



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Evaluation Handbook

Teachers

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Introduction

Foundations for the Standards

Both the Oakland Unified School District and the Oakland Education Association agreed on this basic premise: The purpose of the evaluation process is to (1) clearly communicate expectations; (2) provide a venue for effective communication between the evaluator/site administrator and the certificated staff member (e.g., teacher, counselor, psychologist, nurse, etc.); (3) identify needed resources to support improved performance of the certificated staff members; and (4) improve student achievement and success.

The Oakland Effective Teaching Framework (OETF) is used to evaluate teachers. The OETF is the basis for all classroom observation and is used to provide feedback to teachers and evaluate teaching practice beginning in the 2019-2020 school year. The OETF is divided into five domains of effective teaching. The first four domains describe effective teaching. The fifth domain describes professional responsibilities. The standards address the diversity of students and teachers in California schools today, and reflect a holistic, developmental view of teaching.

Additional certificated staff members (counselors, psychologists, social workers, and nurses) are evaluated using criteria based on national standards for the profession and/or requirements to obtain a California credential in the field.

Legal Requirements

A uniform system of evaluation and assessment of the performance of certificated personnel is required by law. The primary purpose of such evaluation is to assist the certificated employee and the District to improve the quality of education offered in the District. The use of the Oakland Effective Teaching Framework, aligned to the California Standards for the Teaching Profession, in the evaluation system is designed to address the development of teachers and:

- Allow prompt reflection about student learning and teaching practice;
- Formulate professional goals to improve teaching practice; and
- Guide, monitor and assess the progress of a teacher's practice toward professional goals and professional-accepted benchmarks

The Evaluation System

This section describes the evaluation process referenced in the Collective Bargaining Agreement (“CBA”). Timelines and forms noted herein are required pursuant to the **CBA (Article XIII)** and must be followed. This handbook is meant to be a guide to proper observations, evaluations and reporting consistent with the OETF, District requirements and the CBA.

Evaluation Sequence

The evaluation sequence begins on the first day of the employee's work year. For ready reference, the Evaluation Timeline table on page 5 indicates the activity required by the CBA, the timeline in which the activity must be initiated/completed and the appropriate form to use for the specific activity. The Evaluation Resources Table on page 6 lists the appropriate forms and frameworks to use for each certificated staff member. The SMARTe Goals Form will be used by all certificated staff members. Observation Form A1 and Summative Evaluation Report A2 are to be used when observing classroom teachers, including Special Education, Adult Ed, and Early Childhood Teachers. Observation Form B1 and Summative Evaluation Report B2 are to be used when observing counselors; Observation Form C1 and Summative Evaluation Report C2 are used for psychologists and social workers; and Observation Form D1 and Summative Evaluation Report D2 are used for nurses.

Each evaluatee shall specify their plan, as outlined in the SMARTe Goal Form using the online platform or the paper form included in this handbook, to achieve District standards and any District initiatives. Assistance in defining individual objectives may be found by reference to the OETF, District initiatives, certificated staff objectives, District standards, site or departmental plans, or individual job descriptions. Whether to complete the SMARTe Goal Form using the online platform or the paper form is the evaluatee's choice. If the paper form is used, the evaluator is responsible for uploading the paper form to the online platform.

Tenured employees shall be evaluated at least every two years. A random method of selection shall be used to determine the evaluatees for odd and even years as stated in Article 13.1.14 of the CBA. Probationary employees shall be evaluated annually. Each year, the Talent Division shall distribute to the sites a list of employees at the site who must be scheduled for evaluation that year. However, this does not preclude informal observation/evaluation of tenured employees throughout the year. In fact, constructive feedback is encouraged for all employees throughout the year to improve the quality of the educational program.

Certificated staff members with permanent status who have been employed at least 10 consecutive years with the District, who are also highly qualified as defined in 20 U.S.C. Section 7801(23), and whose most recent evaluation rated the employee as satisfactory in their most recent evaluation may propose an Alternative Evaluation Cycle by submitting a Self-Directed Growth Plan for approval by the evaluator (see guidance on page 10 and form on pages 51 - 52).

Certificated Staff Due for Evaluations
<ul style="list-style-type: none">● All Probationary Certificated Staff (Probationary 0, Probationary 1, Probationary 2)● Permanent/Tenured Certificated Staff members not evaluated in the prior year, and not participating in an Alternative Evaluation Cycle● Permanent/Tenured Certificated Staff members placed in continued evaluation status● Temporary Teachers and substitute teachers, including Substitute Teacher Incentive Program (StIP) substitutes, may be evaluated at the discretion of the administrator

Evaluation Timeline

Evaluation Activity	Proposed Timeline	Documents
<p>Evaluation Introduction & Handbook: Administrator conducts meeting with evaluatees to inform them of the evaluation process and to provide them with access to the Evaluation Handbook.</p>	<p>By the 10th workday for the evaluatee. (Article 13.1)</p>	<p>Evaluation Handbook, including SMARTe Goal forms</p>
<p>SMARTe Goals: Evaluatee provides completed SMARTe Goals form including Student Outcome and Professional Practice Goals to evaluator.</p>	<p>By the 18th workday after the beginning of the evaluatee's work year or the 18th day after classes begin, whichever is later. (Article 13.4.1)</p>	<p>SMARTe Goal Form (Student Outcome and Professional Practice Goals)</p>
<p>SMARTe Goal Conference: Initial conference between the evaluator and evaluatee to review SMARTe Goals forms developed by evaluatee.</p>	<p>By the 27th workday after the beginning of the evaluatee's work year or the 27th day after classes begin, whichever is later. (Article 13.4.2)</p>	<p>Completed SMARTe Goals forms</p>
<p>Pre-Observation Conference: Evaluator and Evaluatee discuss objective(s), strategies, and expected outcomes of the lesson.</p>	<p>Prior to the scheduled observation.</p>	<p>Certificated Observation Form: A1, B1, C1, or D1</p>
<p>Observations: Evaluator observes the evaluatee using the appropriate form and while taking contemporaneous notes.</p>	<p>A minimum of 3 observations is required, 2 of which must be scheduled</p>	<p>Certificated Observation Form: A1, B1, C1, or D1</p>
<p>Post-Observation Conference: Evaluator and evaluatee confer about observation including strengths and areas of growth, with a focus on improvement.</p>	<p>Within 5 workdays of the observation. (Article 13.6.1.2.)</p>	<p>Certificated Observation Form: A1, B1, C1, or D1</p>
<p>Summative Evaluation Conference: Evaluator and evaluatee meet to review summative ratings, averaged from the Certificated Observation Form ratings.</p>	<p>By the last workday in April. (Article 13.2.3.7.)</p>	<p>Summative Evaluation Report: A2, B2, C2, or D2</p>

Evaluation Resources Table

	Teachers	Counselors	Psychologists, and Social Workers	Nurses
SMARTe Goals Form	✓	✓	✓	✓
Observation Form	A1	B1	C1	D1
Summative Evaluation Report	A2	B2	C2	D2
Alternative Observation Cycle (if agreed upon)	Self-Directed Growth Plan (SDGP)	-	-	-
Evaluation Criteria	Oakland Effective Teaching Framework (OETF)	OUSD Counselor Evaluation Criteria	OUSD School Psychologist Evaluation Criteria	OUSD Nurse Evaluation Criteria
OETF Extensions	<p>For the following teachers, the OETF Extensions will be used as guidance in conjunction with the A1 form</p> <ul style="list-style-type: none"> · Early Childhood Education · Instrumental Music · Physical Education · Special Education Inclusion · Mild/Moderate Special Day Class · Moderate/ Severe Special Day Class 	-	-	-

Implementation of Evaluation System

Administrator's Responsibilities

It shall be the administrator's responsibility to:

- Advise each certificated employee of the specific assignment for which they will be evaluated and to designate who will be the evaluator of the certificated staff member;
- Hold one or more staff meetings to review evaluation policies and procedures, and to review the evaluation calendar for the year.

Evaluator's Responsibilities

It shall be the evaluator's responsibility to:

- Meet with the evaluatee to initiate the evaluation process;
- Meet with the evaluatee to establish the specific plan, as outlined in the SMARTe Goal Form, for the evaluation program.
 - Note: Teachers shall be evaluated on all indicators, however, it is the responsibility of the evaluator to assist certificated staff members in identifying a primary focus on two or three indicators to target support necessary.
- Review and approve the SMARTe Goal form submitted by the evaluatee;
- Provide assistance to the evaluatee to achieve agreed upon objectives as stated in the SMARTe Goal form, including providing support to new teachers/evaluatees in the targeted areas identified in the SMARTe Goal form.
- Make scheduled and unscheduled observations, and meet with the evaluatee for post observation conferences and completion of the observation forms and evaluation report.
- Meet legal and district calendar dates as they relate to staff evaluation.
- Provide assistance to the evaluatee to help achieve agreed upon objectives as stated in the SMARTe Goal form.
- Upload SMARTe Goal Forms to the online platform if evaluatee chooses paper format.

Evaluatee's Responsibilities

It shall be the evaluatee's responsibility to:

- Meet with the evaluator to as scheduled.
- Meet with the evaluator to establish the specific plan, as outlined in the SMARTe Goal Form, for the evaluation program.
 - Note: Teachers shall be evaluated on all indicators, however, it is the responsibility of the evaluator to assist certificated staff members in identifying a primary focus on two or three indicators to target support necessary.
- Submit tentatively complete SMARTe Goal Form, review the SMARTe Goal Form, and participate in the scheduled conferences with the evaluator.
- Conduct appropriate programs for meeting standards of performance and completing the activities.
- Meet legal and district calendar dates as they relate to the evaluation.
- Seek assistance from evaluator to achieve agreed upon objectives as stated in the Objectives and Standards of Performance form.

Joint Responsibilities

It shall be the joint responsibility of evaluator and evaluatee to:

- Meet and review the evaluation process to be followed and to reach an agreement.
- Meet periodically to assess progress.
- Meet and review in detail the Summative Evaluation Report Form.

Observation Procedure: A Formative Process

Pre-Observation Conference

The primary purpose of the pre-observation conference is to set the proper tone of open communication, reflection, and coaching for improvement during the entire observation/evaluation process.

The first observation should be a scheduled observation agreed upon by the evaluator and evaluatee. A scheduled observation requires a pre-observation conference between the evaluator and evaluatee to discuss the objective(s) and strategies of the lesson to be observed. The evaluator should determine that the strategies identified by the evaluatee are aligned with the expected outcomes of the lesson.

If the strategies do not appear to be aligned with the objectives, the evaluator should coach the evaluatee to reflect and realign objectives and strategies accordingly. The evaluator should not simply rewrite the lesson plan or strategies for the evaluatee. Similarly, the evaluator should not simply criticize the strategies.

Using the Observation Form

When evaluating the certificated staff member's performance, the evaluator should observe the lesson (teachers) or activities (additional certificated staff members) for a minimum of thirty minutes. The evaluator should use the appropriate observation form (Certificated Observation Form A1 for teachers and the appropriate B1, C1, or D1 Form for additional certificated staff members) and take notes. Contemporaneous notes are preferable to notes recorded after the observation, as the feedback to the evaluatee is more meaningful and relevant. Contemporaneous notes tend to be a more accurate reflection of what actually was observed, versus what the evaluator remembered observing if the notes are not recorded during the observation.

There should be a minimum of three observations (two of which must be scheduled) during the evaluation period in order to address all indicators (OETF) or evaluation criteria and to observe a range of an evaluatee's performance. It is recommended that at least one observation occurs by the end of December.

Observation Form Categories

The rating categories on the observation forms are aligned with the domains and indicators contained in the Oakland Effective Teaching Framework (OETF) for teachers; and with the evaluation criteria for additional certificated staff.

The goal is that all indicators (OETF) or evaluation criteria are observed at some time during the evaluation cycle. It may not be possible to observe all indicators or key elements in one observation. In that case, the evaluator and evaluatee should ensure each indicator or key element is observable during at least one of the evaluation cycle's subsequent observations.

Observation Form Ratings

The evaluator records one of the following ratings for each of the indicators or evaluation criteria observed.

Beginning (1) This rating requires evaluator recommendations for improvement.

Developing (2) This rating requires evaluator recommendations.

Proficient (3) This rating may include evaluator recommendations or commendations.

Exceeding (4) This rating requires evaluator commendations.

Observation Form Dates

The evaluator records the date of each pre-observation conference, observation, and post-observation conference in the space provided on the Observation Form (A1, B1, C1, or D1).

Observation Notes

The evaluator may use the observation form (A1 for teachers, or appropriate B1, C1, or D1 for additional certificated staff members) for taking notes during the observation or may take notes elsewhere. As previously noted, contemporaneous notes should be recorded rather than attempting to recall what was observed at a later time for recording on the observation form.

Post-Observation Conference

The post-observation conferences must occur within five (5) days of the observations. The evaluator confers with the evaluatee about what was observed during the observation and guides the evaluatee to reflect on the strengths and/or weaknesses of the lesson or activity. The evaluator starts with what the evaluatee is doing well and then identifies areas to improve. The evaluator provides descriptive details from the observation in support of the evaluator's ratings. Specific feedback in the various areas of the observation form will increase the evaluatee's awareness of strengths and develop ways to improve.

The emphasis of the post-observation conference is on improving. With a positive approach, the evaluatee should clearly understand the expectations, feel free to ask for and receive support, and immediately implement strategies discussed during the post-observation conference. The evaluator allows time for the evaluatee to respond, to explain, and to discuss mitigating circumstances and to identify effective improvement strategies.

