

TEACHER HIGH LEVERAGE INSTRUCTIONAL STANDARDS AND INDICATORS

STANDARD 1 New Learning is Connected to Prior Learning and Experience 1	STANDARD 2 Learning Tasks have High Cognitive Demand for Diverse Learners 2	STANDARD 3 Students Engage in Meaning-Making through Discourse and Other Strategies 3	STANDARD 4 Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning 4	STANDARD 5 Assessment is Integrated into Instruction 5
Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status
Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 2 Tasks place appropriate demands on each student	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 2 Teacher structures opportunities for self-monitored learning for all students	Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria
Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes	Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students
Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings	Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students		Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students

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STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Teacher activates all students' initial understandings of new concepts and skills</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student work 	<ul style="list-style-type: none"> • Initial understandings can sometimes support or conflict with learning new concepts/ideas • If initial understandings are ignored, the understandings that students develop can be very different from what the teacher intends • Teacher needs to pay attention to students' incomplete understandings and misconceptions that they bring with them to a given topic
<p>Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Students' previous learning includes learning that occurs in and out of school contexts
<p>Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding purpose of learning • Students should be answering the question: What is the point?
<p>Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Student work 	<ul style="list-style-type: none"> • Teacher needs to interpret levels of students' initial understandings in order to move learning forward

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STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

PERFORMANCE LEVELS

Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings
Level 4 Teacher fully activates all students' initial understandings (including misconceptions and incomplete understandings) through the use of multiple methods and/or modes*	Level 4 Teacher makes connections for all students between previously learned and/or new concepts and skills	Level 4 Teacher fully clarifies the purpose and relevance of new learning for all students, including clearly connecting new learning to longer-term learning goals	Level 4 Teacher employs effective and varied strategies, assisting all students in the process of bridging understanding from initial conceptions to targeted learning
Level 3 Teacher adequately activates most students' initial understandings (including misconceptions and incomplete understandings) by using at least two methods and/or two modes	Level 3 Teacher makes adequate connections for most students between previously learned and/or new concepts and skills	Level 3 Teacher adequately clarifies the purpose and relevance of new learning for most students, including sufficiently connecting new learning to longer-term learning goals	Level 3 Teacher employs adequate strategies (using at least two), assisting most students in the process of bridging understanding from initial conceptions to targeted learning
Level 2 Teacher inadequately activates most students' initial understandings (including misconceptions and incomplete understandings) using limited methods and/or modes	Level 2 Teacher makes inadequate connections for most students between previously learned and/or new concepts and skills	Level 2 Teacher inadequately clarifies the purpose and relevance of new learning for most students and/or minimally connects new learning to longer-term learning goals	Level 2 Teacher employs inadequate and unvaried strategies, only minimally assisting most students in the process of bridging understanding from initial conceptions to targeted learning
Level 1 Teacher activates no, or almost no students' initial understandings	Level 1 Teacher makes no, or almost no connections between previously learned and/or new concepts and skills for any student	Level 1 Teacher clarifies the purpose and relevance of learning for no, or almost no students and makes no, or almost no connections between new learning and longer-term learning goals	Level 1 Teacher employs no, or almost no strategies to assist any student in the process of bridging understanding from initial conceptions to targeted learning

*Methods = Teacher questions, provides tasks, asks for free recall, structures discussions; Modes = Students respond orally, make diagrams, write, draw, describe

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STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Student classroom interviews • Student work 	<ul style="list-style-type: none"> • All students refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES) • Cognitive abilities include (but are not limited to) reasoning, planning, solving problems, evaluating, synthesizing, comprehending, and designing • Skills refer to the capacity or competence to perform a task; they can range from simple levels (e.g., actions performed as a result of repeated practice) to higher levels (e.g., application of different tasks drawing on understanding and abilities of high order) • Cognitive abilities and skills are increasingly content specific as students' learning develops
<p>Indicator 2 Tasks place appropriate demands on each student</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Teacher pre/post conference • Student work • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Tasks require cognitive effort from all students; that is, tasks match students in appropriately challenging ways (e.g., not too easy, not too hard) • Tasks should not be "one-size fits all"
<p>Indicator 3 Tasks progressively develop all students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plans • Teacher notes • Student work 	<ul style="list-style-type: none"> • Teacher designs and structures tasks that allow for deep rather than superficial learning • Tasks are not discrete but connected to a larger sequence of learning • Tasks are connected to overall goals of the lesson, unit, or standard • Observers, when observing a lesson, should ask themselves: (1) Are the tasks worth doing? and (2) Are they worth the students' time?

