be extenuating circumstances that do not fit these four categories in which the evaluator must use professional judgment. Additionally, when a teacher is using a student learning option other than the original SLO/SOO, they have the "built-in" option of adjusting targets and/or strategies based on student data; in these cases, the circumstance need not be extenuating when exercising the option of revising student learning targets and/or strategies. For example, when changing targets based on data from instruction, teachers should consult with the evaluator as part of ongoing data discussions. In most cases, these discussions include not only a rationale for the change based on the data, but the instructional strategies that will be continued and/or adjusted based on the needs of students.

## Scoring Individual Student Learning/Outcome Objectives

The process for scoring individual SLOs/SOOs begins with a review of the available evidence submitted by the teacher, including a summary of the results. Evaluators will score each individual SLO/SOO as *Exceeded (4)*, *Met (3)*, *Nearly Met (2)*, or *Not Met (1)*.

<b>Exceeded</b>	<ul style="list-style-type: none"><li>• This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify an SLO/SOO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).</li></ul>
<b>Met</b>	<ul style="list-style-type: none"><li>• This category applies when all or almost all students met the target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “Met.” The expectation for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).</li></ul>
<b>Nearly Met</b>	<ul style="list-style-type: none"><li>• This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell short of the level of attainment established by the target(s).</li></ul>
<b>Not Met</b>	<ul style="list-style-type: none"><li>• This category applies when the results do not fit the description of what it means to have “Nearly Met.” If a substantial proportion of students did not meet the target(s), the SLO/SOO was not met. This category also applies when results are missing, incomplete, or unreliable.</li></ul>

## Additional Student Learning/Outcome Objective Scoring Guidance

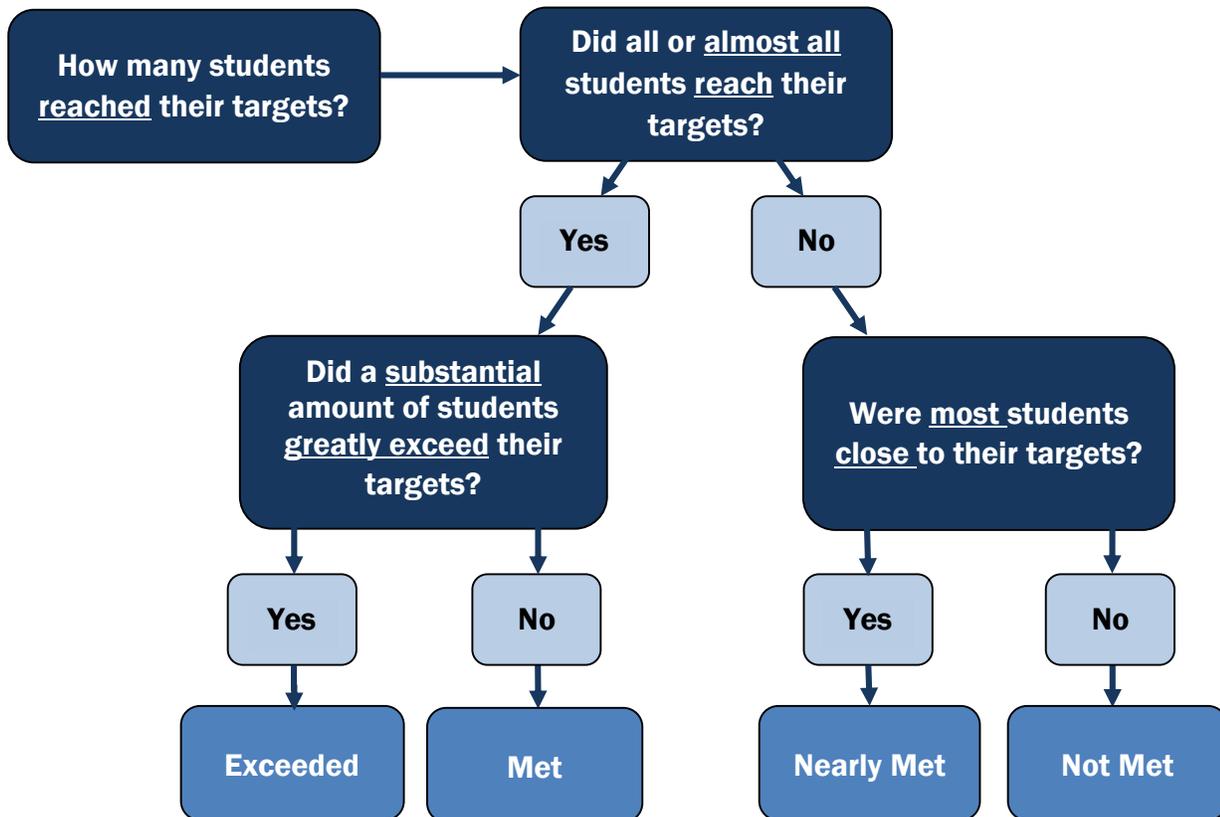
To help further clarify the definitions of *Exceeded*, *Met*, *Nearly Met*, and *Not Met*, RIDE has developed the following scoring guidelines that LEAs can choose to adopt.

<b>Not Met</b>	<b>Nearly Met</b>	<b>Met</b>	<b>Exceeded</b>
<ul style="list-style-type: none"><li>• &lt;70% of students met their target</li></ul>	<ul style="list-style-type: none"><li>• 70-89% of students met their target</li></ul>	<ul style="list-style-type: none"><li>• At least 90% of students met their target</li></ul>	<ul style="list-style-type: none"><li>• At least 90% of students met their target AND</li><li>• 25% of students exceeded their target</li></ul>

**NOTE:** The additional SLO/SOO scoring guidance above does not eclipse local LEA policy. LEAs have the flexibility to adopt the additional SLO/SOO scoring guidance, create their own guidance, or choose to continue to use the *Exceeded*, *Met*, *Nearly Met*, and *Not Met* descriptions exclusively. For example, LEAs may want to create specific guidance for scoring SLOs that represent a small number of students.

## Student Learning/Outcome Objective Scoring Process Map

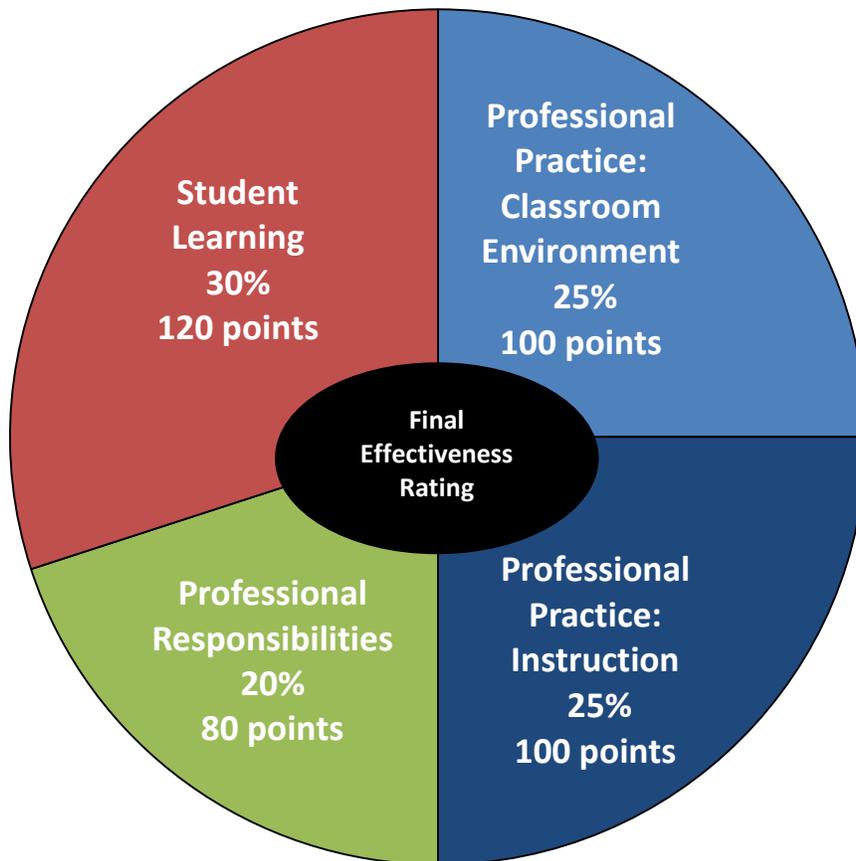
The SLO/SOO Scoring Process Map below outlines the specific steps an evaluator should take to determine if individual SLOs/SOOs are *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.