After discussing the observation, the evaluatee shall be given the opportunity to respond in writing and is asked to sign the observation form. If the evaluatee refuses to sign the observation form, the evaluator should have someone witness that the unsigned form was provided to the evaluatee. A notation that the evaluatee refused to sign shall be recorded on the form. After the witness signs the observation form, a copy of the form with the evaluator's notation and the witness' signature shall be provided to the evaluatee.

Evaluation of Substitutes

A site administrator may evaluate a substitute using the Certificated Observation Form A1 and the Certificated Evaluation Report A2 and check the box indicating 'substitute'. A substitute who has served in the same assignment for eighteen (18) or more consecutive days may be evaluated; this includes Substitute Teacher Incentive Plan (STIP) substitutes.

Peer Assistance and Review Program (PAR)

The Peer Assistance and Review Program (PAR) has been established pursuant to the State Education Code and the Collective Bargaining Agreement. The purpose of PAR is to ensure that TK-12 teachers who are experiencing difficulties with their performance can benefit from the assistance and review of colleagues. Peer assistance may be provided to a beginning teacher or a permanent teacher who volunteers and is accepted into the program.

An evaluator who issues two or more "beginning" ratings in any of the four domains as identified in the Evaluation Form shall refer the permanent teacher to PAR. The evaluator shall provide the PAR Joint Committee a copy of the unsatisfactory evaluation and appropriate documentation.

A permanent teacher with an unsatisfactory evaluation and who is referred to PAR is required to participate in PAR as an intervention. A teacher who is referred to PAR and objects to such participation may request to appear before the PAR Joint Committee to explain the teacher's point of view regarding the procedurally inappropriate unsatisfactory evaluation. Notwithstanding a participants/evaluatees objection to the PAR referral, the Joint Committee shall assign a consulting teacher (CT). For more information *see Article 25.4.2.3*.

Implementation of Alternative Evaluation Cycle

According to Article 13.1.4.2, certificated staff members meeting the criteria below may be evaluated on an alternative evaluation cycle to support their continuous improvement and contributions to colleagues, if agreed upon with the evaluator. Certificated staff members participating in this alternative evaluation cycle must complete a mutually agreed upon yearlong alternative project. If mutually agreed upon, the project period may exceed one year. The evaluatee must be evaluated at least every five years. Should either the evaluator or evaluatee withdraw consent, notice shall be given prior to the first meeting scheduled under Article 13.3.2.

Criteria for Participation

Certificated staff participating in an alternative evaluation cycle must be:

- Permanent status as an OUSD employee
- Employed with the OUSD district for at least 10 consecutive years
- Highly qualified as defined in 20 U.S.C. Section 7801(23)
- Rated as meeting or exceeding standards according to the most recent evaluation

Evaluatee's Responsibilities

It shall be the evaluatee's responsibility to:

- Design a yearlong Self-Directed Growth Plan
- Implement the agreed-upon Self-Directed Growth Plan (SDGP)
- Notify the evaluator if withdrawing consent prior to the first meeting scheduled under Article 13.3.2.
- Maintain timeline as stated in the SDGP's Instructional Plan

Administrator's Responsibilities

It shall be the administrator's responsibility to:

- Notify the evaluatee if withdrawing consent prior to the first meeting scheduled under Article 13.3.2.
- Evaluate the evaluatee at least every five years

Joint Responsibilities

- Meet and review the Self-Directed Growth Plan and to reach an agreement

Teacher Evaluation Resources

Oakland Effective Teaching Framework

Domain 1: Plans and Prepares Rigorous Standards Aligned Lessons	
1A Plans a Clear Purpose for Learning	1A.1 Establishes standards-aligned content and language objectives
	1A.2 Establishes aligned criteria for mastery
1B Plans Meaningful and Equitable Instruction	1B.1 Plans meaningful tasks that require student ownership
	1B.2 Plans for student communication and collaboration
	1B.3 Plans support for equitable engagement and access for ALL for students
Domain 2: Builds a Supportive and Challenging Learning Environment	
2A Promotes an Environment of Respect and Rapport	2A.1 Builds a positive and respectful classroom community where ALL students are valued
	2A.2 Uses Culturally Responsive Teaching practices to ensure the cognitive and emotional development of all students.
2B Establishes a Culture for Learning	2B Builds a growth mindset -focused learning environment
2C Establishes Behavioral Expectations and Routines	2C Builds and maintains classroom routines that maximize learning time
Domain 3: Teaches to Ensure Ownership and Mastery for ALL Students	
3A Establishes a Clear Purpose for Learning	3A Clearly communicates the content and language objectives and criteria for mastery
3B Engages Students in Meaningful Tasks	3B.1 Engages students in meaningful tasks that require student ownership
	3B.2 Uses instructional strategies to support equitable engagement and access for ALL students
3C Fosters Communication and Collaboration Skills	3C.1 Models and ensures use of academic language
	3C.2 Uses questioning strategies that require the use of evidence and elaboration
	3C.3 Develops student collaboration and communication
3D Assesses Student Learning	3D Monitors and supports student progress towards mastery of content and language objectives
Domain 4: Reflects and Revises to Improve Student Outcomes	
4A Reflects and Revises to Improve Student Outcomes	4A Reflects on student outcomes to assess effectiveness and determine next steps
Domain 5: Professional Responsibilities	
5A Grows and Develops Professionally	5A Develops practice through goal setting and professional learning
5B Collaborating with Families	5B Builds and maintains relationships with families as partners in student success
5C Participating in a Professional Community	5C.1 Builds productive relationships with colleagues that support student success
	5C.2 Demonstrates ethics while interacting with colleagues and students
5D Compliance for Special Education*	5D Fulfills legal responsibilities for students with IEPs

Domain 1: Plans and Prepares Rigorous Standards-Aligned Lessons*

1A Plans a Clear Purpose for Learning

Indicators	Beginning	Developing	Exceeding = ALL elements of Proficient + at least ONE element of Exceeding	
			Proficient	Exceeding
1A.1 Establishes standards aligned content and language objectives	<u>Content objectives:</u> <ul style="list-style-type: none"> Are not measurable; listed as activities/agenda items rather than student learning outcomes. Reflect low cognitive challenge that is not aligned to grade-level district standards. Do not describe how students will use language to demonstrate content knowledge and/or skill aligned to the objective. (no language objective is present). 	<u>Content and language objectives:</u> <ul style="list-style-type: none"> Are somewhat measurable and/or the specific learning outcome for the lesson is unclear. Reflect moderate cognitive challenge that is somewhat aligned to grade-level district standards. Attempts to describe how students will use language but may not be aligned to the content objective or skill. 	<u>Content and language objectives:</u> <ul style="list-style-type: none"> Are specific, clear, measurable and student-oriented. Reflect significant cognitive challenge aligned to grade-level district standards.* describe how students will use language (vocabulary grammar features, functions) to demonstrate content knowledge or skill. 	<u>Content and language objectives:</u> <ul style="list-style-type: none"> Reflect application of significant content and skills in- and outside the classroom, through use of interdisciplinary curriculum, linked learning practices, authentic audience, etc. Incorporates Social and Emotional Learning Standards (SEL) to support character and promote academic success.
Observable Evidence	<ul style="list-style-type: none"> Content and language objectives may be combined or separate. Objective(s) includes active verbs to name functions/purposes for learning and specifies target language necessary to complete the task (discuss, articulate, read, listen for). Objective(s) articulates the academic language functions and skills that they need to master to fully participate in the lesson and meet the grade-level content standards (Inquiry, Compare/Contrast, Elaborate, Summary, Cause/Effect, Sequencing etc.). Objective(s) includes clear connection to District instructional standards Objective(s) demonstrate how Social and Emotional Learning standards are incorporated into criteria for success. 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Instructional outcomes may reference IEP goals, and/or alternative standards that address real-world life and adaptive functioning skills. Instructional outcomes may be modified and/or adapted for individual students. 			

* **District Standards** include [Common Core State Standards](#), [Next Generation Science Standards](#), [English Language Development Standards](#), and [Social Emotional Learning Standards \(SEL\)](#)

Domain 1: Plans and Prepares Rigorous Standards-Aligned Lessons*

1A Plans a Clear Purpose for Learning

Indicators	Beginning	Developing	<i>Exceeding = ALL elements of Proficient + at least ONE element of Exceeding</i>	
			Proficient	Exceeding
1A.2 Establishes aligned criteria for mastery	<ul style="list-style-type: none"> The teacher's instructional plans include limited or no criteria by which student learning will be assessed and/or plans assess activity completion rather than student learning. The teacher's instructional plans include limited or no methods for communicating criteria for mastery of the content and/or language objectives. The teacher's instructional plans include limited or no plans for formative assessment aligned to content and language objective(s) OR plans may include formative assessment focused on activity completion rather than student learning. 	<ul style="list-style-type: none"> The teacher's instructional plans include criteria to assess levels of student learning that are vague or partially aligned with the content and/or language objectives. The teacher's instructional plans include methods for communicating criteria for mastery of the content and /or language objectives that vaguely describe expectations for student success. The teacher's instructional plans include formative assessments partially aligned to content and/or language objectives that will yield generic data about student learning. 	<ul style="list-style-type: none"> The teacher's instructional plans include clear criteria to assess levels of student mastery of the content and language objectives. The teacher's plans for communicating criteria for mastery of the content and language objectives clearly describe expectations for student success and may include models, rubrics, or tools to illustrate what success will look like, including the level of academic language required. The teacher's instructional plans include formative assessments aligned to the content and language objectives that can yield actionable data about student progress toward the short- and long-term objectives. 	<ul style="list-style-type: none"> The teacher's instructional plans include effective structures/strategies to solicit and incorporate student voice into the assessment criteria. The teacher's instructional plans provide time for students to assess their own work against the criteria for mastery and establish next steps for advancing their own learning toward mastery.
Observable Evidence	<ul style="list-style-type: none"> Instructional plan shows how the teacher will use assessment strategies and instruments appropriate to the learning outcomes being evaluated (conferring, oral/written presentation, performance rubric, questioning strategies, etc.). Instructional plan provides opportunities for students to think about, discuss, or evaluate and monitor their progress towards content mastery. (SEL) Instructional plan shows the use of rubrics and guidelines to evaluate work in progress. Instructional plans include a clear plan to address language demands and opportunities. Instructional plans include a clear plan to articulate content-language objective and criteria for mastery to and with students. Instructional plans provide opportunities for students to self-review and/or peer review. (SEL) 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Students' IEPs and 504 accommodations are up-to-date and adequately address the criteria by which students' learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes. Teacher's instructional plans reference IEP goals/504 accommodations, and/or alternative standards that address real-world life and adaptive functioning skills. Teacher's instructional plans should be modified and/or adapted for individual students. 			

Domain 1: Plans and Prepares Rigorous Standards-Aligned Lessons*

1B Plans Meaningful and Equitable Instruction

Indicators	Beginning	Developing	Exceeding = ALL elements of Proficient + at least ONE element of Exceeding	
			Proficient	Exceeding
1B.1 Plans meaningful tasks that require student ownership	<ul style="list-style-type: none"> • Few or none of the tasks and materials are aligned to grade-level standards or the objectives. • Tasks lack adequate structure and/or present few or no opportunities for students to apply challenging content and skills. • Tasks represent inappropriately low levels of DOK and require little to no justification/explanation of student thinking. 	<ul style="list-style-type: none"> • Some of the tasks and materials are aligned to grade-level standards and the objectives. • Tasks are structured to require students to spend some of the time applying challenging content and skills (reading, writing, discussing, analyzing, problem-solving etc.). • Tasks represent moderately appropriate levels of DOK and require some justification/explanation of student thinking. 	<ul style="list-style-type: none"> • Most or all tasks are aligned to grade-level standards and both content and language objectives. • Tasks are structured to require students to spend the majority of the time applying challenging content and skills (reading, writing, discussing, analyzing, problem-solving etc.). • Tasks represent appropriately high levels of DOK and consistently require students to justify/explain their thinking. 	<ul style="list-style-type: none"> • Tasks and materials can be personalized for each student. • Teacher has designed choice or open selection for students in a way that meaningfully enhances student mastery.
Observable Evidence	<ul style="list-style-type: none"> • Tasks are aligned to the content and language objectives. • Tasks require students to engage in high-level analysis, explanation and/or written response to complex texts OR to solve problems for real-world scenarios or applications. • Tasks offer several ways for students to approach and demonstrate learning (i.e. different activities/questions/modes of expression or performance for students to choose from). (SEL) • Instructional plan facilitates students' use of available technologies to support and/or advance their learning and to explore important ideas. • Instructional plan allows a significant amount of time for students to practice, internalize, and apply content-specific learning strategies. • Tasks are framed to indicate their cognitive function. 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> • Students' IEPs and 504 accommodations are up to date and adequately address the criteria by which students' learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes. • Teacher's instructional plans reference IEP goals/504 accommodations and/or alternative standards that address real-world and adaptive functioning skills. • Teacher's instructional plans should be modified and/or adapted for individual students. 			