Indicator 4

Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

- Direct evaluator observation
- One confirmatory item from optional evidence source

- Teacher pre/post conference
- Lesson plans
- Teacher notes
- Student work

- Teacher serves all students well regardless of family background, socio-economic status, or ability.
- Teacher has an expectation that all children can achieve at high levels,
- The teacher takes an active role in ensuring that students have equitable opportunities to achieve

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STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS

PERFORMANCE LEVELS

Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	Indicator 2 Tasks place appropriate demands on each student	Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
Level 4 Teacher engages all students with relevant and substantive tasks that effectively support deep learning of subject-matter content and processes	Level 4 Teacher provides tasks at the appropriate level of challenge for every student, effectively enabling each student to advance his/her learning of subject-matter content and processes	Level 4 Teacher effectively structures multi-leveled tasks that advance all students' thinking and/or skills in connected steps during the course of a lesson and across multiple lessons	Level 4 Teacher models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability. The teacher takes an active role in ensuring that students have equitable opportunities to achieve
Level 3 Teacher engages most students with generally relevant and worthwhile tasks that adequately support deep learning of subject-matter content and processes	Level 3 Teacher provides tasks at a generally appropriate level of challenge for most students, largely enabling most students to advance their learning of subject-matter content and processes	Level 3 Teacher adequately structures tasks with more than one level that advance most students' thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons	Level 3 Teacher models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability
Level 2 Teacher engages most students with tasks that inadequately support deep learning of subject-matter content and processes	Level 2 Teacher provides tasks at an appropriate level of challenge for few students, minimally enabling most students to advance their learning of subject-matter content and processes	Level 2 Teacher structures a single task at one level that minimally advance all students' thinking and/or skills during the course of a lesson and/or across multiple lessons	Level 2 Teacher demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability
Level 1 Teacher does not engage students with any tasks that support deep learning of subject-matter content and processes	Level 1 Teacher provides no, or almost no tasks at an appropriate level of challenge for any students, enabling no, or almost no students to advance their learning of subject-matter content and processes	Level 1 Teacher does not structure leveled tasks that advance any student's thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons	Level 1 Teacher demonstrates little expectation that children can learn at high levels regardless of family background, socio-economic status, or ability

3 STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Teacher notes • Audio/visual/print artifact 	<ul style="list-style-type: none"> • Extended discourse is engaging dialogue that is interactive, externalizes thinking, and focuses on creating meaning making of the learning • Discourse involves making argumentations, explaining, critiquing, and using logic and evidence to support or refute a claim • Forms of discourse: oral and written
<p>Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One artifact of the representation and/or its creation, interpretation, or use of the representation 	<ul style="list-style-type: none"> • Lesson plan • Student work • Teacher notes 	<ul style="list-style-type: none"> • Multiple representations can be of the same or different concepts • Representations include models, diagrams, writing, digital and print media, images/visuals, data (e.g., graphs, tables), patterns, concept maps, drawings, videos, simulations • Representations are nonverbal ways for students to organize, externalize, extend, and manipulate thinking
<p>Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plan • Teacher notes 	<ul style="list-style-type: none"> • Students have a variety of personal experiences, family and language backgrounds, and knowledge of the world, text variety, and multi-media • Teacher helps students use prior knowledge to draw analogies to support understanding of ideas

Indicator 4

Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for **all** students

- Direct evaluator observation
- One confirmatory item from optional evidence source

- Teacher pre/post conference
- Teacher notes
- Student feedback (e.g., survey, writing)

- The classroom environment directly influences the extent to which students can engage in making meaning and learning and how they view themselves as learners
- Aspects of classroom environment include classroom culture, norms, routines, expectations, and communication patterns, as well as management of student behaviors, resource provision, and organization of physical space