## Calculating a Final Effectiveness Rating

The Final Effectiveness Rating is determined by combining the points from each of the four measures of the model. The total number of points possible is 400 with Professional Practice: Classroom Environment weighing 25%, Professional Practice: Instruction weighing 25%, Professional Responsibilities weighing 20% and Student Learning weighing 30%.

### Components of a Final Effectiveness Rating in Points



The overall point value is then converted to one of four Final Effectiveness Ratings:

- **Highly Effective (H)**
- **Effective (E)**
- **Developing (D)**
- **Ineffective (I)**

The following section explains how to calculate the Final Effectiveness Rating.

**Step 1 – Calculate a Professional Practice: Classroom Environment Score.**

- The evaluator scores each of the four components in Classroom Environment on the Teacher Professional Practice Rubric after each observation.
- The individual component scores across observations are averaged and rounded to the nearest tenth to get a summative score for each component. The score is always between 1.0 (lowest) and 4.0 (highest).
- The average scores for each component are added together and rounded to the nearest whole number to get a component sum. The chart below provides an example.

Component	Observation 1	Observation 2	Observation 3	Average
2a	3	3	4	3.3
2b	2	2	2	2.0
2c	3	3	3	3.0
2d	3	3	4	3.3
SUM				11.6
<b>COMPONENT SUM</b>				<b>12</b>

- The total number of weighted points is calculated by dividing the component sum by the number of components (4) and then multiplying by the measure’s weight times 100 ( $25\% \times 100 = 25$ ). The lookup table below shows the conversion between the component sum and weighted points. In the example above, the teacher would earn 75 weighted points for Professional Practice: Classroom Environment.

Classroom Environment 25% of 400 points 100 points total		
Component Sum	Points	Weighted Points
16	4.00	100
15	3.75	94
14	3.50	88
13	3.25	81
12	3.00	75
11	2.75	69
10	2.50	63
9	2.25	56
8	2.00	50
7	1.75	44
6	1.50	38
5	1.25	31
4	1.00	25

## Step 2 – Calculate a Professional Practice: Instruction Score.

- The evaluator scores each of the four components in Instruction on the Teacher Professional Practice Rubric after each observation.
- The individual component scores across observations are averaged and rounded to the nearest tenth to determine a summative score for each component. The score is always between 1.0 (lowest) and 4.0 (highest).
- The average scores for each component are added together and rounded to the nearest whole number to get a component sum for Instruction. The chart below provides an example:

Component	Observation 1	Observation 2	Observation 3	Average
3a	4	3	2	3.0
3b	2	2	2	2.0
3c	3	3	4	3.3
3d	2	3	4	3.0
SUM				11.3
<b>COMPONENT SUM</b>				<b>11</b>

- A lookup table is used to determine the number of weighted points. The total number of weighted points is calculated by dividing the component sum by the number of components (4) and then multiplying by the measure's weight times 100 (25% x 100 = 25). In the example above, the teacher would earn 69 weighted points for Professional Practice: Instruction.

Instruction 25% of 400 points 100 points total		
Component Sum	Points	Weighted Points
16	4.00	100
15	3.75	94
14	3.50	88
13	3.25	81
12	3.00	75
11	2.75	69
10	2.50	63
9	2.25	56
8	2.00	50
7	1.75	44
6	1.50	38
5	1.25	31
4	1.00	25

### Step 3 – Calculate a Professional Responsibilities Score.

- Evaluators review all available data related to the teacher’s performance over the course of the year. Evaluators review performance descriptors for each professional responsibilities component and select the level for each component which best describes the teacher’s performance for the year. Each performance level has an assigned numerical point value.
- The scores for each component will be added together to get a total Professional Responsibilities Rubric score. The component sum will always be between 9 and 36 points.
- A lookup table is used to determine the number of weighted points. The total number of weighted points is calculated by dividing the component sum by the number of components (9) and then multiplying by the measure’s weight times (20% x 100 = 20). For example, a teacher with a component sum of 29 would earn 64 weighted points for Professional Responsibilities.

Professional Responsibilities 20% of 400 points 80 points total		
Component Sum	Points	Weighted Points
36	4.00	80
35	3.89	78
34	3.78	76
33	3.67	73
32	3.56	71
31	3.44	69
30	3.33	67
29	3.22	64
28	3.11	62
27	3.00	60
26	2.89	58
25	2.78	56
24	2.67	53
23	2.56	51
22	2.44	49
21	2.33	47
20	2.22	44
19	2.11	42
18	2.00	40
17	1.89	38
16	1.78	36
15	1.67	33
14	1.56	31
13	1.44	29
12	1.33	27
11	1.22	24
10	1.11	22
9	1.00	20

#### Step 4 – Calculate a Student Learning Score.

Evaluators score each individual SLO/SOO as *Exceeded (4)*, *Met (3)*, *Nearly Met (2)*, or *Did Not Meet (1)*. The SLO/SOO Scoring Process Map on page 33 outlines the specific steps an evaluator should take to determine SLO/SOO scores. Once individual SLOs/SOOs are scored, the number of points earned (1-4) on each SLO is added together to calculate a component sum. A lookup table is used to determine the number of weighted points. (For all student learning lookup tables, see **Appendix 2**.) The component sum is then divided by the number of SLOs/SOOs and multiplied by the weight of 30 to get a total number of points.

Student Learning – 2 SLOs 30% of 400 points 120 points total			
SLO/SOO Combination	Component Sum	Points	Weighted Points
Exceeded (4), Exceeded (4)	8	4.00	120
Exceeded (4), Met (3)	7	3.50	105
Met (3), Met (3)	6	3.00	90
Exceeded (4), Nearly Met (2)	6	3.00	90
Met (3), Nearly Met (2)	5	2.50	75
Exceeded (4), Not Met (1)	5	2.50	75
Nearly Met (2), Nearly Met (2)	4	2.00	60
Met (3), Not Met (1)	4	2.00	60
Nearly Met (2), Not Met (1)	3	1.50	45
Not Met (1), Not Met (1)	2	1.00	30

#### Step 5 – Calculate the total number of points earned.

The total number of points from Professional Practice: Classroom Environment, Professional Practice: Instruction, Professional Responsibilities and Student Learning is added together to determine a sum of the total number of points out of a possible 400 points. In the example on the right, the teacher earned 298 total weighted points.

Measures	Weighted Points
Professional Practice: Classroom Environment	75
Professional Practice: Instruction	69
Professional Responsibilities	64
Student Learning	90
<b>Total</b>	<b>298</b>

#### Step 6 – Determine the Final Effectiveness Rating.

The Final Effectiveness Rating is assigned using the lookup table below to determine one of four possible ratings. Because the teacher in the example earned 298 weighted points, the final effectiveness rating would be *Effective*.