Domain 1: Plans and Prepares Rigorous Standards-Aligned Lessons*

1B Plans Meaningful and Equitable Instruction

Indicators	Beginning	Developing	<i>Exceeding = ALL elements of Proficient + at least ONE element of Exceeding</i>	
			Proficient	Exceeding
1B.2 Plans for student communication and collaboration	<ul style="list-style-type: none"> ● The teacher’s instructional plans do not explicitly include academic language. ● The teacher’s instructional plans include limited questions/prompts OR questions are low level (basic recall) and do not support students in mastery of the content and/or language objective(s). ● The teacher’s instructional plans include limited or incidental groupings for student communication and collaboration, but the design and structures are not clear or only partially support the content and/or language objective. 	<ul style="list-style-type: none"> ● The teacher’s instructional plans include explicit academic language but opportunities for students to practice/apply are vague. ● The teacher’s instructional plans include questions/prompts that require moderate level thinking and somewhat support students in mastery of the content and language objective. ● The teacher’s instructional plans include groupings for communication and collaboration, but there is a <u>mismatch</u> between the structure and instructional objective/student needs, or the plans <u>only partially support</u> the content and language objectives. 	<ul style="list-style-type: none"> ● The teacher’s instructional plans include explicit academic language connected to the content and language objectives and provide opportunities for students to practice/apply new language. ● The teacher’s instructional plans include questions/prompts that encourage diverse perspectives, advance higher-level thinking, and support students in mastery of the content and language objectives. ● The teacher’s instructional plans include clear expectations and various groupings for communication and collaboration that clearly support the content and language objectives. 	<ul style="list-style-type: none"> ● The teacher’s instructional plans include the structures for students to flexibly group themselves during the lesson to meet individual student needs. ● The teacher’s instructional plans position students as facilitators and developers of classroom discussions and/or collaborative structures to advance higher-level thinking and support mastery of the content and language objectives.
Observable Evidence	<ul style="list-style-type: none"> ● Role, duration, and accountability of tasks foster collaboration and communication. (SEL) ● Instructional plan explicitly names opportunities for academic vocabulary to be used and supported. ● Instructional plan includes cognitively challenging discussion opportunities that allow for teacher and student facilitation that support ALL learners. (SEL) ● Instructional plan includes varied structures for student groupings for Academic Discussions that are designed to deepen learning. (SEL) 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> ● Students’ IEPs and 504 accommodations are up-to-date and adequately address the criteria by which students’ learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes. ● Teacher’s instructional plans reference IEP goals/504 accommodations and/or alternative standards that address real-world and adaptive functioning skills. ● Teacher’s instructional plans should be modified and/or adapted for individual students. 			

Domain 1: Plans and Prepares Rigorous Standards-Aligned Lessons*

1B Plans Meaningful and Equitable Instruction

Indicators	Beginning	Developing	<i>Exceeding = ALL elements of Proficient + at least ONE element of Exceeding</i>	
			Proficient	Exceeding
1B.3 Plans support for equitable engagement and access for ALL students	<ul style="list-style-type: none"> The teacher’s instructional plans show limited or no evidence of incorporating student interests, prior knowledge, and culturally responsive pedagogy into lesson content/design to engage students in learning. The teacher’s instructional plans are designed for the class as a whole, without differentiation to address student needs. The teacher’s instructional plans do not address common student misconceptions or provide strategies to support or correct misconceptions. 	<ul style="list-style-type: none"> The teacher’s instructional plans superficially incorporate student interests, prior knowledge, and culturally responsive pedagogy into lesson content/design to engage students in learning. The teacher’s instructional plans indicate that the lesson will be superficially differentiated based on some knowledge of student need. The teacher’s instructional plans address common student misconceptions, but include limited strategies to address and correct misconceptions. 	<ul style="list-style-type: none"> The teacher’s instructional plans incorporate student interests, prior knowledge, and culturally responsive pedagogy into lesson content/design to engage students in learning. The teacher’s instructional plans indicate that the lesson will be differentiated based on knowledge of students’ academic readiness, academic language levels, diverse cultural backgrounds, and cognitive, social, emotional, and physical development. The teacher’s instructional plans anticipate student misconceptions and include strategies to support students to recognize and correct these misconceptions. 	<ul style="list-style-type: none"> The teacher’s instructional plans integrate connections to relevant, meaningful and real-life contexts, to provide opportunity for students to critically analyze bias, stereotyping, and assumptions. The teacher’s instructional plans provide an effective structure for students to uncover and correct their own misconceptions for deeper learning.
Observable Teaching Practices	<ul style="list-style-type: none"> Instructional plans pull out the language demands that must be addressed for ELLs and Academic Language Learners to fully access the task. Instructional plan includes scaffolds and strategies for ELLs that address language demands without reducing cognitive demand. Strategies may include gestures, TPR, pre-annotated text, chunking of text, visuals, realia, Thinking Maps, pre-teaching vocabulary Instructional plans differentiate supports for various language proficiency levels (substantial for emerging, moderate for expanding and light for bridging levels). Instructional plans utilizes students’ primary language(s) when possible. Instructional plan is designed with a philosophical stance of Culturally Responsive Teaching (SEL) Instructional plan includes modifications and scaffolds for students’ individual cognitive, social and physical development that matches students’ instruction with their pattern of abilities. (SEL) 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> The teacher’s instructional plans include knowledge of individual students’ instructional needs and ability based on IEP goals and/or 504 Plan The teacher’s instructional plans include specific and appropriate modifications to match individual students needs and/or goals. Teacher’s instructional plans may include student grouping that are teacher facilitated. Teacher’s instructional plans include strategies or structures that are carefully selected to support student output and generate student interaction aligned to learning targets. The teacher’s instructional plans include strategies to minimize behavioral distractions/disruptions and are designed to facilitate engagement and academic achievement 			

Domain 2: Builds a Supportive and Challenging Learning Environment				
2A Promotes an Environment of Respect and Rapport				
Indicators	Beginning	Developing	<i>Exceeding = ALL elements of Proficient + at least ONE element of Exceeding</i>	
			Proficient	Exceeding
2A.1 Builds a positive and respectful classroom community where all students are valued	<ul style="list-style-type: none"> Teacher does not actively foster positivity or fosters minimal positivity through classroom movement, body language and/or eye contact and smiling, OR teacher may respond only to misbehavior. Teacher reacts ineffectively to or ignores some inflammatory situations including put downs, biased comments, foul language, bullying, etc. Patterns of classroom interactions between teacher/students and among students are mostly negative, inappropriate, or insensitive to students' ages, cultures, or developmental levels. 	<ul style="list-style-type: none"> Teacher partially creates positivity by inconsistently visiting areas of the classroom in a physically warm way and/or through eye contact and smiling with most students. Teacher responds inconsistently to inflammatory situations including put downs, biased comments, foul language, bullying, etc. Patterns of classroom interactions between teacher/students and among students, are generally appropriate but may reflect occasional negativity, favoritism, and/or disregard for students' ages, cultures, and developmental levels. 	<ul style="list-style-type: none"> Teacher creates positivity by consistently visiting all areas of the classroom in a physically warm way and/or through eye contact and smiling with all students. Teacher proactively addresses, through a variety of means, any inflammatory situation including put downs, biased comments, foul language, bullying, etc. Interactions between teacher/student and among students are consistently positive and respectful of the diverse cultural norms and identities of all students. 	<ul style="list-style-type: none"> Students demonstrate a high regard, respect, and trust in their teacher through open body posture, smiling, and laughter. Interactions among students demonstrate a high regard and respect for one another reflecting genuine trust, caring and warmth modeled by the teacher.
Observable Teaching Practices	<ul style="list-style-type: none"> Uses body language and nonverbal cues to acknowledge students individually and convey warmth and respect (SEL). Uses proximity to convey concern and engagement with students' learning process as well as life outside of the classroom. Greets students at the door, calls them by name 			
Observable Student Behaviors	<ul style="list-style-type: none"> Supports peers and offers assistance and encouragement (SEL). Listens and focuses on teacher or peers when they are speaking (SEL). Describes teacher as someone who knows them and is interested in them (when prompted) (SEL). 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Student/student interaction may be limited. Teacher may need to incorporate additional scaffolds to support social skills and positive interactions between students. 			

Domain 2: Builds a Supportive and Challenging Learning Environment

2A Promotes an Environment of Respect and Rapport

Indicators	Beginning	Developing	<i>Exceeding = ALL elements of Proficient + at least ONE element of Exceeding</i>	
			Proficient	Exceeding
2A.2 Uses Culturally Responsive Pedagogy to ensure the cognitive and emotional development of all students.	<ul style="list-style-type: none"> The teacher rarely acknowledges students' identities and perspectives. The teacher rarely provides evidence of their awareness for students' community and culture. The teacher rarely employs culturally responsive learning tools (e.g. story, song, movement, repetition, etc.) to assist students in processing new information, OR attempts are not grounded in rigorous content. 	<ul style="list-style-type: none"> The teacher inconsistently indicates acceptance of students' identities and perspectives. The teacher provides limited/partial evidence of awareness of students' community and culture. The teacher inconsistently employs culturally responsive learning tools (e.g. story, song, movement, repetition, etc.) to partially assist students in processing rigorous new content. 	<ul style="list-style-type: none"> The teacher consistently validates and affirms diverse student identities and perspectives. The teacher provides consistent evidence of awareness of students' community and culture through lesson examples, mental models, discussion prompts, curricular resources, visuals and/or artifacts. The teacher successfully employs culturally responsive learning tools (e.g. story, song, movement, repetition, etc.) to assist students in processing rigorous new content. 	<ul style="list-style-type: none"> Students also assume ownership of cultural competence in the classroom, validating and affirming the cultural identities and perspectives of others in and beyond their classroom. Students cite (when prompted) feeling that their cultural background and day-to-day reality outside of the classroom inform the teacher's lessons and actions within the classroom.
Observable Teaching Practices	<ul style="list-style-type: none"> Accepts different registers of language and explicitly teaches their appropriate use in different contexts (code-switching) (SEL). Incorporates non-linguistic representations into lessons and encourages them from students as well. Uses curriculum that describes historical and/or political events from a range of racial, ethnic, cultural, gender, and language perspectives. Uses and provides access to a variety of multicultural materials (e.g., literature, resources, toys/games, artifacts, realia, current events) that reflect students' cultures and/or other cultures for students to learn about. Knows what interests individual students and builds lessons than incorporate those specific student interests. Addresses systems of power and privilege, even in mono-cultural classrooms, in a way that decreases bias and increases equity (SEL). Uses ritual, recitation, repetition, and rhythm, among other strategies, to support students in processing new information. Incorporates cultural learning tools of memory, patterns and puzzles, talk and word play, and perspectives to engage students. Incorporates music into the lesson as background for student thinking or to indicate transition and movement time. Notices and responds when specific students are not engaged in the lesson and finds ways to re-engage them. 			
Observable Student Behaviors	<ul style="list-style-type: none"> Make connections between curriculum and personal community and culture. Describe classroom as a place where their cultural background or native language feels accepted (when prompted) (SEL). Describe teacher as someone who knows and is interested in them (when prompted) (SEL). Creates mnemonic devices to help them remember new content. Utilizes non-linguistic representations of content in addition to linguistic representations. 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> The teacher's instructional plans purposefully incorporate the culture of disability into lesson content/design, including accommodations based on IDEA (Individuals with Disabilities Education Act). 			

Domain 2: Builds a Supportive and Challenging Learning Environment

2B Establishes a Culture for Learning

Indicators	Beginning	Developing	<i>Exceeding = ALL elements of Proficient + at least ONE element of Exceeding</i>	
			Proficient	Exceeding
2B Builds a growth-mindset focused learning environment	<ul style="list-style-type: none"> The teacher's words and actions provide little or no encouragement for effort, convey low expectations for students' ability and convey a negative attitude towards learning. Teacher provides little or no encouragement in the face of difficulty. The learning environment provides a limited sense of safety for students to take risks, offer opinions or share alternate perspectives. Social Emotional Learning instruction/strategies are minimal or lacking. 	<ul style="list-style-type: none"> The teacher's words and actions partially or selectively convey the value of learning and the belief in student ability. Teacher inconsistently provides encouragement in the face of difficulty. The learning environment inconsistently promotes an atmosphere of safety for students to take risks, offer opinions, and share alternate perspectives. Social Emotional Learning strategies are partially observable or are not integral to teaching and learning. 	<ul style="list-style-type: none"> The teacher's words and actions fully convey the value of learning, and the belief in student ability. Students are encouraged to persevere in producing high quality work. The learning environment promotes a culture of safety for students to take risks, offer opinions, and share alternate perspectives. Social Emotional Learning is explicitly taught and/or artifacts are observable and integral to teaching and learning. 	<ul style="list-style-type: none"> Students assume ownership of learning, support each other in taking risks and persist in the face of difficulty. The teacher uses examples of students' past challenges and successes to build confidence and self-efficacy.
Observable Teaching Practices*	<ul style="list-style-type: none"> Recognizes and celebrates student academic progress and process (e.g., round of applause, certification of success, parent notification). Helps to build empathy towards classmates (through morning meeting or connecting to fictional characters). Uses growth mindset language like "persevere" to describe the class's efforts to meet a challenging demand. Acknowledges persistence verbally or by tracking visually Provides experiences where teamwork and taking care of each other are learned, practiced, expected, and discussed. Models having a growth mindset (e.g. "I don't understand that YET"). The teacher uses personalized examples of past challenges that were successfully overcome to build student self-efficacy. Values mistakes as essential components of the learning process and selectively shares his/her own learning vulnerabilities. 			
Observable Student Behaviors*	<ul style="list-style-type: none"> Most students engage in lesson or become engaged when prompted by teacher. Articulates the counter-narrative to the negative self-talk they may experience Relies on a song or mantra with a growth mindset message to keep focus (e.g., NAS' "I know I Can") Reflect on their progress and process as learner. Can articulate strategies they can use when they are challenged. Ask for help when needed. Can use accurate words to describe their emotions beyond "mad," "sad," or "glad." 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Students may have challenges understanding abstract concepts and perseverance of task. Recognition of learning styles, preferred modalities, and multiple intelligences in fostering "ability awareness." Teacher incorporates additional aids to support perseverance and social emotional learning (e.g., visual aids, tangible rewards systems, use of prompts/visual cues to get started, etc.) Students/student interactions may include therapeutic supports that promote social emotional learning. 			