3 STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES

PERFORMANCE LEVELS

Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students
Level 4 Teacher provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	Level 4 Teacher effectively structures opportunities for all students to use varied representations that successfully engage student thinking, and successfully support their understanding of emerging/ developing concepts and/or their acquisition of skills	Level 4 Teacher uses various and effective strategies to help all students see connections and relationships between previous and present learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 4 Teacher effectively enacts classroom routines and expectations so that all students value each other's contributions and fully support each other's learning
Level 3 Teacher provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	Level 3 Teacher adequately structures opportunities for most students to use more than one type of representation that generally engages student thinking, and generally supports their understanding of emerging/developing concepts and/or their acquisition of skills	Level 3 Teacher uses sufficient strategies to help most students see connections and relationships between previous and present learning, generally furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 3 Teacher adequately enacts classroom routines and expectations so that most students value each other's contributions and generally support each other's learning
Level 2 Teacher provides some guidance for some or most students to participate, to varying degrees , in limited interactions that somewhat enable them to articulate their developing understanding, only minimally deepening and/or consolidating that understanding or acquiring skills	Level 2 Teacher inadequately structures opportunities for some or most students to use representations; these opportunities only somewhat engage student thinking, and only somewhat support their understanding of emerging/developing concepts and/or their acquisition of skills	Level 2 Teacher uses limited strategies to help some or most students see connections and relationships between previous and present learning, only somewhat furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 2 Teacher inadequately enacts classroom routines and expectations so that few students value each other's contributions and/or minimally support each other's learning
Level 1 Teacher provides no, or almost no guidance for students to participate in any interactions that enable them to articulate their developing understanding; students are not deepening or consolidating their understanding or acquiring skills	Level 1 Teacher structures no, or almost no opportunities for any students to use representations that engage student's thinking, and support their understanding of emerging/developing concepts and/or their acquisition of skills	Level 1 Teacher uses no, almost no strategies to help any student see connections and relationships between previous and present learning to further their understanding of emerging/developing concepts and/or their acquisition of skills	Level 1 Teacher enacts no, or almost no classroom routines and expectations so that no, or almost no students value each other's contributions or support each other's learning

4 STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Evaluator will observe teacher communication of learning goals, performance criteria, and purpose in the lesson
<p>Indicator 2 Teacher structures opportunities for self-monitored learning for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Student work • Student classroom interviews • Teacher notes • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • This indicator focuses on students' abilities to be reflective about their own learning and how a teacher structures opportunities for them to do so • Teacher provides instruction to students in self-monitoring strategies • Student artifacts include self-reflection tools provided by the teacher and students' notes • Students need to be clear about learning goals and performance criteria to engage in self-monitoring • Self-monitored student learning is a core 21st century skill
<p>Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Teacher notes • Student work • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • This is a core 21st century skill • Evaluator might observe the teacher: providing time for student strategy use, talking to students about what/why they're doing the lesson, discussing with students what to do next, sharing strategy with class • Students' actions may include making margin notes, reorganizing information, conducting investigations, creating representations, or seeking assistance • Students revise their learning strategies based on their own evaluation of how their learning is progressing

4 STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

PERFORMANCE LEVELS

Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	Indicator 2 Teacher structures opportunities for self-monitored learning for all students	Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes
Level 4 All students in the class can fully explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 4 All students actively engage in reflection on their learning status, which is directly related to learning goals and performance criteria, during well-structured opportunities for reflection in the lesson	Level 4 All students routinely take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support
Level 3 Most students in the class can generally explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like OR Most students in the class can fully explain two of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 3 Most students adequately engage in reflection on their learning status, which is generally related to learning goals and performance criteria, during moderately well-structured opportunities for reflection in the lesson	Level 3 Most students frequently take actions based largely on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support
Level 2 Most students in the class can only vaguely explain one or more of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 2 Most students do not engage in adequate reflection on their learning status; this reflection is generally unrelated to learning goals and performance criteria, and there are only limited, and/or poorly structured opportunities for reflection in the lesson	Level 2 Most student actions are infrequently based on their own assessment of their learning status and/or students have few self-assessment opportunities on which to base actions
Level 1 No, or almost no students can explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 1 No, or almost no students engage in reflection on their learning status and there are no, or almost no opportunities for reflection in the lesson	Level 1 No, or almost no students take actions based on their own assessment of their learning status and/or students have no self assessments on which to base actions

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STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status</p>	<ul style="list-style-type: none"> Teacher pre/post conference One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> Lesson plan Prior student work/assessment informing planned learning opportunities Teacher notes Student classroom interviews 	<ul style="list-style-type: none"> "Evidence" of student learning status refers to what students say, do, make, or write (Griffin, 2007) that indicates what they know and are able to do (Note: evidence types and sources will differ depending on specific content area) There may be several different learning opportunities to account for differences in students' learning status or one open-ended task with multiple entry points (see Standard 2)
<p>Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria</p>	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Student work Student classroom interviews 	<ul style="list-style-type: none"> Learning goals specify what students are to learn in the lesson (e.g. concepts, skills, Standards, not the activity) Performance criteria indicate the successful accomplishment of the learning goal Teacher should use different types of assessment strategies to account for learner differences
<p>Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students</p>	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Teacher notes Student classroom interviews Audio/visual/print artifact 	<ul style="list-style-type: none"> While evidence generation needs to be planned, evidence can also arise spontaneously Opportunities for evidence generation can include: instructional tasks, teacher-led discussions, peer-to-peer discussions, one-on-one conferencing Teacher should structure multiple opportunities to generate evidence and not rely on one source
<p>Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students</p>	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Teacher notes Written feedback on student work Student classroom interviews 	<ul style="list-style-type: none"> Actions based on evidence can include: continuation of planned lesson, instructional adjustments, provision of feedback to students, subsequent lesson planning