Final Effectiveness Scoring Bands	
Highly Effective	360-400
Effective	295-359
Developing	200-294
Ineffective	100-199

## Appendix 1: Lookup Tables to Calculate the Final Effectiveness Rating

Classroom Environment 25% of 400 points 100 points total		
Component Score Sum	Points	Weighted Points
16	4.00	100
15	3.75	94
14	3.50	88
13	3.25	81
12	3.00	75
11	2.75	69
10	2.50	63
9	2.25	56
8	2.00	50
7	1.75	44
6	1.50	38
5	1.25	31
4	1.00	25

Instruction 25% of 400 points 100 points total		
Component Score Sum	Points	Weighted Points
16	4.00	100
15	3.75	94
14	3.50	88
13	3.25	81
12	3.00	75
11	2.75	69
10	2.50	63
9	2.25	56
8	2.00	50
7	1.75	44
6	1.50	38
5	1.25	31
4	1.00	25

Professional Responsibilities 20% of 400 points 80 points total		
Component Score Sum	Points	Weighted Points
36	4.00	80
35	3.89	78
34	3.78	76
33	3.67	73
32	3.56	71
31	3.44	69
30	3.33	67
29	3.22	64
28	3.11	62
27	3.00	60
26	2.89	58
25	2.78	56
24	2.67	53
23	2.56	51
22	2.44	49
21	2.33	47
20	2.22	44
19	2.11	42
18	2.00	40
17	1.89	38
16	1.78	36
15	1.67	33
14	1.56	31
13	1.44	29
12	1.33	27
11	1.22	24
10	1.11	22
9	1.00	20

Student Learning 30% of 400 points 120 points total		
SLO Combination	Points	Weighted Points
Exceeded (4) Exceeded (4)	4.00	120
Exceeded (4) Met (3)	3.50	105
Met (3) Met (3)	3.00	90
Exceeded (4) Nearly Met (2)	3.00	90
Met (3) Nearly Met (2)	2.50	75
Exceeded (4) Not Met (1)	2.50	75
Nearly Met (2) Nearly Met (2)	2.00	60
Met (3) Not Met (1)	2.00	60
Nearly Met (2) Not Met (1)	1.50	45
Not Met (1) Not Met (1)	1.00	30

Final Effectiveness Ratings	
Highly Effective	360-400
Effective	295-359
Developing	200-294
Ineffective	100-199

## Appendix 2: Student Learning Lookup Tables

<b>Student Learning – 2 SLOs</b> 30% of 400 points 120 points total			
SLO/SOO Combination	Component Sum	Points	Weighted Points
Exceeded (4), Exceeded (4)	8	4.00	120
Exceeded (4), Met (3)	7	3.50	105
Met (3), Met (3)	6	3.00	90
Exceeded (4), Nearly Met (2)	6	3.00	90
Met (3), Nearly Met (2)	5	2.50	75
Exceeded (4), Not Met (1)	5	2.50	75
Nearly Met (2), Nearly Met (2)	4	2.00	60
Met (3), Not Met (1)	4	2.00	60
Nearly Met (2), Not Met (1)	3	1.50	45
Not Met (1), Not Met (1)	2	1.00	30

<b>Student Learning – 3 SLOs</b> 30% of 400 points 120 points total			
SLO/SOO Combination	Component Sum	Points	Weighted Points
Exceeded (4), Exceeded (4), Exceeded (4)	12	4.00	120
Exceeded (4), Exceeded (4), Met (3)	11	3.67	110
Exceeded (4), Met (3), Met (3)	10	3.33	100
Exceeded (4), Exceeded (4), Nearly Met (2)	10	3.33	100
Met (3), Met (3), Met (3)	9	3.00	90
Exceeded (4), Met (3), Nearly Met (2)	9	3.00	90
Exceeded (4), Exceeded (4), Not Met (1)	9	3.00	90
Met (3), Met (3), Nearly Met (2)	8	2.67	80
Exceeded (4), Met (3), Not Met (1)	8	2.67	80
Exceeded (4), Nearly Met (2), Nearly Met (2)	8	2.67	80
Met (3), Met (3), Not Met (1)	7	2.33	70
Met (3), Nearly Met (2), Nearly Met (2)	7	2.33	70
Exceeded (4), Nearly Met (2), Not Met (1)	7	2.33	70
Met (3), Nearly Met (2), Not Met (1)	6	2.00	60
Nearly Met (2), Nearly Met (2), Nearly Met (2)	6	2.00	60
Exceeded (4), Not Met (1), Not Met (1)	6	2.00	60
Nearly Met (2), Nearly Met (2), Not Met (1)	5	1.67	50
Met (3), Not Met (1), Not Met (1)	4	1.67	50
Nearly Met (2), Not Met (1), Not Met (1)	4	1.33	40
Not Met (1), Not Met (1), Not Met (1)	3	1.00	30

### Student Learning – 4 SLOs

30% of 400 points

120 points total

SLO/SOO Combination	Component Sum	Points	Weighted Points
Exceeded (4), Exceeded (4), Exceeded (4), Exceeded (4)	16	4.00	120
Exceeded (4), Exceeded (4), Exceeded (4), Met (3)	15	3.75	113
Exceeded (4), Exceeded (4), Exceeded (4), Nearly Met (2)	14	3.50	105
Exceeded (4), Exceeded (4), Met (3), Met (3)	14	3.50	105
Exceeded (4), Exceeded (4), Exceeded(4), Not Met (1)	13	3.25	98
Exceeded (4), Exceeded (4), Met (3), Nearly Met (2)	13	3.25	98
Exceeded (4), Met (3), Met (3), Met (3)	13	3.25	98
Exceeded (4), Exceeded (4), Met (3), Not Met (1)	12	3.00	90
Exceeded (4), Exceeded (4), Nearly Met (2), Nearly Met (2)	12	3.00	90
Exceeded (4), Met (3), Met (3), Nearly Met (2)	12	3.00	90
Met (3), Met (3), Met (3), Met (3)	12	3.00	90
Exceeded (4), Exceeded (4), Nearly Met (2), Not Met (1)	11	2.75	83
Exceeded (4), Met (3), Met (3), Not Met (1)	11	2.75	83
Exceeded (4), Met (3), Nearly Met (2), Nearly Met (2)	11	2.75	83
Met (3), Met (3), Met (3), Nearly Met (2)	11	2.75	83
Exceeded (4), Exceeded (4), Not Met (1), Not Met (1)	10	2.50	75
Exceeded (4), Met (3), Nearly Met (2), Not Met (1)	10	2.50	75
Exceeded (4), Nearly Met (2), Nearly Met (2), Nearly Met (2)	10	2.50	75
Met (3), Met (3), Met (3), Not Met (1)	10	2.50	75
Met (3), Met (3), Nearly Met (2), Nearly Met (2)	10	2.50	75
Exceeded (4), Met (3), Not Met (1), Not Met (1)	9	2.25	68
Exceeded (4), Nearly Met (2), Nearly Met (2), Not Met (1)	9	2.25	68
Met (3), Met (3), Nearly Met (2), Not Met (1)	9	2.25	68
Met (3), Nearly Met (2), Nearly Met (2), Nearly Met (2)	9	2.25	68
Exceeded (4), Nearly Met (2), Not Met (1), Not Met (1)	8	2.00	60
Met (3), Met (3), Not Met (1), Not Met (1)	8	2.00	60
Met (3), Nearly Met (2), Nearly Met (2), Not Met (1)	8	2.00	60
Nearly Met (2), Nearly Met (2), Nearly Met (2), Nearly Met (2)	8	2.00	60
Exceeded (4), Not Met (1), Not Met (1), Not Met (1)	7	1.75	53
Met (3), Nearly Met (2), Not Met (1), Not Met (1)	7	1.75	53
Nearly Met (2), Nearly Met (2), Nearly Met (2), Not Met (1)	7	1.75	53
Met (3), Not Met (1), Not Met (1), Not Met (1)	6	1.50	45
Nearly Met (2), Nearly Met (2), Not Met (1), Not Met (1)	6	1.50	45
Nearly Met (2), Not Met (1), Not Met (1), Not Met (1)	5	1.25	38
Not Met (1), Not Met (1), Not Met (1), Not Met (1)	4	1.00	30

## Appendix 3: Teacher Professional Practice Rubric

THE FRAMEWORK AT A GLANCE	
DOMAIN 2: THE CLASSROOM ENVIRONMENT	DOMAIN 3: INSTRUCTION
<p><b>2a: Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>▪ Teacher interactions with students, including both words and actions</li> <li>▪ Student interactions with other students, including both words and actions</li> </ul> <p><b>2b: Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>▪ Importance of the content and of learning</li> <li>▪ Expectations for learning and achievement</li> <li>▪ Student pride in work</li> </ul> <p><b>2c: Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>▪ Management of instructional groups</li> <li>▪ Management of transitions</li> <li>▪ Management of materials and supplies</li> <li>▪ Performance of classroom routines</li> </ul> <p><b>2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>▪ Expectations</li> <li>▪ Monitoring of student behavior</li> <li>▪ Response to student misbehavior</li> </ul>	<p><b>3a: Communicating with Students</b></p> <ul style="list-style-type: none"> <li>▪ Expectations for learning</li> <li>▪ Directions for activities</li> <li>▪ Explanations of content</li> <li>▪ Use of oral and written language</li> </ul> <p><b>3b: Using Questioning/Prompts and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>▪ Quality of questions/prompts</li> <li>▪ Discussion techniques</li> <li>▪ Student participation</li> </ul> <p><b>3c: Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>▪ Activities and assignments</li> <li>▪ Grouping of students</li> <li>▪ Instructional materials and resources</li> <li>▪ Structure and pacing</li> </ul> <p><b>3d: Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>▪ Assessment criteria</li> <li>▪ Monitoring of student learning</li> <li>▪ Feedback to students</li> <li>▪ Student self-assessment and monitoring of progress</li> <li>▪ Lesson adjustment</li> </ul>