**All observable teaching practices and student behaviors are exemplars of SEL*

Domain 2: Builds a Supportive and Challenging Learning Environment

2C Establishes Behavioral Expectations and Routines

Indicators	Beginning	Developing	<i>Exceeding = ALL elements of Proficient + at least ONE element of Exceeding</i>	
			Proficient	Exceeding
2C Builds and maintains classroom routines that maximize learning time	<ul style="list-style-type: none"> ● Teacher’s expectations for student behavior are minimal, lacking, or inappropriate (i.e. a mismatch between intention and impact of expectations.) ● Students need frequent reminders of routines and procedures that are heavy with consequences and/or student misbehavior significantly detracts from overall learning. ● Classroom procedural routines are minimal or lacking, resulting in most students disengaged from the learning tasks. 	<ul style="list-style-type: none"> ● The teacher sets appropriate expectations for student behavior but expectations are inconsistently communicated and/or applied. ● Teacher acknowledges positive behaviors and inconsistently responds to disruptive behavior. Student misbehavior interferes with overall learning time. ● Classroom procedural routines are somewhat effective, resulting in some students completing the task. 	<ul style="list-style-type: none"> ● The teacher consistently communicates high expectations for student behavior that support a learning community. ● Teacher focuses on positive student behavior and purposefully recognizes positive behavior to reinforce expectations. ● Classroom procedural routines are clear, effective, culturally responsive, and largely maximize allotted learning time. 	<ul style="list-style-type: none"> ● Students act as leaders in developing and maintaining classroom norms and procedural routines, which maximize instructional time. ● Students have internalized norms, procedures and routines to maintain a supportive learning environment that builds on student strengths.
Observable Teaching Practices*	<ul style="list-style-type: none"> ● There are visual reminders of classroom procedural and cognitive routines posted in the classroom. ● Teacher verbally reflects back to students their progress in meeting behavioral expectations. ● Teacher uses a consistent visual or audio signal for attention (e.g., call and response, bell, chime, hand signal, etc.) ● Teacher elicits the help of students to enact classroom procedural routines wherever possible (e.g., passing out papers, checking homework, etc.). ● Teacher redirects students by moving into close proximity and speaking to the individual rather than calling them out in front of other students ● Positive narration is utilized. ● Teacher utilizes a behavior modification and /or reinforcement system that builds student capacity to thrive in a collaborative classroom. ● Teacher reinforces routines and expectations by grounding them in their learning purpose. 			
Observable Student Behaviors*	<ul style="list-style-type: none"> ● All students follow direction. ● Students know the procedure for all classroom routines (e.g., using the bathroom, asking a question, getting supplies, etc.). ● Students know which cognitive routines suit their learning needs and employ them regularly to incorporate new understandings. ● Students are focused on the learning task. ● Students support each other to abide by a shared set of expectations. ● Students do not need reminders of routines and procedures and hold each other accountable to classroom rule 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> ● Students may have varied skills in managing their own behavior. Evidence is present that teacher proactively addresses student behavior needs. ● All transitions and routines are emphasized and taught through multiple repetitions and supported by graphic representation of behavior expectations. Transitions can trigger behaviors; however, teacher has supports in place to address these behaviors. ● Behaviors are managed through inclusionary practices within the classroom rather than relying on outside interventions, save exceptional situations 			

Domain 3: Teaches to Ensure Ownership and Mastery for ALL Students

3A Establishes a Clear Purpose for Learning

Indicators	Beginning	Developing	Exceeding = ALL elements of Proficient + at least ONE element of Exceeding	
			Proficient	Exceeding
3A Clearly communicates the content and language objectives and criteria for mastery	<ul style="list-style-type: none"> The objective is not expressed during the lesson OR the objective is low quality*. The teacher does not establish connections between the lesson's content objective, learning goals, and long-term learning objectives. The teacher does not articulate criteria for successfully demonstrating mastery of the lesson's content objective(s), OR expectations are expressed as task completion. 	<ul style="list-style-type: none"> The teacher shares a content and/or language objective that meets some criteria for quality* with students. The teacher makes vague connections between the lesson's content and language objective(s), learning goals, and long-term learning objectives. The teacher partially expresses the criteria for successfully demonstrating mastery of the lesson's content and languages objective(s) but expectations for work quality is somewhat vague. 	<ul style="list-style-type: none"> The teacher shares quality content and language objective(s)* with students and refers to it throughout the lesson. The teacher clearly communicates to students how the content and language objective(s)** are situated within the current learning to support mastery of long-term learning objectives. The teacher clearly articulates the criteria for successfully demonstrating mastery of the lesson's content and language objective(s)** and provides models/exemplars/rubrics as appropriate. 	<ul style="list-style-type: none"> Students are able to make meaning of the objective on their own. Students make personal connections to new content and establish their own authentic purpose for learning.
Observable Teaching Practices	<ul style="list-style-type: none"> The learning target is written on the board or is a part of projected presentation. Teacher or student reads the learning target aloud. Discusses the learning target and its significance, connecting it to previous lesson and/or big picture. Uses a student model or creates a mock model to demonstrate the criteria for mastery. Uses rubrics to communicate in writing the criteria for a given learning target or mastery assignment. Presents visuals of content-language objective(s). 			
Observable Student Behaviors	<ul style="list-style-type: none"> Reads the learning target aloud to the class or to a partner. Writes the learning target in their agenda or other graphic organizer. Can articulate the significance of the learning target and its connection to the larger unit. Can assess whether they met the learning target by the end of the period. Describes the criteria for successfully mastering the learning target. 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Teacher may use multiple modes to communicate learning targets (e.g., oral expression, use of pictures, gestures, etc.). Teacher supports students in articulating what they are learning. Teacher develops varied criteria for mastery for individual students based on learning needs and clearly communicates criteria to individual students. Learning targets can be individualized instead of whole group. 			

* Refer to Indicator 1A.1 for a description of quality content-language objectives.

** When a content and/or language objective is not present, consider stated objective

Domain 3: Teaches to Ensure Ownership and Mastery for ALL Students

3B Engages Students in Meaningful Tasks

Indicators	Beginning	Developing	Exceeding = ALL elements of Proficient + at least ONE element of Exceeding	
			Proficient	Exceeding
3B.1 Engages students in meaningful tasks that require student ownership	<ul style="list-style-type: none"> At any point in the lesson, few students are actively and intellectually engaged, with the remaining students allowed to be passive or merely compliant. Tasks have no clearly defined structure, and/or the teacher's pacing is so slow or rushed that most students do not have sufficient time for meaningful practice within the lesson. Tasks lack appropriate cognitive challenge and do not require students to share their thinking in support of the content-language objective. 	<ul style="list-style-type: none"> At any point in the lesson, some students are actively and intellectually engaged, with the remaining students allowed to be passive or merely compliant. Tasks have recognizable structure and allow some students sufficient time for meaningful practice. Tasks represent moderate cognitive challenge and require students to state their thinking in support of the content and language objectives. 	<ul style="list-style-type: none"> At any point in the lesson, most students are actively and intellectually engaged, with few students allowed to be passive or merely compliant. Tasks have clear structure and allow most students sufficient time for meaningful practice (i.e. reading, writing, discussing, analyzing, problem-solving or applying concepts) in order to support mastery of the content and language objectives.* Tasks represent significant cognitive challenge and require students to justify their thinking in support of the content and language objectives.* 	<ul style="list-style-type: none"> Students have access to choice or open selection in a way that meaningfully enhances student mastery. When prompted, students can cite the significance of the task and what excites them about it.
Observable Teaching Practices	<ul style="list-style-type: none"> Provides multiple reading sources and/or media for students to synthesize and identify themes across the artifacts. Seeks out an authentic audience for given task (e.g., policy paper, letters to Congress, student anthology, digital stories, blogs, PSAs, etc.). Provides sufficient time for all students to engage in productive struggle with content and develop deep understanding. (SEL) Provides opportunities for students to transfer higher-level thinking from speaking and thinking aloud to writing, including: peer critiques, peer editing and online collaboration. 			
Observable Student Behaviors	<ul style="list-style-type: none"> Apply information inferred from text, facts and/or new data. Provide reasoning behind their answers, regardless of whether answers are correct and typically before indicating if answers are correct or not. Demonstrate the ability to apply skills or understanding in different contexts when presented with new, unfamiliar tasks. 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Instructional grouping arrangements are matched with student development and need (e.g., structure, role, duration, etc.). Teacher scaffolds students' participation in-group work. Every student has a clear role and/or responsibility for producing something that shows his or her thinking. 			

* When a content and/or language objective is not present, consider stated/written objective

Domain 3: Teaches to Ensure Ownership and Mastery for ALL Students

3B Engages Students in Meaningful Tasks

Indicators	Beginning	Developing	<i>Exceeding = ALL elements of Proficient + at least ONE element of Exceeding</i>	
			Proficient	Exceeding
3B.2 Uses instructional strategies to support equitable engagement and access for ALL students*	<ul style="list-style-type: none"> The teacher does not modify/extend instructional methods, content, lesson process and/or products to support students' needs. The teacher does not surface or address students' challenges and misconceptions during the lesson. Teacher's instructional practices do not engage most students. 	<ul style="list-style-type: none"> The teacher attempts to modify/extend instructional methods, content, lesson processes and/or products, but differentiation only superficially addresses students' needs and/or access to grade level content. The teacher inconsistently or inadequately addresses students' challenges and misconceptions during the lesson. Teacher inconsistently or inadequately uses instructional practices that motivate and engage some students. 	<ul style="list-style-type: none"> The teacher provides access to and/or extensions of grade-level content by effectively using instructional strategies, extensions, and/or scaffolds to address the diverse academic and linguistic needs of all students with a particular focus on historically underserved student groups (e.g. Special Education, ELL, AAM, etc.) The teacher effectively addresses students' challenges and misconceptions, implementing various strategies to support student learning in the moment. Teacher consistently uses instructional practices to equitably motivate and engage students during the lesson. 	<ul style="list-style-type: none"> The teacher personalizes grade-level content by modifying content, lesson processes and/or products to meet the diverse academic and linguistic needs of all students. The teacher supports all students in identifying how they learn best and by encouraging them to utilize strategies that support and are responsive to their individual needs.
Observable Teaching Practices	<ul style="list-style-type: none"> Incorporates cultural learning tools of memory, patterns and puzzles, talk and word play, and perspectives to engage students. Breaks content into small chunks that students can more easily integrate. Employs learning games to assist with elaboration of new content (e.g., sorting activities, concentration-style matching). Provides appropriate processing time (wait time). Previews content to students with language needs or learning disabilities. Provides language-based clues for ELL's: adopting slower speech, enunciating clearly, modeling with think-aloud, providing synonyms/antonyms for unknown vocabulary, etc. Adjusts process through grouping (homogeneously and heterogeneously academic proficiencies) and learning styles (e.g., auditory, kinesthetic, verbal) Adjusts product by providing students multiple ways to demonstrate learning (e.g., acting out knowledge, using physical objects, using visuals). Provides individualized academic supports to learn information or complete tasks, such as graphic organizers, manipulatives or online resources. Utilizes various tools (e.g., technology/digital resources and assistive technology devices for students with disabilities) to meet students' learning needs. Uses language scaffolding strategies to make grade-level content comprehensible to students across all language proficiencies without reducing cognitive demand. Such strategies include pre-teaching vocabulary, gestures, TPR, pre-annotated text, visuals, realia, Thinking Maps, etc. Teachers utilizes, encourages or builds upon students' use of primary language to support content understanding and to facilitate language transference (e.g. use of cognates, allows for sense-making in students' L1) 			
Observable Student Behaviors	<ul style="list-style-type: none"> Records information in the format that best suits his/her need (for example, some students can be seen writing closed notes instead of free-form). Starts a given task somewhere even if that starting point is different than the starting point for a peer. Students use evidence and information from the text when responding, as well as acknowledging the perspectives of others. Students use language frames for speaking and writing. Students clearly make use of language scaffolds (e.g. pictorial charts, sentence frames, peer support, etc.) Students utilize primary language to build content understanding, clarify understanding with a peer, or for language development. 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> In addition to typical differentiation, differentiation might also be needed for behavior, social and adaptive skills. Modifies content, process, and product requirements based on the specific needs of a student's IEP (e.g., shortening the assignment, providing alternate prompts, providing evidence, etc.) 			

*All observable teaching practices and student behaviors are exemplars of SEL

Domain 3: Teaches to Ensure Ownership and Mastery for ALL Students

3C Fosters Communication and Collaboration Skills

Indicators	Beginning	Developing	<i>Exceeding = ALL elements of Proficient + at least ONE element of Exceeding</i>	
			Proficient	Exceeding
3C.1 Models and ensures use of academic language	<ul style="list-style-type: none"> The teacher provides limited or no exposure to discipline-specific academic language. The teacher provides limited or no support for the use of discipline-specific academic language. Students rarely demonstrate an awareness of discipline specific academic language. 	<ul style="list-style-type: none"> The teacher provides some exposure to discipline-specific academic language. The teacher inconsistently supports or requires the use of discipline-specific academic language. Students demonstrate an inconsistent application of discipline specific academic language. 	<ul style="list-style-type: none"> The teacher provides consistent exposure and provides explicit instruction in discipline-specific academic language. The teacher consistently supports and holds students accountable in practicing and applying discipline-specific academic language. Students demonstrate a consistent application of discipline specific academic language. 	<ul style="list-style-type: none"> Students independently apply and/or hold each other accountable for using discipline-specific academic language appropriately. Students analyze or evaluate each other's use of discipline-specific academic language.
Observable Teaching Practices	<ul style="list-style-type: none"> Explicitly models and names academic language. Rephrases student responses to include target academic language. Provides sentence frames for student response that include target academic language. Takes opportunities to highlight how language works in a way that furthers student communication and/or meaning making Supports students to talk about language , i.e., builds metalinguistic awareness. 			
Observable Student Behaviors	<ul style="list-style-type: none"> During student interview, students can point to resources or explain new vocabulary words in their own words. Without teacher prompting, students use academic language to complete task. Students use academic language sentence frames. Students engage in collaborative discussions and/or debates Students discuss purposes for using language (e.g., to inform to persuade, etc.) Students discuss specific language features in a text (vocabulary, word choice, verb use, noun phrases, etc.) Students evaluate reasons why author uses specific language (figurative language, rhetorical language, academic language to cite sources, etc.) 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Academic language is matched to the learning target, academic content, and students' developmental levels. Academic language can be expressed through multiple modes of communication including picture exchanges, gestures, sign language, expressions, eye gaze, etc. Student production may be limited; interaction may be are characterized by back and forth interaction with teacher rather than student interaction. 			