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STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION

PERFORMANCE LEVELS

Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status	Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria	Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students	Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students
Level 4 Teacher consistently plans on-going learning opportunities based on substantial, current evidence of all students' learning status	Level 4 Teacher fully aligns assessment opportunities with clearly specified learning goals and performance criteria to provide quality evidence of all students' learning status	Level 4 Teacher structures multiple and varied opportunities to generate evidence of all students' learning during the lesson	Level 4 Teacher effectively adapts her/his actions for all students in response to evidence presented and/or generated in the lesson
Level 3 Teacher frequently plans on-going learning opportunities based on adequate evidence of most students' learning status	Level 3 Teacher adequately aligns assessment opportunities with specified learning goals and performance criteria to provide adequate evidence of most students' learning status	Level 3 Teacher structures adequate (e.g., several or varied) opportunities to generate evidence of most students' learning during the lesson	Level 3 Teacher adequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson
Level 2 Teacher sometimes plans on-going learning opportunities based on evidence of some students' learning status; the evidence used is frequently outdated and/or limited	Level 2 Teacher inadequately aligns assessment opportunities with learning goals and performance criteria; the learning goals and performance criteria are insufficiently specified to provide adequate evidence of most students' learning status	Level 2 Teacher structures limited opportunities to generate evidence of most students' learning during the lesson	Level 2 Teacher inadequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson
Level 1 Teacher plans no, or almost no on-going learning opportunities based on any evidence of students' learning status	Level 1 Teacher aligns no, or almost no assessment opportunities with any learning goals and performance criteria	Level 1 Teacher structures no, or almost no opportunities to generate evidence of any student's learning during the lesson	Level 1 Teacher continues with planned lesson regardless of any evidence presented and/or generated in the lesson

Four-Point Rating Scale

Level 4. The teacher is a highly effective practitioner within the classroom, successfully engaging all students through varied activities and structure that result in active participation and interest from students and evidence of significant student learning. The teacher regularly participates in the school community, demonstrates effective involvement in professional responsibilities, collaborates with most or all stakeholders, and facilitates professional learning and growth among colleagues.

Level 3. The teacher is generally an effective practitioner within the classroom, adequately creating activities and structure that result in active participation and interest from most students and evidence of student learning. The teacher participates in the school community, demonstrates adequate involvement in professional responsibilities, and collaborates with various stakeholders as required.

Level 2. The teacher is a somewhat ineffective practitioner within the classroom, creating activities and structure that result in limited participation and interest from many students and limited evidence of learning. The teacher minimally participates in the school community, performs minimal professional responsibilities, and collaborates with few stakeholders.

Level 1. The teacher is a mostly ineffective practitioner within the classroom, creating activities and structure that result in almost no participation and interest from most students and almost no evidence of learning. The teacher does not participate in the school community, performs no professional responsibilities, and does not collaborate with stakeholders.

TEACHER PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 1 Commitment to the School Community 1	STANDARD 2 Reflection on Professional Growth and Practice 2	STANDARD 3 Professional Obligations 3	STANDARD 4 Family Engagement 4	STANDARD 5 Student Perception 5
Indicator 1 The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.	Indicator 1 The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice.	Indicator 1 The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.	Indicator 1 The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.	Indicator 1 The students report that the teacher helps them learn.
Indicator 2 The teacher takes an active role in building a professional culture that supports school and district initiatives.	Indicator 2 The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.	Indicator 2 The teacher models integrity in all interactions with colleagues, students, families, and the community.	Indicator 2 The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.	Indicator 2 The students report that the teacher creates a safe and supportive learning environment.
Indicator 3 The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.	Indicator 3 The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.	Indicator 3 The teacher follows policies, regulations, and procedures specific to role and responsibilities.	Indicator 3 The teacher informs and connects families and students to opportunities and services according to student needs.	Indicator 3 The students report that the teacher cares about them as individuals and their goals or interests.