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2a: Creating an Environment of Respect and Rapport

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

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

The elements of Component 2a are:

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

Indicators include:

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

## Component 2a: Creating an Environment of Respect and Rapport

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

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2b: Establishing a Culture for Learning

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

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

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

#### THE ELEMENTS OF COMPONENT 2B ARE:

- **Importance of the content and of learning**  
In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.
- **Expectations for learning and achievement**  
In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving if they are prepared to work hard. A manifestation of teachers’ expectations for high student achievement is their insistence on the use of precise language by students.
- **Student pride in work**  
When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

#### INDICATORS INCLUDE:

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

## Component 2b: Establishing a Culture for Learning

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

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2c: Managing Classroom Procedures

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

#### THE ELEMENTS OF COMPONENT 2C ARE:

- **Management of instructional groups**  
Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.
- **Management of transitions**  
Many lessons engage students in different types of activities: large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.
- **Management of materials and supplies**  
Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.
- **Performance of classroom routines**  
Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

#### INDICATORS INCLUDE:

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

## Component 2c: Managing Classroom Procedures

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

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2d: Managing Student Behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

#### THE ELEMENTS OF COMPONENT 2D ARE:

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

#### INDICATORS INCLUDE:

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

## Component 2d: Managing Student Behavior

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

## DOMAIN 3: INSTRUCTION

### Component 3a: Communicating with Students

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

#### THE ELEMENTS OF COMPONENT 3A ARE:

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

#### INDICATORS INCLUDE:

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

## Component 3a: Communicating with Students

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

## DOMAIN 3: INSTRUCTION

### Component 3b: Using Questioning/Prompts and Discussion Techniques

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

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

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

#### THE ELEMENTS OF COMPONENT 3B ARE:

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

#### INDICATORS INCLUDE:

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

## Component 3b: Using Questioning/Prompts and Discussion Techniques

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

## DOMAIN 3: INSTRUCTION

### Component 3c: Engaging Students in Learning

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are “What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?” If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

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

#### THE ELEMENTS OF COMPONENT 3C ARE:

- **Activities and assignments**

The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourages students to explain their thinking.

- **Grouping of students**

How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly. Note: Grouping of students is an important element of 3c. However, because it is not possible to ascertain the suitability of the grouping strategy for the lesson without fully knowing the teacher’s instructional purpose—which is not evident from a video alone—it is not included in the levels of performance for the Framework for Teaching Evaluation Instrument, 2013 Edition (Observable Components).

- **Instructional materials and resources**

The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. Though some teachers are obliged to use a school’s or district’s officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

- **Structure and pacing**

No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

#### INDICATORS INCLUDE:

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

## Component 3c: Engaging Students in Learning

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

## DOMAIN 3: INSTRUCTION

### Component 3D: Using Assessment in Instruction

Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

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

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

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

#### THE ELEMENTS OF COMPONENT 3D ARE:

- **Assessment criteria**  
It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).
- **Monitoring of student learning**  
A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.
- **Feedback to students**  
Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.
- **Student self-assessment and monitoring of progress**  
The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.
- **Lesson adjustment**  
Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or midcourse corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed.

#### INDICATORS INCLUDE:

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

## Component 3D: Using Assessment in Instruction

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

# Appendix 4: Teacher Professional Responsibilities Rubric

THE RUBRIC AT A GLANCE			
DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION	DOMAIN 2: PROFESSIONALISM	DOMAIN 3: PROFESSIONAL GROWTH	DOMAIN 4: PLANNING
<p><b>PR1: Understands and participates in school/district-based initiatives and activities</b></p> <ul style="list-style-type: none"> <li>▪ Knowledge of school and district initiatives and activities</li> <li>▪ Involvement in school and district initiatives and activities</li> </ul> <p><b>PR2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</b></p> <ul style="list-style-type: none"> <li>▪ Interactions with parents</li> <li>▪ Interactions with colleagues</li> <li>▪ Student or personnel records</li> <li>▪ Grade books</li> <li>▪ Specialist referrals</li> </ul>	<p><b>PR3: Acts on the belief that all students can learn and advocates for students' best interests</b></p> <ul style="list-style-type: none"> <li>▪ Interactions with students</li> <li>▪ Interactions with parents</li> <li>▪ Course offerings</li> <li>▪ Support service offerings</li> <li>▪ Student advocacy meeting</li> <li>▪ Call notes</li> <li>▪ After school support logs</li> </ul> <p><b>PR 4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions</b></p> <ul style="list-style-type: none"> <li>▪ Interactions with colleagues</li> <li>▪ Interactions with parents</li> <li>▪ Interactions with community members</li> </ul> <p><b>PR 5: Acts ethically and with integrity while following all school, district, and state policies</b></p> <ul style="list-style-type: none"> <li>▪ Required personnel file documentation of behavior</li> <li>▪ Interactions with school leadership</li> <li>▪ Interactions with colleagues</li> </ul>	<p><b>PR 6: Engages meaningfully in school and district professional growth opportunities and enhances professional growth by giving and seeking assistance from other educators in order to improve student learning</b></p> <ul style="list-style-type: none"> <li>▪ Interactions with colleagues</li> <li>▪ Involvement in professional growth opportunities</li> </ul> <p><b>PR7: Writes and implements a Professional Growth Goal that addresses personal, school, or district needs and aims at improving teacher practice</b></p> <ul style="list-style-type: none"> <li>▪ Professional Growth Goal(s)</li> <li>▪ Log of professional learning activities related to goal(s)</li> <li>▪ Training materials, handouts, agendas, materials</li> <li>▪ Interactions with colleagues</li> <li>▪ Demonstration of practice in classroom</li> </ul>	<p><b>PR 8: Plans effectively based on accurate knowledge of how children learn and develop</b></p> <ul style="list-style-type: none"> <li>▪ Lesson and unit plans</li> <li>▪ Classroom materials and learning activities</li> <li>▪ Assessments</li> </ul> <p><b>PR 9: Uses data appropriately to plan instruction for a diverse group of learners</b></p> <ul style="list-style-type: none"> <li>▪ Lesson and unit plans</li> <li>▪ Classroom materials and learning activities</li> <li>▪ Assessments</li> </ul>

# PROFESSIONAL RESPONSIBILITIES DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

## PR1: Understands and participates in school/district-based initiatives and activities

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

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

**INDICATORS:** • Participation in school or district activities • Leadership roles in a school or district activities • Contributions to school or district activities