Domain 3: Teaches to Ensure Ownership and Mastery for ALL Students				
3C Fosters Communication and Collaboration Skills				
Indicators	Beginning	Developing	<i>Exceeding = ALL elements of Proficient + at least ONE element of Exceeding</i>	
			Proficient	Exceeding
3C.2 Uses questioning strategies that require the use of evidence and elaboration	<ul style="list-style-type: none"> The teacher poses questions/prompts that result in low-level thinking (e.g., recall, basic facts). The teacher rarely holds students accountable for responses that cite evidence or provide a rationale for thinking. Students are rarely required to go beyond brief or incomplete responses. 	<ul style="list-style-type: none"> The teacher poses questions/prompts that inconsistently advance higher-level thinking and only somewhat support students in mastery of the content-language objective. The teacher inconsistently or inadequately holds students accountable for responses that cite evidence or provide a rationale for thinking. Students inconsistently respond in complete and elaborate responses, citing evidence and rationale for thinking. 	<ul style="list-style-type: none"> The teacher consistently poses questions/prompts that encourage diverse perspectives, advance higher-level thinking and support students in mastery of the content and language objectives.* The teacher consistently holds students accountable for complete and elaborate responses, citing evidence and rationale for thinking. When responses are incomplete, the teacher consistently asks follow up questions that push students to provide evidence or provide a rationale for their thinking. 	<ul style="list-style-type: none"> Students create and pose questions/prompts and follow up questions when responses are incomplete that: require diverse perspectives, encourage controversy, push their peers to provide claims/evidence/reasoning and advance higher-level thinking in support of the content-language objective with their peers. With minimal prompting, students respond in complete and elaborate responses, citing evidence and rationale for thinking.
Observable Teaching Practices	<ul style="list-style-type: none"> Teacher’s questioning strategies encourage cognitively demanding thinking (Why? How?). Teacher clarifies students’ statements to have accountable talk (e.g. “tell us more about that”). Questions using varied levels (e.g., Bloom’s Taxonomy, Marzano’s, Costa’s) to assess all students’ understanding. Teacher responds to students neutrally but with interest. 			
Observable Student Behaviors	<ul style="list-style-type: none"> Students respond in complete and elaborate responses. Student responses are relevant to the learning objective. Students ask questions that deepen their understanding. 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> The teacher poses questions/prompts that support student in expressing their thinking in increasingly complex ways. Student production may be limited; interaction may be characterized by back and forth interaction with teacher rather than student interaction. 			

**When a content and/or language objective is not present, consider stated/written objective*

Domain 3: Teaches to Ensure Ownership and Mastery for ALL Students

3C Fosters Communication and Collaboration Skills

Indicators	Beginning	Developing	Exceeding = ALL elements of Proficient + at least ONE element of Exceeding	
			Proficient	Exceeding
3C.3 Develops student collaboration and communication	<ul style="list-style-type: none"> The teacher’s expectations for communication and collaboration are unclear or do not explicitly include content or protocols. The teacher rarely holds students accountable for neither equitable participation nor the content of their conversations and/or collaborative structures. The teacher and students use limited or no discussion strategies and facilitation moves. 	<ul style="list-style-type: none"> The teacher’s expectations regarding content and protocols for communication and collaboration are vague. The teacher inconsistently holds students accountable for equitable participation and the content of their conversations and/or collaborative structures. The teacher and students inconsistently or inadequately use discussion strategies and facilitation moves to advance student expression or deepen content understanding, but there may be a mismatch between the structure and instructional objective/student needs. 	<ul style="list-style-type: none"> The teacher establishes clear expectations regarding content and protocols for communication and collaboration among students. The teacher consistently holds students accountable for equitable participation and the content of their conversations and/or collaborative structures. The teacher consistently uses a range of discussion strategies and facilitation moves to advance student expression and deepen content understanding. 	<ul style="list-style-type: none"> Students facilitate equitable discussions and support each other to ensure that everyone is engaged and participating in classroom discussions and/or collaborative structures. With minimal prompting, students use strategies to comment on or question peers’ thinking and to extend and/or justify their own thinking by using examples and/or textual evidence.
Observable Teaching Practices*	<ul style="list-style-type: none"> Allows sufficient think time and/or writing time before asking students to produce verbally or vice versa. Delineates which member of a group is responsible for what component by using role cards or task sheets. Has a routine for classroom grouping like “partner clocks”. Changes group size and structure depending on the activity (from pairs to trios to larger group) to ensure student voice. Uses appropriate cueing and/or wait time that requires students to think through work, but not struggle to a level of frustration. 			
Observable Student Behaviors*	<ul style="list-style-type: none"> Says things like “I think...because...” Asks peers, “Why do you think that?” “What makes you think that?” “Can you show me the evidence that makes you think this?” Students ask each other clarifying questions and build off peers’ ideas (I agree with...). Explains when asked how the task might apply to the “real world.” Explains what his/her role is in the group and why it is important. Utilizes native language to understand new concepts. 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Student production may be limited; interaction may be characterized by back-and-forth interaction with teacher rather than student interaction. The teacher uses a range of strategies and structures to scaffold and develop students’ communication skills. The teacher uses facilitation moves (wait time, talk moves) to encourage student interaction. Student production may be limited; interaction may be characterized by back and forth interaction with teacher rather than student interaction. Classroom discussion is differentiated and allows all students to participate. 			

**All observable teaching practices and student behaviors are exemplars of SEL*

Domain 3: Teaches to Ensure Ownership and Mastery for ALL Students

3D Assesses Student Learning

Indicator	Beginning	Developing	<i>Exceeding = ALL elements of Proficient + at least ONE element of Exceeding</i>	
			Proficient	Exceeding
3D Monitors and supports student progress towards mastery of content and language objectives	<ul style="list-style-type: none"> The teacher rarely uses formative assessments to determine progress toward the content or language objectives and does not adjust instruction based on student learning needs. The teacher provides limited or no feedback to students or provides feedback that focuses only on compliance or completion of work. Students rarely monitor their own work or provide feedback to peers regarding mastery of content learning objectives. 	<ul style="list-style-type: none"> The teacher inconsistently monitors and supports student progress towards content or language objectives. Use of assessment is sporadic or teacher makes few adjustments to instruction based on assessment data. The teacher provides general feedback that moderately supports student progress towards the content or language objectives/criteria for mastery. Students superficially monitor their own progress or provide feedback to peers regarding mastery of content or language objectives. 	<ul style="list-style-type: none"> The teacher consistently monitors and supports student progress towards the content and language objectives** using varied formative assessments, and makes effective adjustments to instruction based on the data to address student-learning needs. The teacher provides feedback throughout the lesson that is timely, specific, and helps students clearly identify next steps in achieving the content and language objectives* and criteria for mastery. The teacher provides students with structured opportunities to monitor their progress against the criteria for mastery and identify meaningful next steps to advance learning. 	<ul style="list-style-type: none"> Students continuously monitor their own work against the criteria for mastery and establish next steps for advancing their own learning toward meeting criteria for mastery. Students are able to provide respectful, accurate and actionable feedback for one another that advance learning.
Observable Teaching Practices*	<ul style="list-style-type: none"> Provides multiple opportunities for students to demonstrate competency (online polling, exit tickets, 1-1 conferencing, performance tasks, etc.). Has students elaborate using prompts, such as: “Tell me more about _____” or “How do you know that?” Circulates throughout the room during the lesson to assess all students’ understanding of objective(s); teacher may take notes on student progress. Uses think-alouds to model how students could respond to the use of feedback. Provides feedback by modeling corrections in the response to a student (i.e. recasting). Provides opportunities for students to self-assess and peer-assess (e.g., with rubrics). Uses data charts that reflect progress toward explicitly stated goals/objective(s) referenced during lesson. One-on-one conferencing, small- or whole-group tasks that result in students receiving academically-focused descriptive feedback. 			
Observable Student Behaviors	<ul style="list-style-type: none"> Students monitor their own progress with a wall chart, in a notebook, online, etc. Students communicate completion of the primary task using the identified language objective domain. Students explain their thinking (metacognition). 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Varied formative assessments might include students explaining their thinking using their mode of communication, or teacher circulating the room checking on their work. Teacher provides academic feedback within the context of the lesson, in addition to feedback that is specific to individual student goals and directly connected to IEP goals. 			

**All observable teaching practices and student behaviors are exemplars of SEL*

Domain 4: Reflects and Revises to Improve Student Outcomes

4A Reflects and Revises to Improve Student Outcomes

Indicators	Beginning	Developing	Exceeding = ALL elements of Proficient + at least ONE element of Exceeding	
			Proficient	Exceeding
4A Reflects on student outcomes to assess effectiveness and determine next steps	<ul style="list-style-type: none"> Teacher doesn't analyze student work to identify the extent to which the content or language objective was achieved. The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson. The teacher has no suggestions for what could be improved for next steps in subsequent lessons. 	<ul style="list-style-type: none"> Teacher attempts to analyze student work to identify the extent to which the content and/or language objective was achieved. The teacher accurately describes whether or not a lesson was effective but does not describe the extent to which it achieved its objective or its impact on student learning. The teacher makes general suggestions about ways in which instruction can be improved. 	<ul style="list-style-type: none"> The teacher successfully analyzes student work to identify the extent to which the content and language objectives were achieved. The teacher makes an accurate assessment of a lesson's effectiveness and can provide evidence to support the judgment. The teacher describes next steps to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried. 	<ul style="list-style-type: none"> The teacher describes specific suggestions about how the lesson could be improved and predicts how the improvements will advance student learning. The teacher makes plans to communicate to students the results of assessment in a way that is meaningful to students and advances their learning.
Observable Evidence	<ul style="list-style-type: none"> Teacher presents student work in post-conference or analysis of student achievement based on concrete example in student work. Teacher uses a variety of work samples from above to below standard to analyze patterns of student achievement. Teacher addresses next steps in teaching practice as well as its potential impact on student achievement. Teacher provides specific next steps for student group or individual students. Teacher takes responsibility for student learning and discusses next steps in terms of teacher actions. 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Teacher may use IEP goals in addition to content and language objectives to reflect on achievement or progress towards mastery. 			

**All observable teaching practices and student behaviors are exemplars of SEL*

Domain 5: Professional Responsibilities				
5A Grows and Develops Professionally				
Indicators	Beginning	Developing	Exceeding = ALL elements of Proficient + at least ONE element of Exceeding	
			Proficient	Exceeding
5A Develops practice through goal setting and professional learning	<ul style="list-style-type: none"> The teacher does not set goals for professional growth or sets goals based on inaccurate/irrelevant information. The teacher resists professional development opportunities and/or does not apply learning gained to improve practice. The teacher is resistant to feedback from supervisors and/or colleagues and does not use the feedback to improve practice. 	<ul style="list-style-type: none"> The teacher sets goals for professional growth based on general impressions. The teacher applies some learning gained from professional development but may not match areas for growth and/or student need. The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice. 	<ul style="list-style-type: none"> The teacher sets and monitors goals for professional growth based on student achievement, self-assessment, and observations. The teacher seeks out professional development opportunities that meet professional areas for growth and/or student need to improve practice. The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice. 	<ul style="list-style-type: none"> The teacher incorporates student/family feedback into process of setting goals. The teacher welcomes feedback from supervisors, colleagues, parents, and students and uses the feedback to improve practice. The teacher asks for additional feedback once changes have been implemented.
Domain 5: Professional Responsibilities				
5B Collaborating with Families				
Indicators	Beginning	Developing	Exceeding = ALL elements of Proficient + at least ONE element of Exceeding	
			Proficient	Exceeding
5B Builds and maintains relationships with families as partners in student success	<ul style="list-style-type: none"> The teacher provides minimal information to families about individual students, and/or the communication is inappropriate to families' culture of origin. The teacher does not respond regularly and/or responds insensitively to family concerns about students. The teacher does not put structures in place that involve families in students' learning and achievement. 	<ul style="list-style-type: none"> The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms. The teacher responds to parent concerns in a superficial or cursory manner or responses may reflect insensitivity. The teacher puts structures in place that inconsistently involve families in students' learning and achievement. 	<ul style="list-style-type: none"> The teacher initiates communication with families about students' progress on a regular basis, respecting cultural norms. The teacher responds to family concerns in a timely and culturally respectful manner. The teacher puts structures in place that involve families in students' learning and achievement. 	<ul style="list-style-type: none"> The teacher promotes frequent two-way communication with families to improve student learning with students contributing to the communication. The teacher responds to family concerns in a proactive, timely, professional, and culturally sensitive way. The teacher puts structures in place that regularly involve families in students' learning and achievement.