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STANDARD 1: COMMITMENT TO THE SCHOOL COMMUNITY INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Student data 	<ul style="list-style-type: none"> • Actively engages in collaborative and reflective practices with others to improve instructional practices • Participates in grade-level, departmental, and/or professional learning communities • Mentors other teachers in formal/informal settings • Participates in optional or required professional development opportunities
<p>Indicator 2 The teacher takes an active role in building a professional culture that supports school and district initiatives.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Student data 	<ul style="list-style-type: none"> • Dedicates time and energy to district/school initiatives (i.e., reduction in student absenteeism, increase in graduation rate, expanding “reading across curriculum” program) • Consistently supports the School Improvement Plan initiatives through planning, instruction, assessment and monitoring practices
<p>Indicator 3 The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Student data 	<ul style="list-style-type: none"> • Creates an atmosphere that fosters students using others as sources of knowledge, listening to, and showing respect for others’ contributions • Promotes positive, interpersonal relationships among students and staff • Emphasizes pride in self, school, and community • Models high personal and professional standards • Demonstrates, maintains, and reinforces high academic and behavioral expectations for all students

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STANDARD 1: COMMITMENT TO THE SCHOOL COMMUNITY

PERFORMANCE LEVELS

Indicator 1 The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.	Indicator 2 The teacher takes an active role in building a professional culture that supports school and district initiatives.	Indicator 3 The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.
Level 4 Teacher continually takes a visibly active role in driving instructional improvement in the school, leading collaborative groups around instructional practice to ensure that students are participating in instructional activities that meet their individual needs.	Level 4 Teacher supports school leadership in cultivating and modeling a professional culture and takes a leadership role in implementing district and school initiatives.	Level 4 Teacher takes a facilitator role when he or she collaborates with other teachers, administrators, and the community to ensure that all students are in a safe and caring learning environment. The teacher facilitates building collective responsibility among all school staff regarding high academic and behavioral expectations for all students.
Level 3 Teacher collaborates with colleagues about improving instructional practice to ensure that students are participating in instructional activities that meet their individual needs.	Level 3 Teacher participates in building and modeling a professional culture within the school and fully supports implementing district and school initiatives	Level 3 Teacher adequately participates in and collaborates with other teachers and administrators and the community in creating a safe and caring learning environment. The teacher takes individual and shared responsibility for demonstrating appropriately high academic and behavioral expectations for all students.
Level 2 Teacher collaborates minimally with colleagues about improving instructional practice.	Level 2 Teacher minimally participates in building and modeling a professional culture within the school and/or inadequately supports implementing district and school initiatives.	Level 2 Teacher minimally participates in and/or collaborates with others in sustaining a safe and caring learning environment. The teacher takes full individual but limited shared responsibility for demonstrating high academic and behavioral expectations for students, or takes individual and shared responsibility for demonstrating high academic and behavioral expectations for only some students.

Level 1

Teacher does not or rarely collaborates with colleagues about improving instructional practice.

Level 1

Teacher does not or rarely participates in building or modeling a professional culture within the school and does not support or rarely supports implementing district and school initiatives.

Level 1

Teacher does not or rarely participates in or collaborates with others in sustaining a safe and caring learning environment. The teacher takes only limited individual responsibility and no shared responsibility for demonstrating high academic and behavioral expectations for students.

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STANDARD 2: REFLECTION ON PROFESSIONAL PRACTICE AND GROWTH

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Teacher Professional Growth Plan 	<ul style="list-style-type: none"> • Participates in peer observations and reflection • Integrates analyses of student achievement data to assess effectiveness of instruction and to modify instruction based on data • Models self-reflection in discussions with instructional leaders and colleagues • Examines student work with colleagues to analyze and adjust instruction • Seeks the feedback of colleagues and is open to applying advise or suggestions to his/her instructional practice
<p>Indicator 2 The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Teacher Professional Growth Plan 	<ul style="list-style-type: none"> • Participates in ongoing professional development to promote effectiveness in curriculum development, delivery and evaluation, classroom management and teaching skills • Applies research, knowledge, and skills from professional development opportunities to improve practice • Shares current educational research and best practices with colleagues

Indicator 3

The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.