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The teacher plays a leading role in the development or management of district and school initiatives and/or activities inside and outside of the classroom. The teacher supports the initiatives and activities led by his/her colleagues.	In addition to the criteria for “meets expectations”: <ul style="list-style-type: none"> <li>The teacher shares information with colleagues about particular district or school initiatives.</li> <li>The teacher leads a district or school initiative or activity.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher serves as the head of the school improvement team and facilitates regular meetings with stakeholders.</li> <li>At a district wellness committee meeting, the teacher shares information about a healthy eating initiative being implemented by a colleague and helps support scale up of the initiative districtwide.</li> </ul>
3	The teacher actively participates in district and school initiatives and/or activities inside and outside of the classroom and occasionally supports the development and management of such efforts. The teacher is aware of and supports the initiatives and activities led by his/her colleagues.	<ul style="list-style-type: none"> <li>The teacher volunteers to participate in school or district-related activities.</li> <li>The teacher supports his or her colleagues when they lead activities.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher works with grade-level colleagues to plan a family mathematics night.</li> <li>The teacher volunteers to hand out fliers to parents at a health fair organized by a colleague.</li> </ul>
2	The teacher inconsistently or minimally participates in district and school initiatives and/or activities inside and outside of the classroom. The teacher is aware of some of the initiatives and activities led by his/her colleagues and sometimes supports such efforts.	<ul style="list-style-type: none"> <li>The teacher inconsistently or minimally participates in relevant district and school initiatives and activities.</li> <li>The teacher can provide some information about current district or school initiatives and activities.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher puts a box in her room to collect canned goods for the food drive but does not encourage students to bring in goods.</li> <li>When a parent asks a teacher about an initiative, the teacher provides basic information or refers the parent to the correct contact.</li> </ul>
1	The teacher does not participate in district or school initiatives and activities or does not demonstrate awareness of initiatives. The teacher avoids participating in activities or initiatives and does not demonstrate supportive behavior toward the work of his/her colleagues.	<ul style="list-style-type: none"> <li>When asked to support a district or school initiative, the teacher does not participate or participates in a non-constructive manner.</li> <li>The teacher does not demonstrate knowledge of district initiatives and activities and avoids participating in such efforts.</li> </ul>	<ul style="list-style-type: none"> <li>While attending a professional development session the teacher is disengaged, does not complete the required work or is disruptive.</li> <li>When a parent asks a teacher about a schoolwide initiative, the teacher does not provide any information and notes that she or he will not be participating in the initiative.</li> </ul>

# PROFESSIONAL RESPONSIBILITIES DOMAIN 1: SCHOOL RESPONSIBILITIES & COMMUNICATION

## PR2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress

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

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

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The teacher has a system for collecting information about academic and non-academic student progress that requires students to monitor their performance and progress toward goals. All data and records are accurate, up-to-date, and reflect input from a variety of sources, as necessary. The teacher consistently communicates with colleagues, parents, and students to gather and share information. The teacher uses data to tailor instructional materials to individual student and family needs. The teacher ensures that each student and his or her family understand how the student is performing.	In addition to the criteria for "meets expectations": <ul style="list-style-type: none"> <li>Students take the lead role in tracking and communicating their performance.</li> <li>The teacher makes multiple attempts to communicate student performance to colleagues and families.</li> <li>The teacher communicates student progress in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>After reviewing answers to a quiz, students record their scores on a graph used to track their own progress and the graph is initialed by parents each week.</li> <li>Regular progress reports showing all assignment scores are sent home and return signed by a guardian; when they are not returned signed, the educator follows up with a call to the parents.</li> <li>The teacher meets with other grade-level educators to compile a master list of missing assignments for a particular student that will be discussed during a conference with the student.</li> </ul>
3	The teacher has a system for collecting and maintaining information about student progress and keeps accurate, up-to-date records. The teacher regularly coordinates with colleagues, solicits appropriate information from parents, and uses this information to inform instruction. Each student and his or her family understand how the student is performing.	<ul style="list-style-type: none"> <li>The teacher updates student records as appropriate.</li> <li>The teacher regularly coordinates with colleagues, solicits appropriate information from parents, and uses this information to inform instruction.</li> <li>Families understand how well their children are performing.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher maintains a comprehensive record of appropriate modifications and accommodations for students.</li> <li>The teacher updates grade books weekly.</li> <li>Students have copies of individual progress reports for their performance in the educator's class.</li> <li>Families receive regular communications regarding student progress in addition to report cards.</li> </ul>
2	The teacher has a system for collecting and maintaining information about student progress but does not update records consistently. The teacher inconsistently coordinates colleagues, infrequently solicits appropriate information from parents, or infrequently uses this information to inform instruction. Each student and his or her family have a basic understanding of how the student is performing.	<ul style="list-style-type: none"> <li>The teacher updates student records infrequently.</li> <li>The teacher inconsistently coordinates with colleagues, infrequently solicits appropriate information from parents, or occasionally uses this information to inform instruction.</li> <li>Families have a basic understanding of how their children are performing.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has an incomplete record of appropriate modifications and accommodations for students.</li> <li>The teacher does not update the gradebook in a timely manner.</li> <li>Students and parents receive irregular communications regarding their progress or communications lack sufficient detail.</li> </ul>
1	The teacher does not have a system for collecting and maintaining information about student progress. The teacher may assume information about student performance without seeking actual records. The teacher does not communicate with parents or colleagues. Each student and his or her family do not have a basic understanding of how the student is performing.	<ul style="list-style-type: none"> <li>The teacher does not have a system for collecting and updating student records.</li> <li>The teacher does not coordinate with colleagues, solicit information from parents, or use information to inform instruction.</li> <li>Families do not know how their children are doing.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher is unaware of which students require accommodations or the accommodations they receive.</li> <li>The teacher's gradebook is not available when asked or incomplete.</li> <li>The teacher expresses concern about a student's continual lack of progress but has not contacted a parent to discuss it.</li> <li>Students and families do not know how students are performing.</li> </ul>

# PROFESSIONAL RESPONSIBILITIES DOMAIN 2: PROFESSIONALISM

## PR3: Acts on the belief that all students can learn and advocates for students' best interests

Fundamental to effective public education is the unwavering belief that all students, no matter what their circumstances, are capable of learning. Effective teachers stop at nothing to provide educational opportunities for their students, look out for students' health and safety, and advocate for community access to social service and other events and activities central to families' well-being.

- ELEMENTS:** • Teacher interactions with students • Teacher interactions with parents • Course offerings • Support services offerings  
 • Student advocacy meeting • Call notes • After school support logs
- INDICATORS:** • Addressing student needs beyond those of the traditional classroom • Advocating for student health services • Enforcement of individual learning plans and other developmental tracking tools • Communicating information about students' needs and available services to students and families  
 • Holding oneself and colleagues accountable for all students' learning • Posting hallway and classroom messages indicating all students can learn

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The teacher challenges the school community to continuously increase academic learning and proficiency for all students. The teacher holds himself or herself accountable for all students' learning and development. The teacher ensures students with non-academic needs are identified and fully served through school or additional services. The teacher sets high academic goals and students achieve them.	In addition to the criteria for "meets expectations", <ul style="list-style-type: none"> <li>▪ The teacher acts with purpose on the conviction that all students can learn and inspires others to act on the belief that all students can learn.</li> <li>▪ The teacher considers students' individualized needs and advocates for students with persistence and conviction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher continually reassesses how the school community can maximize student learning.</li> <li>▪ The teacher takes responsibility for closing student achievement gaps.</li> <li>▪ The teacher follows up multiple times with administrators to ensure that students receive the academic supports they need to be successful.</li> </ul>
3	The teacher is focused on ensuring all students achieve their maximum potential. The teacher holds himself or herself accountable for all students' learning and development. The teacher identifies students with non-academic needs and works proactively to ensure students receive appropriate assistance from the school or additional services that meet student needs. The teacher sets high academic goals for all students.	<ul style="list-style-type: none"> <li>▪ The teacher acts on the belief that all students can learn.</li> <li>▪ The teacher takes responsibility for the learning and development of all students.</li> <li>▪ The teacher considers students' individualized needs and advocates for students.</li> <li>▪ The teacher sets high academic goals for students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher continually reassesses how she or he can maximize student learning for all students.</li> <li>▪ The teacher reports feeling responsible for student learning.</li> <li>▪ The teacher advocates for students to ensure that students' basic needs are met.</li> <li>▪ The teacher expects each student to either achieve on grade level or learn at a pace of one academic year of growth per year.</li> </ul>
2	The teacher is focused on ensuring all students make some progress. The teacher generally holds himself or herself accountable for all students' learning and development but may occasionally make excuses. The teacher identifies students with non-academic needs and alerts appropriate agencies and support professionals but does not always follow up on progress of such services. The teacher sets academic goals for all students, but goals are of varying rigor.	<ul style="list-style-type: none"> <li>▪ The teacher acts on the belief that all students can make some progress.</li> <li>▪ The teacher occasionally does not take responsibility for the learning and development of all students.</li> <li>▪ The teacher identifies students with non-academic needs and alerts appropriate agencies and support professionals but does not always follow up on progress of such services.</li> <li>▪ The teacher sets academic goals for students of varying rigor.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher expects each student to make some progress, but expectations may be inconsistent.</li> <li>▪ When a student does not make progress, the teacher attributes the lack of progress to challenging life circumstances.</li> <li>▪ The teacher refers a student to the school counselor but does not follow to check on progress or how to support the student in the classroom.</li> <li>▪ The teacher sets high academic goals for some students and sets low goals for others.</li> </ul>
1	The teacher does not expect all students to make progress and does not take responsibility for a lack of student growth. Students with non-academic needs are not identified or they are not effectively assisted by the school or additional services. The teacher may believe some groups of students or individual students are unable to learn course material. The teacher does not set goals or sets low academic goals for students.	<ul style="list-style-type: none"> <li>▪ The teacher acts on the belief that only some students can learn.</li> <li>▪ The teacher does not take responsibility for a lack of student growth.</li> <li>▪ The teacher does not consider students' individualized needs or advocate for students.</li> <li>▪ The teacher does not set academic goals for students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher allows a student to not participate because she or he does not think the student can complete the task.</li> <li>▪ When asked why students are not making progress, the teacher blames it on other factors or conditions.</li> <li>▪ The teacher notes that a student is having outbursts in class but does not refer the student for assistance.</li> <li>▪ The teacher does not set goals for students or they lack rigor.</li> </ul>