Domain 5: Professional Responsibilities

5C Participating in a Professional Community

Indicators	Beginning	Developing	Exceeding = ALL elements of Proficient + at least ONE element of Exceeding	
			Proficient	Exceeding
5C.1 Builds productive relationships with colleagues that support student success	<ul style="list-style-type: none"> The teacher avoids participating in the professional community's activities or has strained relationships with colleagues that negatively impact the learning community. The teacher demonstrates little or no commitment to shared agreements that support student learning. 	<ul style="list-style-type: none"> The teacher participates in the professional community's activities as required, maintaining cordial relationships with colleagues. The teacher adheres to shared agreements that support student learning. 	<ul style="list-style-type: none"> The teacher actively participates in the professional community's activities and is developing positive and productive professional relationships with colleagues. The teacher contributes to and actively endorses shared agreements that support student learning. 	<ul style="list-style-type: none"> The teacher makes substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships. The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.
5C.2 Demonstrates ethics while interacting with colleagues and students	<ul style="list-style-type: none"> The teacher demonstrates a limited sense of ethics and professionalism while interacting with colleagues and students. 	<ul style="list-style-type: none"> The teacher displays a moderate level of ethics and professionalism while interacting with colleagues and students. 	<ul style="list-style-type: none"> The teacher displays an appropriate level of ethics and professionalism while interacting with colleagues and students. 	<ul style="list-style-type: none"> The teacher displays the highest level of ethics and professionalism, consistently working to support all students.

Domain 5: Professional Responsibilities

5D Compliance for Special Education

Indicators	Beginning	Developing	Exceeding = ALL elements of Proficient + at least ONE element of Exceeding	
			Proficient	Exceeding
5D Fulfills legal responsibilities for students with IEPs	<ul style="list-style-type: none"> The teacher does not incorporate Individual Education Program (IEP) team member feedback in writing measurable IEP goals, which are drafted to provide meaningful educational benefit to students with disabilities. The teacher has not met most timelines for Initial, Annual, Triennial, and Amendment IEP meetings and has not completed most completed documents, including progress toward goals, within legal timelines. 	<ul style="list-style-type: none"> The teacher is beginning to incorporate Individual Education Program (IEP) team member feedback in writing measurable IEP goals, which are drafted to provide meaningful educational benefit to students with disabilities. The teacher meets some timelines for Initial, Annual, Triennial, and Amendment IEP meetings and sometimes completes documents, including progress toward goals, within legal timelines. 	<ul style="list-style-type: none"> The teacher incorporates Individual Education Program (IEP) team member feedback in writing measurable IEP goals, which are drafted to provide meaningful educational benefit to students with disabilities. The teacher meets most timelines for Initial, Annual, Triennial, and Amendment IEP meetings and completes documents, including progress toward goals, within legal timelines. 	<ul style="list-style-type: none"> The teacher incorporates Individual Education Program (IEP) team member feedback in writing measurable IEP goals which are drafted to provide meaningful educational benefit to students with disabilities. The teacher meets all timelines for Initial, Annual, Triennial, and Amendment IEP meetings and completes documents, including progress toward goals, within legal timelines.

OETF Extensions

Oakland Effective Teaching Framework - Special Day Classroom Teacher - Mild/Moderate

Essential Understanding for Special Day Classroom Teacher (SDC):

Provide instruction and services for and the educational programming of students who are assigned to separate classroom for a majority of a school day and require specialized Academic Instruction (SAI) services.

Activities in which professionals engage may include:

- Provide separate-setting Specialized Academic Instruction (SAI) to identified students to support progress toward IEP goals;
- Plan, design and implement curricular programs and instructional strategies that facilitate the successful transition/integration of students with mild/moderate disabilities/behaviors in the least restrictive environment;
- Adapt general education curricular materials to ensure access to lessons and content;
- Provide consultation and manage paraprofessionals;
- Provide consultation to related service providers;
- Provide accommodations, modifications, grading criteria, and behavioral strategies for pupils on the caseload;
- Conduct formal assessment to determine initial or continued eligibility for Special Education services;
- Engage in routine progress monitoring to report progress on goals and prepare for annual IEP meetings;
- Hold IEP meetings;
- Conduct observations of students to collect data to inform the development of IEPs;

Framework Guidance:

Use the following information to guide your use of the framework when conducting observations and reviewing lesson plans. If guidance is not included for a particular indicator, use the OETF as written.

1A.1	Plan and deliver lessons covering academic content with differentiated instruction. When possible, lessons should be at grade level standard, but may be scaffolded based on student need.
1A.2	Student assessment towards mastery of IEP goals is typically delineated within the IEP (work samples, language samples, teacher-made tests, etc.)
2B	Engages all or most students in lesson. Fosters students to self-advocate by learning how to ask for help when needed.
2C	There are visual reminders of classroom procedural and cognitive routines posted in the classroom.
3A	Has visible, measurable, student friendly learning target on board and/or student engages, reads and understands personalized learning target.
3C.2	Uses multiple modalities (e.g. drawing, modeling, manipulatives) in lieu of relying on verbal questioning strategies.
3D	IEP goals should be considered as one, critical source of progress monitoring. Mastery might not be reached in one lesson.

Oakland Effective Teaching Framework - Special Day Classroom Teacher - Moderate/Severe

The role of SDC Teachers for students with Moderate/Severe disabilities is to:

- Implement behavior management skills
- Modify or adapt materials to meet each individual's needs
- Assess all students by using informal and formal assessments
- Develop Behavior Intervention Plans based on meaningful data
- Provide instruction and supports to students on various academic levels
- Collaborate with all team members on IEP goals, instruction, and functional/daily living skills
- Develop a balanced program with appropriate activities designed to encourage students to develop needed skills and attitudes.

Activities in which Moderate/Severe Teachers engage may include:

- Plan, design and implement, in collaboration with both special education and general education teachers, curricular programs and instructional strategies that facilitate the successful transition/integration of students with moderate and severe disabilities/behaviors in the least restrictive environment;
- Provide services and monitor progress on goals for each student;
- Establish and maintain standard of student behavior needed to provide an orderly, and safe classroom environment;
- Create a meaningful daily schedule that includes academics and daily living/functional skills;
- Monitor progress on IEP goals and collect data as needed to support interventions;
- Implement IEPs, assess students' performance, and track their progress
- Create transition plans for students (In High School only);
- Adapt lessons to meet the needs of students;
- Plan, organize, and assign activities that are specific to each student's abilities;
- Coordinate logistics to facilitate student inclusion in broader community;
- Work effectively with paraprofessionals to best support student needs;
- Update IEPs throughout the school year to reflect students' progress and goals

Framework Guidance:

Use the following information to guide your use of the framework when conducting observations and reviewing lesson plans. If guidance is not included for a particular indicator, use the OETF as written.

1A.1 1A.2	Moderate/Severe Teachers do not typically plan and deliver whole-class lessons covering academic content; this domain may be addressed in a small group setting or in a 2:1 ratio. The learning targets and objectives may be based on modified standards. Student assessment towards mastery of IEP goals is typically delineated within the IEP (work samples, language samples, teacher-made tests, etc.)
1B.2 and 1B.3	Students with disabilities that impact their expressive language, social emotional functioning or pragmatic skills may require modified use of or participation in language routines and structures. Students with Moderate/Severe needs may need to more visual supports.
2A.1 & 2A.2	Moderate/Severe Teachers should support a learning environment in which all students are respected and valued. They work with teachers, allied professionals, students, and families to help their target students be understood, seen as competent, and valued. Students should be included in the general ed setting, as appropriate and reinforced throughout their day. Professionals should collaborate with all team members on a daily basis.
2B	Based on the impact of each student's disability, some students may not be able to ask for help or persist through tasks without staff-directed accommodations or modifications.
2C	Student support needs are individualized and may include visual schedules, picture cues, token economies, social stories, behavior support plans, additional adult prompting, or peer prompting. Teacher and Para Professionals support students throughout the day and consistently monitor progress on IEP goals. Moderate/Severe Teachers should provide behavioral support and implement behavior support plans throughout the day based on student goals and needs.
3A	IEP goals should help drive development of objectives and curricular sequence, but they may not be posted or articulated to students based on student age and developmental present levels.
3B.1	See 1B.2.
3C.2	Student responses may vary by developmental level or presenting special education need.
3C.3	Students in a Moderate/Severe setting may need additional supports and modified participation structures (adult-selected grouping rather than student choice, visual supports, Assistive Technology).
3D	IEP goals should be considered as one, critical source of progress monitoring.

Essential Understanding for Inclusion Professionals:

Inclusion Programs support students with a wide variety of educationally-related needs, in order that these students may progress on their own individualized education programs while participating fully in classroom activities.

Activities in which inclusion professionals engage may include:

- Provide in-class, specialized academic support for all content areas
- Coordinate with General Education teachers to modify or accommodate lessons
- When appropriate, implement social skills and executive functioning supports to maximize each student’s ability to participate in the General Education setting.
- When appropriate, provide study skills or workshop periods (separate from the general education classroom) to target specific skills and address IEP goals
- When appropriate, provide students with targeted accommodations, modified/adapted curricular materials, and other tangible supports to increase student engagement and independence throughout the instructional day.
- When appropriate, deliver social skills instruction in a small group setting with typically developing peers (note that this is often a good environment in which to observe a teacher’s skills in supporting SEL learning)
- Work with paraprofessionals to ensure provision of appropriate supports. This may include designing and implementing work schedules, providing individual training/information sharing and feedback, leading group meetings, etc.

Framework Guidance:

Use the following information to guide your use of the framework when conducting observations and reviewing lesson plans.

If guidance is not included for a particular indicator, use the OETF as written.

1A.1	Inclusion professionals do not typically plan and deliver whole-class lessons covering academic content; this domain may be addressed in social skills instruction (lunch groups), but it should be noted that the informal and recreational format of this setting does not lend itself to classic presentation of content language objectives.
1A.2	Student assessment towards mastery of IEP goals is typically delineated within the IEP (work samples, language samples, teacher-made tests, etc.)
1B.1	Consider social skills and IEP goals through the same lens applied to “content-language-objectives.” Students with significant intellectual disability may have different expectations and desired outcomes (“high level analysis” may not be the appropriate goal).
1B.2	Students with deficits in pragmatics and executive functioning may need additional supports and modified participation structures (adult-selected grouping rather than student choice, partnering with an adult instead of a peer, visual supports to guide student interaction, etc.)
1B.3	Students with deficits in pragmatics and executive functioning may need additional supports and modified participation structures.
2A	Professionals in inclusive settings create rapport with <i>all</i> students, supporting a learning environment in which all students are respected and valued. They work with teachers, allied professionals, students, and families to help their target students be understood, seen as competent, and valued. Efforts in ‘ability awareness’ (helping others understand the child) and positive behavior supports (helping the child understand and integrate with the instructional setting, such as through social stories or token economies) may not be immediately visible to the observer, but their impact is felt in the ongoing environment, and discussion with professionals may give key information about practices in place.
2B	Professionals model a belief in the potential of their students and are positive when interpreting their behaviors or speaking of their learning. Expectations may be personalized for individual students, but a skilled inclusive educator frames all learning in terms of commonalities and demonstrates a belief in student potential. Eg: student with significant intellectual disabilities may be working on discriminating her name from a field of two in a discrete trial format, while kindergarten peers are building their bank of high-frequency words by making their own sight word collections; inclusion professional may interpret this to peers as follows: “We’re all learning to read words that are important to us, and looking closely at the words helps us recognize them better. Susie, you and I are playing a matching game to help you get really good at reading your name. All of us are learning by looking closely at the words.”

2C	Student support needs are individualized and may include visual schedules, picture cues, token economies, social stories, behavior support plans, additional adult prompting, or peer prompting. Inclusion personnel often have a role in helping classroom teachers and other professionals understand individual student needs around procedures and transitions. It should be noted that the fundamental role of the inclusion professional is to support student success within the general education environment, and that decisions around classroom management are not solely made by the inclusion professional: it is important to look through the lens of, “how is the inclusion teacher supporting individual student success?”, rather than, “how effectively is the class being run?”
3A	Consider IEP goals and social skills vocabulary as sources for content learning objectives, which may not always be explicitly communicated to students.
3B.1	Students with deficits in pragmatics and executive functioning may need additional supports and modified participation structures.
3B.2	Consider teacher provision of elements of student choice (students for whom it is not appropriate to select an academic response option, for example, may still have a high level of choice in sequence of activities, which marker to use, available reinforcers, etc.) Consider teacher’s use of supports which encourage on-task behavior.
3C.1	Academic language is matched to the learning target, academic content, and student’s developmental levels. Student production may be limited; interaction may be characterized by back and forth interaction with adults rather than student interaction. Consider IEP goals and social skills vocabulary as sources for academic language.
3C.2	Student responses may vary by developmental level or presenting special education need.
3C.3	Students with deficits in pragmatics and executive functioning may need additional supports and modified participation structures (adult-selected grouping rather than student choice, partnering with an adult instead of a peer, visual supports to guide student interaction, etc.)
3D	Consider teacher monitoring of student progress towards IEP goals, and interventions made to support on-task behavior (including work to help students internalize expectations for progress towards class objectives.)
4A	Teacher may use IEP goals in addition to content-language objective to reflect on achievement or progress towards mastery.

Oakland Effective Teaching Framework - Early Childhood Education Pre-K - Kindergarten

Essential Understanding for Early Learning classrooms:

- In ECE classrooms, purposeful, student-driven choice time (including blocks, dramatic play and other high-interest centers) is required for one-third of the school day.
- Observation of students engaged in both fine and gross-motor development tasks is essential.
- Written communication includes marks, scribbles, strings of letters, words, teacher transcription and drawings.
- The term early education technically refers to students in early childhood education three through five years of age.
- In addition to instruction based on pre-specified learning goals, teachers facilitate learning based on each individual student’s level of development based on observational data.
- There are full and half-day ECE classrooms. Full-day classrooms include circle time, rest time, small group, choice time, breakfast, lunch and snack. Half day classrooms include all of the above except rest time. Half day A.M. students receive breakfast and P.M. student receive lunch. All ECE classrooms include large motor development.
- It is best practice to use transition time to facilitate oral language development, problem solving and collaboration. Transitions (i.e., hand washing, toileting, snacking, cleaning up, lining up, walking in line, etc.) are themselves learning opportunities.
- Young preschoolers may be at the emergent stage of language development and not have developed expressive and/or receptive language (parallels the language development of second language learners) or focus necessary to converse, follow directions or participate in group activities. Teachers spend a great deal of time building basic classroom behavioral skills and vocabulary.