- Direct evaluator observation
- One confirmatory item from optional evidence source

- Teacher notes
- Teacher pre/post conference
- Cooperative Teacher
- Professional Growth Plan
- Mentee/evaluator Dialogue

- Serves as a cooperating teacher for pre-service teachers and/or mentors new teachers
- Participates in and/or takes a leadership role in professional development activities, committees, or school-level decision making
- Participates in district-wide advisory groups and professional organizations
- Participates in the development and implementation of local school improvement goals

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STANDARD 2: REFLECTION ON PROFESSIONAL PRACTICE AND GROWTH PERFORMANCE LEVELS

Indicator 1 The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice.	Indicator 2 The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.	Indicator 3 The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.
<p>Level 4 Teacher is highly self-reflective, frequently seeking feedback from instructional leaders and colleagues, using multiple data points to assess the effectiveness of instruction, and modifying instruction based on those data. The teacher models self-reflection for colleagues and facilitates group reflective activities using multiple data sources, with colleagues.</p>	<p>Level 4 Teacher facilitates school- and/or district-level professional learning across the school community in order to improve instructional practices, and seeks out and participates in a variety of professional learning opportunities, applying them in the classroom.</p>	<p>Level 4 Teacher actively pursues and maintains complex mentoring relationships (formal or informal) as a mentor (e.g. pre-service cooperating teacher). The teacher frequently seeks out teacher leadership opportunities and supports and models for colleagues to develop their leadership skills.</p>
<p>Level 3 Teacher is adequately self-reflecting, obtaining feedback from instructional leaders and/or colleagues, and using those data to assess and modify instruction.</p>	<p>Level 3 Teacher seeks out and participates in aligned professional learning opportunities to improve instructional performance, applying those professional learning experiences in the classroom.</p>	<p>Level 3 Teacher actively seeks out opportunities to engage with colleagues as both a mentor and mentee (e.g. pre-service cooperating teacher), maintaining at least one mentoring role (formal or informal). The teacher seeks out leadership opportunities in order to develop leadership skills.</p>
<p>Level 2 Teacher is inadequately self-reflective, seeking feedback from instructional leaders and/or colleagues, but not using the data to modify instruction in the way the data represents.</p>	<p>Level 2 Teacher participates in required professional learning opportunities to improve instructional performance but shows minimal evidence of applying those professional learning experiences in the classroom.</p>	<p>Level 2 Teacher maintains a passive role as a mentor or mentee (formal or informal), showing little engagement in the process. The teacher demonstrates minimal interest and skill in leadership.</p>

Level 1

Teacher is rarely self-reflective. The teacher does not or rarely seeks out or uses feedback from instructional leaders or colleagues to modify instruction.

Level 1

Teacher minimally participates in professional learning opportunities, rarely appears actively engaged during professional learning, and rarely applies learning experiences in the classroom.

Level 1

Teacher does not or rarely seeks out or maintains any role as a mentor or mentee (formal or informal) and shows neither interest nor skill in leadership.

3 STANDARD 3: PROFESSIONAL OBLIGATIONS

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 The teacher models and advocates for fair, equitable and appropriate treatment of all students and families.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Family/community feedback 	<ul style="list-style-type: none"> • Is cognizant of the need for equitable treatment of all students, including those with disabilities or other special needs; meets the individual learning needs of students and assists each student to maximize his or her learning outcome • Utilizes appropriate resources to address issues of inequality
<p>Indicator 2 The teacher models integrity in all interactions with colleagues, students, families, and the community.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Family/community feedback 	<ul style="list-style-type: none"> • Demonstrates the highest standards of professional behavior, exercises professional judgment, and acts in a courteous and sensitive manner when interacting with students, parents or guardians, staff and the community
<p>Indicator 3 The teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Teacher files 	<ul style="list-style-type: none"> • Possesses a thorough knowledge of and complies with all district/school policies, regulations, and procedures specific to his or her role and responsibilities in both teaching and extracurricular involvements

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STANDARD 3: PROFESSIONAL OBLIGATIONS

PERFORMANCE LEVELS

Indicator 1 The teacher models and advocates for fair, equitable and appropriate treatment of all students and families.	Indicator 2 The teacher models integrity in all interactions with colleagues, students, families, and the community.	Indicator 3 The teacher follows policies, regulations, and procedures specific to role and responsibilities.
<p>Level 4 Teacher models and advocates for fair, equitable, and appropriate treatment of all students and families, and works with other staff and community members to apply similar positive beliefs and behaviors toward students and families. The teacher finds and uses appropriate resources to address issues of inequality.</p>	<p>Level 4 Teacher demonstrates and models the highest level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community. The teacher takes an active role in ensuring that students and staff treat others with integrity.</p>	<p>Level 4 Teacher takes a leadership role in developing and/or enacting school- and district-level policy, regulations, and procedures, and follows all policies, regulations, and procedures specific to his or her role and responsibilities.</p>
<p>Level 3 Teacher models and advocates for fair, equitable, and appropriate treatment of all students and families. The teacher discusses issues of equity and diversity with students and staff members. The teacher finds some appropriate resources to address issues of inequality.</p>	<p>Level 3 Teacher demonstrates and models a high level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community.</p>	<p>Level 3 Teacher follows all policies, regulations, and procedures specific to his or her role and responsibilities.</p>
<p>Level 2 Teacher indicates an awareness of the need to treat all students fairly and equitably, but is inconsistent in how he or she communicates, models, and advocates for addressing the diverse needs of students and families.</p>	<p>Level 2 Teacher demonstrates a minimal level of integrity (e.g. ethical standards of the profession) with students, families, colleagues, and the community, such that the teacher behaviors minimally match ethics of the profession.</p>	<p>Level 2 Teacher follows most policies, regulations, and procedures specific to his or her role and responsibilities.</p>
<p>Level 1 Teacher appears unaware of the need to treat all students and families fairly, equitably, and appropriately. The teacher does not advocate or rarely advocates for or communicates the need to address diverse needs of students and ignores signs of unequal treatment.</p>	<p>Level 1 Teacher demonstrates little integrity (e.g. ethical standards of the profession) with students, families, colleagues, and the community.</p>	<p>Level 1 Teacher demonstrates little effort to follow policies, regulations, and/or procedures related to his or her role and responsibilities.</p>