## PROFESSIONAL RESPONSIBILITIES DOMAIN 2: PROFESSIONALISM

### PR4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions

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

ELEMENTS: • Interactions with colleagues • Interactions with parents or other community members

INDICATORS: • Respectful communication • Body language • Professional manner • Encouragement • Active listening • Clear and accessible written communications

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The teacher's interactions with other adults reflect a commitment to positivity and a high degree of respect. The teacher is admired by his or her colleagues and community members interact with him or her in a positive and respectful manner. The teacher models strong leadership behaviors for community members and colleagues.	In addition to criteria for "meets expectations", the teacher: <ul style="list-style-type: none"> <li>Is often approached by colleagues to discuss work-related and non-related topics.</li> <li>Models strong leadership behaviors</li> </ul>	<ul style="list-style-type: none"> <li>A variety of educators seek advice from him or her.</li> <li>The teacher convenes groups of educators to solve a problem.</li> <li>The teacher is a role model because of his or her respectful and direct interactions.</li> <li>Other educators seek counsel when they face difficult conversations.</li> </ul>
3	The teacher's interactions with other adults reflect a commitment to positivity. The teacher is respected by many colleagues and is supportive of colleagues. Community members and colleagues feel comfortable speaking with the teacher.	<ul style="list-style-type: none"> <li>The teacher's interactions with other adults are uniformly respectful.</li> <li>The teacher is invested in the success of his or her colleagues.</li> <li>The teacher works toward a safe, supportive, and collaborative school and community culture.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher works well with all colleagues.</li> <li>The teacher greets colleagues and other adults by name.</li> <li>The teacher regularly communicates with families and establishes a sense of accessibility and openness.</li> </ul>
2	The teacher's interactions with other adults are usually positive. The teacher is somewhat respected by some colleagues and is somewhat supportive of other staff members. Some community members and colleagues feel comfortable speaking with the teacher.	<ul style="list-style-type: none"> <li>The teacher's interactions with other adults are usually positive.</li> <li>The teacher is invested in the success of some colleagues.</li> <li>The teacher makes limited contributions to the development of a safe, supportive, collaborative culture</li> </ul>	<ul style="list-style-type: none"> <li>The teacher works well with most colleagues, but may have strained relationships with some colleagues.</li> <li>The teacher communicates with families but may sometimes be perceived as inaccessible.</li> </ul>
1	The teacher's interactions with other adults are generally negative. The teacher is not respected by others because he or she is unsupportive of other colleagues. Colleagues and community members do not feel comfortable speaking with the teacher.	<ul style="list-style-type: none"> <li>The teacher communicates disrespectfully with his or her colleagues.</li> <li>In the face of challenges, the teacher is negative.</li> <li>The teacher fails to contribute or contributes inappropriately to the development of a safe, supportive, collaborative culture.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher refuses to work with some colleagues.</li> <li>The teacher does not call colleagues by their names.</li> <li>The teacher does not reply to colleagues' emails or other communications.</li> </ul>

## PROFESSIONAL RESPONSIBILITIES DOMAIN 2: PROFESSIONALISM

### PR5: Acts ethically and with integrity while following all school, district, and state policies

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

**ELEMENTS:** • Required personnel file documentation of behavior • Interactions with school leadership • Interactions with colleagues, students, and parents  
**INDICATORS:** • Ethical behavior • Adherence to school, district and state policies • Advocacy

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
<b>4</b>	Other educators look to the teacher as a role model who makes a concerted effort to challenge negative attitudes or practices and ensures that all students, particularly those who are traditionally underserved, are respected in the school. He or she complies fully with school or district policies and takes a leadership role with colleagues to ensure that such decisions are based on professional standards. The teacher interacts with students, colleagues, parents, and others in an ethical and professional manner that is fair and equitable.	In addition to the criteria for "meets expectations," the teacher: <ul style="list-style-type: none"> <li>Is considered a leader in terms of honesty, integrity and confidentiality</li> <li>Makes a concerted effort to ensure that opportunities are available for all students to be successful</li> <li>Takes a leadership role in team and departmental decision making</li> </ul>	<ul style="list-style-type: none"> <li>After noticing that students with disabilities do not participate in school-sponsored activities, the teacher works with the principal and other teachers to identify ways to increase students' awareness of and engagement in enrichment activities.</li> <li>The teacher asks to meet directly with the principal when a misunderstanding arises between the two.</li> </ul>
<b>3</b>	The teacher acts ethically and with integrity in all situations. The teacher consistently complies with school and district policies. The teacher interacts with students, colleagues, parents, and others in a professional manner that is fair and equitable.	<ul style="list-style-type: none"> <li>The teacher acts ethically and makes decisions that reflect a strong moral code.</li> <li>The teacher develops and maintains an understanding of current state, district, and school policies and initiatives.</li> <li>The teacher acts in accordance with professional standards and codes of conduct adopted by his or her applicable professional organization.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher recognizes when he/she or a colleague has done something wrong and is committed to making it right.</li> <li>The teacher consults district/school/state policy handbooks when faced with a situation related to a district/school policy.</li> <li>If a student reports being in trouble outside of school, the educator makes this known to the proper authorities.</li> </ul>
<b>2</b>	The teacher acts ethically in all situations. The teacher attempts to develop an understanding of school and district policies but occasionally may misinterpret or not follow a policy. The teacher generally interacts with students, colleagues, parents, and others in a professional manner that is fair and equitable.	<ul style="list-style-type: none"> <li>The teacher acts ethically.</li> <li>The teacher attempts to develop and maintain an understanding of current state, district, and school policies and initiatives.</li> <li>The teacher generally acts in accordance with professional standards and codes of conduct adopted by his or her applicable professional organization.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently implements district policy that requires teachers to call parents of children who have been absent for three consecutive days.</li> <li>The teacher occasionally arrives late to school.</li> <li>When interacting with an upset parent, the teacher raises his or her voice, escalating the situation.</li> </ul>
<b>1</b>	The teacher acts unethically, does not follow district/school/state policies, or interacts with students, colleagues, parents, and others in an unprofessional or inappropriate manner.	<ul style="list-style-type: none"> <li>The teacher acts unethically at times or makes decisions that do not reflect a strong moral code.</li> <li>The teacher does not comply with or does not demonstrate understanding of current state, district, and school policies and initiatives.</li> <li>The teacher fails to consistently maintain professional standards guided by legal and ethical principles.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher lets wrongdoings go unaddressed, does not follow all school/district/state rules, or expresses that policies should not apply to him/her.</li> <li>The teacher does not convey information about students to the proper administrator and/or authorities.</li> <li>The teacher is frequently late to school, late to meetings, or does not come to work prepared.</li> <li>The teacher has acted unprofessionally on multiple occasions when interacting with students, colleagues, parents, and others.</li> </ul>

## PROFESSIONAL RESPONSIBILITIES DOMAIN 3: PROFESSIONAL GROWTH

### PR6: Engages meaningfully in school and district professional learning opportunities and gives assistance to and seeks assistance from other educators in order to improve student learning

All professionals, especially educators, require continued development and growth to remain current in their field. Strong teachers are committed to lifelong learning and often rely on colleagues and other stakeholders to reflect on their practice, stay current with knowledge and skills and use this knowledge to improve.