- Young students are still in the early developmental stage. These students may struggle with social skills, abstract thinking, language comprehension, regulating senses and problem solving. At this age, these behaviors are a stage of development and do not indicate a disability though the behaviors may seem similar.

Framework Guidance:

Use the following information to guide your use of the framework when conducting observations and reviewing lesson plans. If guidance is not included for a particular indicator, use the OETF as written.

1A.1	Objectives should be derived from the Preschool Learning Foundations or the DRDP, and may focus on motor skills or oral language.
1A.2	Assessments will generally be through oral language. Not every child will necessarily be individually assessed every day, but will be assessed over the course of a week. Students are working towards mastery within their ZPD.
1B.1	Tasks may focus on motor skills or oral language. Students are not expected to explain or justify their thinking.
1B.2	Vocabulary is explicitly introduced and students have opportunity to practice. Questions are primarily designed to allow students to practice vocabulary or language frames.
1B.3	Lesson should contain clear supports for differentiation based on knowledge of individual student needs.
2A	Young students often do not have the language and cognitive development to understand their diverse cultural backgrounds. The teacher develops knowledge and understanding of the students’ home cultures and promotes understanding of the schools’ cultures through a strong emotional connection with the students. Indicators of emotional connection include shared activities, matched affect, social conversations and close physical proximity to the students. Teachers group students in cross-cultural groupings to develop community.
2B	All students’ work should be displayed, no matter where their level of mastery is. Students may not persevere to mastery, but they should attempt to engage in the learning experiences. Teachers should encourage and reward effort.
2C	Students are learning routines all year. Not all students will be able to follow routines every time, and instructional assistants can support or redirect students when this happens. Students who are not following the routines are not necessarily misbehaving but may be at a different developmental level, and may need other options or supports.
3A	Every lesson has an objective connected to DRDP. Teachers communicate goals and purpose for learning, and connect it to prior knowledge. Students may or may not have opportunities for demonstrating mastery in each lesson.
3B.1	Tasks might vary according to developmental level, but tasks are connected to objectives for everyone. Tasks are sometimes geared towards exposure and sometimes towards mastery.
3B.2	Teacher uses multiple modalities in the classroom, so students might be engaged in different learning experiences.
3C.1	Students are given opportunities to practice academic language but are not always held accountable for using it depending on developmental level.
3C.2	Teacher asks open-ended questions, and answers may be oral, physical, or gestural. Student responses may vary by developmental level or primary language.
3D	Teacher might give students descriptive feedback regarding how to be successful in all aspects of school (i.e., not just academics). Descriptive feedback aligns to overlapping and intertwined objectives that includes an academic focus as well as an intentional focus on behaviors and procedures to support learning.

Oakland Effective Teaching Framework - Physical Education

Essential Understanding for Physical Education:

- PE teachers follow the California Physical Education Content Standards
- Secondary PE classes meet 5 days per week for 50 minutes or 3 days per week for 120 minutes
- Elementary PE classes meet 1-2 days per week for 50 minutes
- Classes may be indoors or outdoors, and can take place in the gym, blacktop, or field
- During rainy day schedule, classes take place indoors. In secondary, space is impacted and multiple classes may be combined. In elementary, rainy day classes may take place in classrooms or other unused spaces.
- Secondary PE units generally last 3-4 weeks and follow a predictable pattern: Week 1 - introduction and skill building, Week 2 - strategies, Week 3 - practice/game participation.
- Equipment should be set up before class begins or delegated to students to make efficient use of instructional time
- Equipment should be used efficiently so all students can participate
- Requirement to dress for PE depends on the site and should be communicated to students in a policy.

Framework Guidance:

Use the following information to guide your use of the framework when conducting observations and reviewing lesson plans.

If guidance is not included for a particular indicator, use the OETF as written.

1A.1	Objectives may also consist of demonstrating motor skills and movement patterns.
3A	Use as is with PE-aligned objective.
3B.1	Students should be physically and intellectually engaged in challenging activities.
3C.3	Student groupings, structures and protocols may be organized around physical activities.
3D	Progress monitoring is often done visually, and feedback given verbally.
4A	Student work may include pictures or videos.

Oakland Effective Teaching Framework - Instrumental Music

Essential Awareness for Instrumental Music Classes:

- Observers should be aware that the frequency and length of classes varies widely throughout the district (30 minutes to 250+ minutes per week). Teachers may see a given class as few as twenty class sessions for the entire school year. Individual students may have gaps in music knowledge due to the varying amounts of time schools schedule music instruction.
- Facilities for music instruction vary from a dedicated music classroom to a shared space such as a stage or music instruction may be scheduled in grade level classrooms. In non-music classroom spaces there are limited opportunities to post learning charts, behavior expectations, lesson goals, etc. The room may also be configured in such a way as to make music instruction less conducive (eg. students seated by tables of 4 in classroom).
- At least 50% of any given lesson is performance-based (e.g., singing, playing, creating/composing, etc.).
- Music teachers focus on process and performance, promoting a well-roundedness that is found in the new music standards (e.g., music literacy, analysis, etc.).
- Standards are taught through repertoire (seen mostly in instrumental classes).
- Reading and performing notated music (traditional and non-traditional) is a rigorous task.
- For the music context, a “text” in the OETF may refer to anything that provides the student information requiring interpretation (e.g., music notated by standard notation or non-traditional symbols, recorded and/or live music performance, etc.).

Framework Guidance:

Use the following information to guide your use of the framework when conducting observations and reviewing lesson plans. If guidance is not included for a particular indicator, use the OETF as written.

1A.1	Objectives may be based on performance goals more than content or language goals.
1A.2	Assessments are often observational. A rehearsal with verbal feedback is considered formative assessment. Students may also make performance/practice notes in their music.
1B.1	Meaningful tasks must center on student performance/playing of instruments.
1B.3	Teacher selects music repertoire from a variety of cultures. When applicable and appropriate, repertoire is representative of the students in the class. Teacher selects vocal and instrumental repertoire from a variety of languages and cultures. Teacher uses performance exemplars of people whom students can identify with.
2C	Effective transition times can vary due to environmental or activity constraints. Class rituals for specific activities are in place (e.g., moving from whole-group to small-groups, transitioning to and from instruments, transitioning from audience to stage). There are clear routines to care for equipment and materials.
3A	Objectives may not always include a language component, and are not always mastery-based.
3B.1	Rehearsal of a musical composition is a meaningful task.
3B.2	Not all students are performing at all times during a rehearsal. The clarinets may need to “fix” a portion of the rehearsal time with the teacher while the other students wait. Students should be following along silently with the music.
3D	Assessment is often observational. Mastery is generally reached over time, rather than in the scope of one lesson.

SMARTe Goal Guidance - Student Outcome Goal

Teachers

Specific	What specifics will help you know you've reached your goal?
Measurable	What <i>data</i> will you use to measure progress?
Attainable	With the information, resources and time that you have, can you obtain the goal of your action plan as you desire?
Relevant	How is this goal <i>relevant</i> to you and your students?
Time Bound	When will you collect data? <i>By when will you complete this goal?</i>
Equity Focused	Does this goal support access and achievement for <i>ALL</i> students?

Student Outcome SMARTe Goal Guidance

- Allow you to focus in on one specific area that will have the greatest impact on student learning.
- Allow you to clarify what you want to achieve so that you can see evidence of progress throughout the year.

Student Outcome SMARTe Goal Exemplars:

Secondary: English
<p>By May 30, the number of our students scoring at or above proficiency on the Reading Inventory will increase by 5 percentage points.</p> <p>*Special Education Teachers (Mild/Moderate, Resource Specialist Program (RSP), Counseling Enriched (CE), and Inclusion) goals will be similar to General Education goals and expectations.</p>

Elementary: 3rd Grade
<p>By May 30, the number of K and 1 students scoring at or above proficiency on the F&P Reading Record will increase by 5 percentage points.</p> <p>*Special Education Teachers (Mild/Moderate, RSP, CE, and Inclusion) goals will be similar to General Education goals and expectations.</p>

Special Education: Moderate/Severe
<p>By April 30, student X will demonstrate an increase in communication skills (verbal, nonverbal, or use of pictures) across settings as measured by teacher observation.</p> <p>By April 30, student X will increase the amount of time in General Education settings and activities (ELA instruction, Paired Reading time, etc.) as measured by time sampling.</p>

Student Outcome SMARTe Goal Sentence Frame:

<p>By <u>(date)</u>, <u>(percent of students)</u> will grow <u>(amount of growth)</u> on <u>(assessment)</u>. <u>(Subgroup)</u> will grow <u>(amount of growth)</u> on <u>(assessment)</u>.</p>

What assessments should I use?	When must my goal be met?
<ul style="list-style-type: none"> • Current district-wide assessment • A site-approved assessment 	Data must be collected no later than the last workday in April.

Sample Student Outcome Goals

History Sample Student Outcome Goals	
Site-Approved Assessment	By April 30, 85% of students will demonstrate one point’s worth of growth in Evidence and Elaboration on the SBAC-OUSD Writing Rubric when participating in academic discourse about a historical source, compared to a baseline discussion at the beginning of the year. By May 1st, 85% of students with disabilities will have moved up one level in Evidence and Elaboration, with a particular focus on subcategory A, the use of relevant textual evidence to support an argument.

English Language Arts (ELA) Sample Student Outcome Goals	
District Assessment	By May 31, 3rd-5th, 6th-8th, and 11th grade students will improve their score on the ELA Interim Assessment Blocks (IABs) by +15 DF3 from their previous SBAC score. For students in our focal groups will improve their score on the ELA Interim Assessment Blocks (IABs) by +20 DF3 (Distance from Standard/3).
Site-Approved Assessment	By May 31, 100% of students will make one year of growth in the on-demand writing assessments from the Writing Units of Study, including the effective use of academic vocabulary and language structures. 100% of focal groups will make 1.5 years of growth on the same assessment.

Science Sample Student Outcome Goals	
District Assessment	By May 31, 80% of students will increase the frequency of responses at levels 3 (Conceptual Understanding) or 4 (Strategic Understanding) on the FOSSMap PostTests. (Grades 3-5) 100% of ELLs will increase the frequency of responses above level 2.
Site-Approved Assessment	By May 31, 80% of students will use evidence to support their claims (SEP 6) in class Science Talks, as evidenced by data recorded on the Performance Assessment Checklists. Students with disabilities will be able to provide evidence using scaffolds.

Math Sample Student Outcome Goals	
District Assessment	By May 31, the class will improve their score on the Math Interim Assessment Blocks (IABs) by +15 DF3 from their previous SBAC score.
Site-Approved Assessment	100% of students will improve in their ability to form logical mathematical arguments supported by evidence, as measured by at least one points worth of growth on the 5-point rubric used to score explanations on Summative Tasks in each certificated staff over the course of the year. 100% of students with special needs will improve by one point in the specific criteria measuring their ability to link a statement to mathematical evidence.

Early Childhood Education	
Sentence Frame	By <u>(date)</u> , <u>(percent of students)</u> will successfully <u>(state student activity, student outcome, or observable behavior)</u> , in <u>(number of sessions)</u> .
<p>By April 30th, 75% of the students will successfully transition from play to a structured activity using visual and/or verbal prompting, transition to the next activity without physical prompts (ex. Hand holding, hand over hand, etc.), in 4/5 transitions.</p> <p>By April 30th, 90% of students will successfully spend at least 75% of free play times engaged in purposeful, cooperative play (e.g. dramatic, constructive, etc.) with at least one peer, with 1-2 verbal prompts in 4/5 play sessions.</p> <p>By April 30th, 80% of students will successfully increase language, including the effective use of academic vocabulary and language structures, during circle time and small group activities when asked comprehension questions in 3/5 sessions.</p>	

Physical Education	
District Assessment	By April 30th, 90% of students (5th, 7th, and/or 9th grade) will pass the Physical Fitness Test (PFT) Aerobic Capacity component by running the mile in under 9 minutes. Students with disabilities will use appropriate scaffolds and accommodations to achieve the goal.

Instrumental Music	
District Assessment	<p>Performance task: 85% of instrumental music students will be prepared to perform a mixed ensemble composition at least once by semester's end. Possible performance opportunities: Class informances, school concerts, district-wide events (Jazz Festival, Orchestra festival, etc.)</p> <p>Performance task: By April 30, 85% of 4th grade general music students will improvise rhythmically and melodically using a pentatonic scale with classroom instruments, and explain the connection to a specific idea or purpose. (Social or cultural relevance)</p> <p>Performance task: By April 30, 85% of instrumental music students will gain the skills necessary to read standard music notation and perform on their instrument music compositions with the difficulty level of: Elementary: (Grade 1*) Middle School Novice: (grade 2*) Middle School Intermediate and above: (Grade 3*) *Common publisher difficulty level grading system</p> <p>Performance task: By April 30, Kindergarten General Music students will be able to perform using body movements a steady beat in duple meter while listening to a variety of music and tempos.</p>

Mild/Moderate: (SDC, Inclusion RSP)

Secondary Sample:

By April 30th, 85% of students with disabilities will utilize appropriate scaffolds and supports when completing history/writing assignments and show 1 point growth in a teacher made rubric.