4 STANDARD 4: FAMILY ENGAGEMENT

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Parent/Family/Student feedback 	<ul style="list-style-type: none"> • Develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable • Solicits/uses information from families about their children's learning style, strengths, and needs • Communicates academic and/or behavioral concerns to families in order to develop collaborative solutions • Uses a variety of communication modes to effectively communicate with a diverse student population
<p>Indicator 2 The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Parent/Family/Student feedback 	<ul style="list-style-type: none"> • Performs duties professionally, efficiently and effectively with honesty, integrity and fairness • Works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well being • Encourages parents/guardians to come into school or the classroom as volunteers or experts, to attend school events, and to be actively involved in the school community
<p>Indicator 3 The teacher informs and connects families and students to opportunities and services according to student needs.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source • 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Parent/Family/Student feedback 	<ul style="list-style-type: none"> • Identifies and uses district/school resources to enhance student learning • Provide information to families about participating in their child's education. • Identifies and uses community resources to enhance student learning and to provide opportunities to explore career opportunities

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STANDARD 4: FAMILY ENGAGEMENT

PERFORMANCE LEVELS

Indicator 1 The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.	Indicator 2 The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.	Indicator 3 The teacher informs and connects families and students to opportunities and services according to student needs.
Level 4 Teacher facilitates two-way communication on a regular basis with parents/guardians about the goals of instruction and student progress, using available tools that are responsive to the needs of the parents'/guardians' language. The teacher actively seeks to learn from parents/guardians' requests and insights, and incorporates feedback into instruction and communication on student progress.	Level 4 Teacher frequently facilitates discussions with colleagues on how to improve communication with all parents/ guardians and how to welcome and encourage all parents/guardians and their students to become more active members of the school community. The teacher frequently encourages parents/guardians to come into classrooms as volunteers or experts, to attend school events, and to engage in other ways in the school community.	Level 4 Teacher takes an active leadership role within the school in helping families and students throughout the school connect to a variety of services or opportunities based on the students' needs.
Level 3 Teacher facilitates two-way communication on a regular basis with parents/guardians about the goals of instruction and student progress, using available tools that are responsive to the needs of the parents'/guardians' language. The teacher listens to parents'/guardians' requests and insights, and makes some effort to incorporate feedback into instruction and communication on student progress.	Level 3 Teacher welcomes all parents/guardians and students to become more active members of the school community. The teacher encourages parents/guardians to come into classrooms as volunteers or experts and attend school events.	Level 3 Teacher regularly helps his or her students and their families connect to a variety of services or opportunities based on students' needs.
Level 2 Teacher attempts to communicate with parents/guardians on a regular basis about the instructional program and/or student progress, but is not responsive to language needs and does not attempt to include the parents'/guardians' insights and requests into instruction and communication on student progress.	Level 2 Teacher is welcoming to parents/guardians but infrequently encourages them and their students to become active members of the school community. The teacher offers little or no guidance to parents/guardians on ways in which they can participate.	Level 2 Teacher sporadically helps his or her students and their families connect to services or opportunities based on students' needs.