**ELEMENTS:** • Involvement in district or school-sponsored professional development

**INDICATORS:** • Collaboration with colleagues (seeks assistance and provides assistance to other educators) • Taking advantage of available district/school resources to advance professional growth

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The teacher makes the most of all school and district professional learning opportunities, as well those that are independent, by frequently taking on a leadership role. The teacher regularly works with colleagues to facilitate professional learning and help others improve their practice. The teacher is a reflective practitioner and is committed to continuous growth and learning. Through action and leadership, the teacher emphasizes the importance of ongoing professional learning in improving practice and continually works to improve the quality of professional learning opportunities.	In addition to the criteria for “meets expectations,” the teacher: <ul style="list-style-type: none"> <li>▪ Fosters and initiates collaborative work among colleagues and challenges them to improve their own practice in order to improve outcomes for students.</li> <li>▪ Commits to learning about changes in his/her discipline.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher takes initiative to research and apply new instructional approaches and strategies, and then reflects on their effectiveness.</li> <li>▪ The teacher opens his/her classroom for others to observe lessons and the application of strategies.</li> <li>▪ The teacher identifies a professional learning need and designs and/or facilitates a professional learning community focused on that need.</li> <li>▪ The teacher works with colleagues to evaluate the quality of professional learning opportunities in the school or district and works to implement changes.</li> </ul>
3	The teacher actively and fully engages in district and school professional learning opportunities. The teacher regularly collaborates with colleagues and uses them as a professional resource when possible. The teacher expresses positive views about the role of professional learning in improving practice and offers feedback for how to improve professional learning opportunities.	<ul style="list-style-type: none"> <li>▪ The teacher actively engages in district and school professional learning opportunities.</li> <li>▪ The teacher works collaboratively with colleagues to examine educational practice, student work and student assessment results with the goal of improving instruction and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher poses questions during a school-sponsored professional development session.</li> <li>▪ The teacher watches a video clip with colleagues and then discusses the questioning and discussion techniques observed.</li> <li>▪ The teacher asks a colleague to provide feedback on a lesson plan.</li> <li>▪ The teacher offers constructive criticism of a professional learning opportunity that did not achieve its objectives in an effort to improve the quality of professional learning.</li> </ul>
2	The teacher inconsistently engages in district and school professional learning opportunities, at times participating in the activity and at other times not participating actively. The teacher inconsistently collaborates with colleagues and infrequently uses them as a professional resource despite opportunities for collaboration. The teacher at times expresses negativity about the role of professional learning in improving practice.	<ul style="list-style-type: none"> <li>▪ The teacher inconsistently engages in district and school professional learning opportunities.</li> <li>▪ The teacher inconsistently collaborates with colleagues and infrequently uses them as a professional resource despite opportunities for collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher poses questions during a school-sponsored professional development session in the morning but then engages in off task behavior in the afternoon.</li> <li>▪ The teacher asks a colleague to provide feedback on a lesson plan but does not visit a teacher’s classroom despite encouragement to do so from the administrator.</li> <li>▪ A teacher notes that professional learning is just another thing for teachers to do.</li> </ul>
1	The teacher does not or only occasionally attends school or district professional learning opportunities. The teacher often works in isolation and/or with limited collaboration even when colleagues have reached out to include him/her in learning opportunities. The teacher expresses negativity about professional learning opportunities without offering feedback for how opportunities could improve.	<ul style="list-style-type: none"> <li>▪ The teacher infrequently attends or only partially engages in school or district professional learning opportunities.</li> <li>▪ The teacher does not work collaboratively with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher engages in off-task behavior (e.g. grading papers, texting on cell phone) during a professional learning session.</li> <li>▪ The teacher consistently arrives late, leaves early, or is absent from professional learning sessions, thus not participating in the full session.</li> <li>▪ During a team meeting, the teacher works individually while others collaborate.</li> <li>▪ When asked about professional learning opportunities, the teacher states they are a waste of time.</li> </ul>

## PROFESSIONAL RESPONSIBILITIES DOMAIN 3: PROFESSIONAL GROWTH

### PR7: Writes and implements a Professional Growth Goal that addresses personal, school, or district needs and aims at improving teacher practice.

Reflective teachers use data and self-assessments to identify an area of their practice that can be strengthened and then develop a professional growth goal to address that area of practice. This goal identifies action steps, timelines, and evidence that will be used to show progress toward goal attainment. Teachers implement the professional growth goal with fidelity and apply learning in practice.

**ELEMENTS:** • Setting and working toward a meaningful Professional Growth Goal • Working toward specific action steps

**INDICATORS:** • Complete professional growth goal • Evidence of progress toward goal attainment

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The teacher supports other educators with the implementation and attainment of their Professional Growth Goal. The teacher attains the Professional Growth Goal by completing all action steps. The teacher shares student or teacher data as evidence of goal attainment. The teacher applies learning gained through action step completion in practice, as well as seeks and applies feedback on the application of that practice. The teacher reflects on whether new strategies and practices have been effective and shares his or her learning with colleagues.	In addition to the criteria for “meets expectations,” the teacher: <ul style="list-style-type: none"> <li>▪ Shares knowledge attained through the Professional Growth Goal and acts as a resource to colleagues</li> <li>▪ Attains the Professional Growth Goal by completing all action steps.</li> <li>▪ Uses data to demonstrate attainment of the goal and application of learning in practice.</li> <li>▪ Seeks feedback on the application of new learning from students or colleagues.</li> <li>▪ Shares new information, strategies, or techniques with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher designs a comprehensive plan to improve the use of assessment techniques in the classroom along with his/her grade-level colleagues. The teacher facilitates assessment modules within a PLC and organizes opportunities for teachers in the PLC to observe each other’s classrooms and provide feedback.</li> <li>▪ At a team meeting, the teacher presents on lessons learned and challenges experienced when implementing a new instructional strategy as part of the professional growth goal and invites colleagues to observe and provide feedback.</li> </ul>
3	The teacher attains their Professional Growth Goal by completing all action steps. The teacher implements action steps with fidelity. The teacher provides examples of how she or he applied learning in practice and reflects on whether new strategies and practices have been effective.	<ul style="list-style-type: none"> <li>▪ The teacher presents evidence demonstrating completion or near completion of action steps outlined in the Professional Growth Goal.</li> <li>▪ The teacher provides examples of how she or he applied the learning in practice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A teacher identifies five action steps in the professional growth goal and completes all of the action steps.</li> <li>▪ The teacher provides examples of different questioning strategies she or he tried in the classroom as a result of Professional Growth Goal action steps and reflects on which strategies have been most effective.</li> </ul>
2	The teacher makes some progress toward goal attainment. The teacher attempts to implement action steps but does not complete them or does not complete them in a timely manner. The teacher inconsistently applies learning in practice and/or does not reflect on the application of that practice.	<ul style="list-style-type: none"> <li>▪ The teacher presents some evidence demonstrating completion of action steps outlined in the Professional Growth Goal.</li> <li>▪ The teacher provides few or poor examples of how she or he applied the learning in practice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher sets a goal focused on implementing a new strategy, introduces the strategy, but does not fully implement it.</li> <li>▪ The teacher shares how she or he tried a new questioning strategy in a recent lesson but cannot speak to the effectiveness of the new strategy.</li> </ul>
1	The teacher does not make progress toward the goal. The teacher does not implement action steps or apply learning in practice.	<ul style="list-style-type: none"> <li>▪ The teacher presents limited or no evidence demonstrating completion of action steps outlined in the Professional Growth Goal.</li> <li>▪ The teacher presents limited or no evidence of how she or he applied the learning in practice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher submits an approvable Professional Growth Goal but then completes few of the action steps or ineffectively completes them.</li> </ul>

## PROFESSIONAL RESPONSIBILITIES DOMAIN 3: PLANNING

### PR8: Plans effectively based on accurate knowledge of how children learn and develop

Effective teachers plan for student learning. Thoughtful planning requires understanding how students use prior knowledge to construct knowledge and acquire skills. Teachers who plan effectively understand the cognitive, social-emotional and personal needs of their students and use that information to determine the most important objectives as well as how students will best demonstrate mastery of those objectives. Effective teachers carefully sequence age appropriate lessons and activities that allow all students to meet the specific learning objectives.