<p>Level 1 Teacher makes little or no attempt to communicate with parents/guardians about the instructional program or student progress.</p>	<p>Level 1 Teacher is cordial to parents/guardians when they are in the building, but makes little attempt to get them or their students to become active members of the school community.</p>	<p>Level 1 Teacher rarely helps families and students connect to services or opportunities.</p>
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STANDARD 5: STUDENT PERCEPTION INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 The students report that the teacher helps them learn.</p>	<ul style="list-style-type: none"> • Student Interview • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher Notes • Teacher pre/post conference • Direct observation • Student Interview/Survey 	<ul style="list-style-type: none"> • Designs a classroom rich in multicultural resources; creates lessons that incorporate these resources into instruction • Establishes routines to meet group/individual needs and to maximize engaged student -learning time • Provides opportunities for students to self-regulate their own learning and to problem solve prior to pursuing assistance
<p>Indicator 2 The students report that the teacher creates a safe and supportive learning environment.</p>	<ul style="list-style-type: none"> • Student Interview • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher Notes • Teacher pre/post conference • Direct observation • Student Interview/Survey 	<ul style="list-style-type: none"> • Creates a classroom atmosphere that fosters students using each other as sources of knowledge, listening to, and showing respect for others' contributions • Encourages all students to participate in class discussion and to take risks in the learning process • Involves students in setting classroom standards
<p>Indicator 3 The students report that the teacher cares about them as individuals and their goals or interests.</p>	<ul style="list-style-type: none"> • Student Interview • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher Notes • Teacher pre/post conference • Direct observation • Student Interview/Survey 	<ul style="list-style-type: none"> • Builds positive interpersonal relationships with students. • Promotes positive interpersonal relationships among students • Communicates the following messages: <ul style="list-style-type: none"> ○ You can do it ○ Effective effort leads to achievement • Assists students in setting learning goals and self-monitoring their own progress

5 STANDARD 5: STUDENT PERCEPTION

PERFORMANCE LEVELS

Indicator 1 The students report that the teacher helps them learn.	Indicator 2 The students report that the teacher creates a safe and supportive learning environment.	Indicator 3 The students report that the teacher cares about them as individuals and their goals or interests.
Level 4 Students report that the teacher continually supports self-regulated learning and is responsive to any need for assistance. The students indicate that the teacher encourages and expects students to problem solve prior to pursuing assistance.	Level 4 Students report that the teacher maintains a safe and supportive learning environment. The students indicate the teacher empowers students to have a role in maintaining a positive learning environment.	Level 4 Students report that the teacher respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher encourages, expects, and honors student self-advocacy.
Level 3 Students report that the teacher is often responsive and available to answer questions and/or to provide clarity concerning content. The students indicate that the teacher often encourages and supports self-regulated learning.	Level 3 Students report that the teacher maintains a safe and supportive learning environment. The students indicate that the teacher encourages students to take a role in maintaining a positive learning environment.	Level 3 Students report that the teacher respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher often respects and honors student self-advocacy.
Level 2 Students report that the teacher is sometimes responsive and available to answer questions and/or provide clarity, but assistance is not always helpful.	Level 2 Students report that the teacher mostly maintains a safe and supportive learning environment. The students indicate that the teacher has primary responsibility for maintaining a positive classroom environment.	Level 2 Students report that the teacher mostly respects them and shows concern for their individual background, interests, and progress. The students indicates that the teacher rarely respects and honors student self-advocacy,
Level 1 Students report that the teacher is not or rarely responsive and available to answer questions and/or to provide clarity. Students report that when the teacher does respond, it is not at all or rarely helpful.	Level 1 Students report that the teacher does not or rarely maintains a safe and supportive learning environment. The students indicate that the students play no role in maintaining a positive classroom environment.	Level 1 Students report that the teacher does not or rarely respects them and shows concern for their individual background, interests, and progress. Students indicate that self-advocacy is not respected and honored.

Four-Point Rating Scale

Level 4. The teacher is a highly effective practitioner within the classroom, successfully engaging all students through varied activities and structure that result in active participation and interest from students and evidence of significant student learning. The teacher regularly participates in the school community, demonstrates effective involvement in professional responsibilities, collaborates with most or all stakeholders, and facilitates professional learning and growth among colleagues.

Level 3. The teacher is generally an effective practitioner within the classroom, adequately creating activities and structure that result in active participation and interest from most students and evidence of student learning. The teacher participates in the school community, demonstrates adequate involvement in professional responsibilities, and collaborates with various stakeholders as required.

Level 2. The teacher is a somewhat ineffective practitioner within the classroom, creating activities and structure that result in limited participation and interest from many students and limited evidence of learning. The teacher minimally participates in the school community, performs minimal professional responsibilities, and collaborates with few stakeholders.

Level 1. The teacher is a mostly ineffective practitioner within the classroom, creating activities and structure that result in almost no participation and interest from most students and almost no evidence of learning. The teacher does not participate in the school community, performs no professional responsibilities, and does not collaborate with stakeholders.