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

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

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	Plans include specific learning objectives that are student-centered, outcome-based, and mapped back to priority learning standards. The sequence of information and activities enables students to build on their prior knowledge. Plans reflect the cognitive, social-emotional, and personal needs of both individuals and groups of students. Plans identify areas in which students may struggle and include strategies for addressing those areas.	In addition to the criteria for “meets expectations,” plans: <ul style="list-style-type: none"> <li>Reflect an appropriately high level of rigor for all students</li> <li>Allow for students to have choices in their learning</li> <li>Demonstrate a deliberate use of student groupings in order to develop students both academically and socially</li> </ul>	<ul style="list-style-type: none"> <li>Plans include higher order questions such as “Describe the importance of _____” or “Explain your thinking to the class about _____.”</li> <li>Plans demonstrate ways for students to hold themselves accountable for mastering the objective(s).</li> <li>Students work in groups, organized by interest where each student has a specific role in the group.</li> </ul>
3	Plans consistently include specific learning objectives that are student-centered, outcome-based, and mapped back to priority standards. The sequence of information and activities enables students to build on their prior knowledge. Plans consistently are sequentially organized and anticipate the next lesson. Plans include age appropriate lessons and activities that support the specific learning objectives.	<ul style="list-style-type: none"> <li>Plans are clearly linked to the most important standards/concepts/skills of that grade and subject.</li> <li>Appropriate outcomes have been selected and plans are aligned to those outcomes.</li> <li>Information is sequenced appropriately such that students have already been exposed to the information they need in order to access the next concept/skill.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan objectives are phrased as “Students will be able to X” where “X” is an outcome aligned to standards such as “calculate the area of different types of triangles”.</li> <li>Lesson plans highlight a concept that needs to be re-taught to some students while others move on to new content.</li> <li>Students can choose to plot key elements of a story by completing a graphic organizer, illustrating key events, or creating a written timeline.</li> </ul>
2	Plans do not consistently address standards or address standards that are not the most important for that grade or content. Plans sometimes have specific learning objectives that are student-centered and outcome-based. The sequence of information and activities sometimes enables students to build on their prior knowledge. Plans do not always include age appropriate lessons and activities that support the specific learning objectives.	<ul style="list-style-type: none"> <li>Plans are inconsistently linked to the most important standards/concepts/skills of that grade and subject.</li> <li>Activities or materials identified for instruction are inconsistently age-appropriate or beneficial for students given their cognitive levels.</li> <li>Plans are divided into discrete parts, but those parts at times jump around without a clear sense of how one part flows to the next.</li> </ul>	<ul style="list-style-type: none"> <li>Sample objective: “Students will learn how to work in groups to determine the area of a parallelogram.”</li> <li>Lesson plans note the prerequisite knowledge needed but do not include opportunities to reteach prerequisite content that some students have not yet mastered.</li> <li>The teacher writes a lesson aligned to a grade 3 standard but is teaching grade 4.</li> </ul>
1	Lesson and unit plans do not address standards. Plan objectives do not include student-centered learning objectives. Information and activities do not follow a logical pattern.	<ul style="list-style-type: none"> <li>Plans are more focused on learning activities than outcomes.</li> <li>Activities or materials identified for instruction are not age-appropriate or beneficial for students given their cognitive levels.</li> <li>Plans do not include student-centered learning objectives and do not follow a logical pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Sample objective: “Students will work in groups to complete practice worksheets”.</li> <li>Students are asked to solve a two-variable equation without first mastering the ability to solve a single variable equation.</li> <li>Grade 1 students are selecting texts from the class library that are not appropriate for their individual reading level.</li> </ul>

# PROFESSIONAL RESPONSIBILITIES DOMAIN 3: PLANNING

## PR9: Uses data appropriately to plan instruction for a diverse group of learners

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

- ELEMENTS:** • Lesson and unit plans • Classroom materials and learning activities • Assessments
- INDICATORS:** • Demonstrated knowledge of students’ skills, knowledge and language proficiency • Knowledge of student backgrounds and interests
- Appropriate differentiation • Use of relevant data • Selection of appropriate resources

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The teacher actively seeks and demonstrates knowledge of students’ levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs. The teacher gathers information from a variety of sources and uses this information deliberately when planning for and assessing student learning. The teacher’s plans account for accommodations and modifications for individual students. The teacher consults specialists on the best ways to address the needs of students requiring additional support.	In addition to the criteria for “meets expectations,” the teacher: <ul style="list-style-type: none"> <li>▪ Plans and assessments are differentiated according to student data such as language proficiency, IEP/504, etc.</li> <li>▪ The teacher maintains a system of updated student records and incorporates medical and/or learning needs into plans.</li> <li>▪ Students have structured choices in how they accomplish the learning objective.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher groups students by RTI level and assigns each group a different activity.</li> <li>▪ The teacher assesses students with IEPs on the same standards and skills as their peers. The assignments are varied based on student need.</li> <li>▪ The general education teacher and special education teacher work together to modify a classroom assessment.</li> </ul>
3	The teacher demonstrates knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs. The teacher gathers information from several sources and uses this information to craft plans that support the learning of all students. The teacher plans for and effectively integrates all required modifications and accommodations into lessons.	<ul style="list-style-type: none"> <li>▪ The teacher knows groups of students’ levels of cognitive development and has a good idea of the range of interests of students in the class.</li> <li>▪ The teacher has identified accurate groupings of students within the class based on recent relevant data.</li> <li>▪ The teacher is well-informed about students’ cultural heritage and incorporates this knowledge in planning.</li> <li>▪ The teacher is aware of the need represented by students in the class and addresses those needs as required by law.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In communications with colleagues, the teacher accurately relates information about different students’ needs.</li> <li>▪ When a student is struggling, the teacher emails previous educators and/or service providers to find out if he or she identified any learning challenges for the student and learn about successful solutions.</li> <li>▪ Lesson plans regularly include plans for modifications and accommodations.</li> </ul>
2	The teacher demonstrates little knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs. The teacher gathers information from only a few sources and uses this information inconsistently to support the learning of all students. The teacher attempts to plan for and integrate required modifications and accommodations into lessons, but the execution may be ineffective or inconsistent.	<ul style="list-style-type: none"> <li>▪ The teacher knows basic information about students, such as special needs and language proficiency.</li> <li>▪ The teacher groups students but does not consistently use data or knowledge of students to inform groupings.</li> <li>▪ The teacher has limited information about students’ cultural heritage and uses this knowledge occasionally.</li> <li>▪ The teacher is aware of special needs represented by students in the class but ineffectively or inconsistently addresses such needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher modifies a reading for English language learners but does not use it during the lesson.</li> <li>▪ The teacher reviews student files at the beginning of the school year but does not administer interest surveys or parent surveys to learn more about his or her students.</li> <li>▪ Lesson plans sometimes include modifications.</li> </ul>
1	The teacher demonstrates no knowledge of students’ backgrounds, cultures, skills, language proficiency, and special needs or does not effectively seek such an understanding. The teacher’s plans do not demonstrate knowledge of students’ abilities or individual needs. The teacher does not account for or adequately plan to address students’ needed modifications or accommodations in lessons.	<ul style="list-style-type: none"> <li>▪ The teacher does not try to ascertain varied ability levels among students in the class.</li> <li>▪ Plans and assessments reflect a practice of teaching to the “whole group”.</li> <li>▪ The teacher is not aware of students’ interests or cultural heritages.</li> <li>▪ The teacher takes no responsibility to learn about students’ medical or learning disabilities or is aware of such issues but does not act responsibly on that knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In communications with colleagues, the teacher recognizes students not mastering content but does not seek information about why.</li> <li>▪ Lesson plans treat all students the same by setting identical outcomes and using the same activities and assessments with all students.</li> <li>▪ Students with low English proficiency are given materials in all English without any accommodation or supporting materials.</li> </ul>