English/ELA Samples:

By April 30th, 85% of students with disabilities will increase their F/P levels by no less than 1 year.

By April 30th, 85% of students with disabilities will be able to support all claims and responses with appropriate evidence/data on their argumentative paragraphs 80% of the time using a scaffold.

Moderate/Severe: (can be observable, not based on assessment)

Younger Students Sample:

By April 30th, 75% of the students will successfully transition from play to a structured activity using visual and/or verbal prompting, transition to the next activity without physical prompts (ex. Hand holding, hand over hand, etc.), in 4/5 transitions.

Older Students Sample:

By April 30th, 75% of the students will successfully transition between structured activities using visual and/or verbal prompting - without physical prompts (ex. Hand holding, hand over hand, etc.), in 4/5 transitions.

Speech and Language Pathologists (SLPs), Deaf/Hard of Hearing (DHH), Vision Impairment (VI), Orientation & Mobility (O&M), and Adaptive Physical Education (APE) Itinerant Teachers

Student Outcome Goal should be based on IEP goal progress.

Student Outcome Goal could also be measured by growth of modelled teacher practice (ex. By April 30th, X number of teachers will be using adapted/accommodation tools that I provided and trained teachers to use in order to increase student access to curriculum).

SMARTe Goal Guidance - Professional Practice

Teachers

Professional Practice Goal Guidance:

- Directly connected to an OETF indicator
- Progress toward your professional practice goal should correlate with progress toward your student outcome goal

Professional Practice Goal Exemplars:

Indicator 2C

I will improve in establishing routines that maximize learning time (2C) by consistently communicating high expectations for student behavior and by recognizing positive behavior to reinforce expectations.

Indicator 3C.2

I will improve in using questioning strategies that require the use of evidence (3C.2) by posing questions that encourage cognitively demanding thinking and by pushing students to justify their responses with evidence and rationales.

Professional Practice Goal Sentence Frame:

I will improve in (language of indicator) by (names of specific classroom teaching practices/teacher observable actions as described in the OETF indicator.)

What indicator should I focus on?	By when must this goal be met?
<ul style="list-style-type: none"> ● Reflect on your practice, select an indicator and practice that represent a high leverage area for growth ● Best practice is to align your goal to your school's instructional focus area. 	<ul style="list-style-type: none"> ● No later than April 30. If you meet the goal much earlier, you can always meet with your principal and set a new goal.

Sample Professional Practice Goals

Teachers

Domain 2 Sample Professional Practice Goals	
2A.1	I will improve in building a positive and respectful classroom where all students are valued (2A) by working with my students to establish and consistently reinforce norms that are positive and respectful of the diverse cultural identities of all my students.
2A.2	I will improve in using culturally responsive pedagogy (2A.2) by consistently incorporating my knowledge of student culture and interests, the use of movement, and equitable participation strategies into my lessons.
2B	I will improve in building a growth-mindset focused learning environment (2B) by celebrating student success daily as well as weekly, and explicitly teaching and valuing perseverance.
2C	I will improve in establishing routines that maximize learning time (2C) by consistently communicating high expectations for student behavior and by recognizing positive behavior to reinforce expectations.

Domain 3 Sample Professional Practice Goals	
3A	I will improve in communicating the content-language objective and criteria for mastery (3A) by ensuring each lesson has a measurable outcome with models, exemplars, or rubrics to guide students toward successful mastery.
3B.1	I will improve in engaging students in meaningful tasks that require ownership (3B.1) by developing tasks aligned with each content-language objective that represent significant cognitive challenge and require students to justify their answers or explain their thinking.
3B.2	I will improve in using instructional strategies to support equitable engagement and access for all students (3B.2) by modifying tasks and providing additional scaffolds for my students with disabilities.
3C.1	I will improve my modeling and use of academic language (3C.1) by consistently supporting and holding all students accountable for practicing and applying academic language in order to demonstrate mastery of the content and language objective.
3C.2	I will improve in using questioning strategies that require the use of evidence (3C.2) by posing questions that encourage cognitively demanding thinking and by pushing students to justify their responses with evidence and rationales.
3C.3	I will improve in developing student collaboration and communication (3C.3) by using a consistent equitable participation strategy, and by deepening content understanding by explicitly teaching strategies for commenting on or questioning peers' thinking.
3D	I will improve in monitoring and supporting student progress towards mastery of content and language objectives (3D) by providing timely and specific feedback to students while also providing opportunities for students to peer and self-assess using rubrics.

Additional Special Educaon Teacher Guidance	
<p>When creating goals, Special Educators may wish to consider the accommodations and modifications that students require to access curricular activities, along with student IEP goals. Students with special needs may also have areas of need related to their functional living skills, behavioral skills, or communication that can be areas of focus through the teacher evaluation process.</p>	

SMARTe Goal Form - Student Outcome Goal

Teacher



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Teacher's Name: _____ School Site: _____ School Year: _____

Subject: _____ Grade Level: _____

Date Submitted: _____ Conference Date: _____

Student Outcome SMARTe Goal:

How will you measure progress toward your SMARTe Goal?

Action Plan - What will you do to meet your SMARTe Goal?

What support do you need to meet your SMARTe Goal?

Mitigating Factors (if applicable):

Agreement reached on: _____
Date Administrator's Signature Teacher's Signature

SMARTe Goal Form - Professional Practice Goal
Teacher



Teacher's Name: _____	School Site: _____	School Year: _____
Subject: _____	Grade Level: _____	
Date Submitted: _____	Conference Date: _____	

Professional Practice Goal:

How will you measure progress toward your Professional Practice Goal?

Action Plan - What will you do to meet your Professional Practice Goal?

What support do you need to meet your Professional Practice Goal?

Mitigating Factors (if applicable):

Agreement reached on: _____
Date Administrator's Signature Teacher's Signature



Sandbox School

ADMINISTRATORS

Certificated Evaluation Observation Form A-1 Teacher

<u>Test Teacher</u> Name of Evaluatee	<u>Certificated Evaluation Observation Form A-1 Teacher</u> Type
<u>10/01/2019</u> Date	<u>Test Principal</u> Name of Evaluator
<u>9:00 AM</u> Start Time	<u>9:45 AM</u> End Time
<u>Sample School</u> School/Site	<u>5/Sample</u> Grade/Subject

Teacher Type
Probationary 2

Pre-Observation Conference Date (required for scheduled observation)
September 30th, 2019

Observation Date
October 1st, 2019

Post-Observation Conference Date (within 5 days of observation; required for scheduled observation)
October 4th, 2019

Notes from Pre-Observation Conference
Evaluator and Evaluatee discuss objective(s), strategies, and expected outcomes of the lesson.

- 1A: Plans a Clear Purpose for Learning
- 1B: Plans Meaningful and Equitable Instruction
- 2A: Promotes an Environment of Respect and Rapport
- 2B: Establishes a Culture for Learning

- 2C: Establishes Behavioral Expectations and Routines
- 3A: Establishes a Clear Purpose for Learning
- 3B: Engages Students in Meaningful Tasks
- 3C: Fosters Communication and Collaboration Skills
- 3D: Assesses Student Learning
- 4A: Reflects and Revises to Improve Student Outcomes
- 5A: Grows and Develops Professionally
- 5B: Collaborating with Families
- 5C: Participating in a Professional Community
- 5D: Compliance for Special Education

Observation Summary

The evaluator may use the observation form for taking notes during the observation or may take notes elsewhere and have the option of uploading them to include with the observation.

EVALUATEE'S RESPONSE (including mitigating circumstances):

After discussing the observation, the evaluatee shall be given the opportunity to respond in writing and is asked to sign the observation form. If the evaluatee refuses to sign the observation form, the evaluator should have someone witness that the unsigned form was provided to the evaluatee. A notation that the evaluatee refused to sign shall be recorded on the form. After the witness signs the observation form, a copy of the form with the evaluator's notation and the witness' signature shall be provided to the evaluatee.

Notes from Post-Observation Conference

The evaluator confers with the evaluatee about what was observed during the observation and guides the evaluatee to reflect on the strengths and/or weaknesses of the lesson or activity. The evaluator starts with what the evaluatee is doing well and then identifies areas to improve. The evaluator provides descriptive details from the observation in support of the evaluator's ratings. Specific feedback in the various areas of the observation form will increase the evaluatee's awareness of strengths and develop ways to improve.

The emphasis of the post-observation conference is on improving. With a positive approach, the evaluatee should clearly understand the expectations, feel free to ask for and receive support, and immediately implement strategies discussed during the post-observation conference. The evaluator allows time for the evaluatee to respond, to explain, and to discuss mitigating circumstances and to identify effective improvement strategies.

Certificated Evaluation Observation Form A-1 Teacher	Beginning	Developing	Proficient	Exceeding (ALL elements of Proficient + at least ONE element of Exceeding)
1A.1: Establishes standards aligned content and language objectives	✓			
Comments: A 'Beginning' rating requires evaluator recommendations for improvement.				
1A.2: Establishes aligned criteria for mastery		✓		
Comments: A 'Developing' rating requires evaluator recommendations for improvement.				
1B.1: Plans meaningful tasks that require student ownership			✓	
Comments: A 'Proficient' rating may include evaluator recommendations or commendations.				
1B.2: Plans for student communication and collaboration				✓
Comments: An 'Exceeding' rating requires evaluator commendations.				
1B.3: Plans support for equitable engagement and access for ALL students				
Comments: The goal is that all indicators (OETF) or evaluation criteria are observed at some time during the evaluation cycle. It may not be possible to observe all indicators or key elements in one observation. In that case, the evaluator and evaluatee should ensure each indicator or key element is observable during at least one of the evaluation cycle's subsequent observations.				
2A.1: Builds a positive and respectful classroom community where all students are valued			✓	
2A.2: Uses Culturally Responsive Pedagogy to ensure the cognitive and emotional development of all students.			✓	

2B.1: Builds a growth-mindset focused learning environment			✓	
2C.1: Builds and maintains classroom routines that maximize learning time			✓	
3A.1: Clearly communicates the content and language objectives and criteria for mastery			✓	
3B.1: Engages students in meaningful tasks that require student ownership			✓	
3B.2: Uses instructional strategies to support equitable engagement and access for ALL students*			✓	
3C.1: Models and ensures use of academic language			✓	
3C.2: Uses questioning strategies that require the use of evidence and elaboration			✓	
3C.3: Develops student collaboration and communication			✓	
3D.1: Monitors and supports student progress towards mastery of content and language objectives			✓	
4A.1: Reflects on student outcomes to assess effectiveness and determine next steps			✓	
5A.1: Develops practice through goal setting and professional learning			✓	
5B.1: Builds and maintains relationships with families as partners in student success			✓	
5C.1: Builds productive relationships with colleagues that support student success			✓	
5C.2: Demonstrates ethics while interacting with colleagues and students			✓	
5D.1: Fulfills legal responsibilities for students with IEPs			✓	

Date

Test Principal

Date

Test Teacher

Summative Evaluation Report A2

The summative evaluation for teachers is recorded on the Summative Evaluation Report A2. The summative evaluation is determined from the observations of the evaluatee's performance standards identified on the Observation Forms. The ratings on the Summative Evaluation Report A2 reflect the ratings recorded on the Observation Form as follows:

Beginning (1) Developing (2) Proficient (3) Exceeding (4)

This Summative Evaluation Report A2 is the final evaluation. The summative ratings reflect the strengths and improvements the evaluatee has made during the evaluation period. The emphasis is on improving the evaluatee's performance to enhance student achievement.

Guidelines for summarizing Domain Rangs:

Step	Directions
1 - Find average Domain Rating	Add the Domain rating for each observation, and then divide by the total number of observations to get the average score.
2 - Apply Rounding Rules <i>(If average is not a whole number)</i>	Rounding Rules: <ul style="list-style-type: none"> If average ends in .1, .2 or .3, round down. If average ends in .7, .8 or .9, round up. If average ends in .4, .5 or .6, round in the direction of the last observation. If the last observation is higher than the average, round up. If the last observation is lower than the average, round down.

The summative rating written on the Summative Evaluation Report A2 is an average of the summative ratings of the items within each category. The summary ratings should reflect the development over the evaluation period. In addition to the ratings, the evaluator must record recommendations for Domains with ratings of 1 or 2 and commendation for Domains with ratings of 4. See examples, below.

Example for Summary for the Domains

	Obs #1	Obs #2	Obs #3	Obs #4	Obs #5	Total	Average <small>total/ # of observations</small>	Summative Ratings
Domain 1	3	2	2	2	1	10	2	2
Domain 2	1	1	1	2	2	7	1.4	2 <i>(apply rounding rule: round up because last observation higher than average)</i>
Domain 3	1	2	2	3	3	11	2.2	2
Domain 4	1	1	2	2	1	7	1.4	1 <i>(apply rounding rule: round down because last observation lower than average)</i>
Domain 5	2	2	2	3	3	12	2.4	3 <i>(apply rounding rule)</i>



Sandbox School

ADMINISTRATORS

Summative Evaluation Report A2 – Teachers

Test Teacher	Summative Evaluation Report A2 – Teachers
Evaluatee Name	Type
03/31/2020	Test Principal
Date of Summative Evaluation Meeting	Evaluator

Check One
Probationary 2

Observations

Observation #1

Pre-Observation Conference
September 30th, 2019

Observation Date
October 1st, 2019

Post-Observation Conference Date
October 4th, 2019

Observation #2

Pre-Observation Conference
January 6th, 2020

Observation Date
January 7th, 2019

Post-Observation Conference Date
January 31st, 2020

Observation #3

Pre-Observation Conference
March 2nd, 2020

Observation Date
March 3rd, 2020

Post-Observation Conference Date
March 5th, 2020

Observation #4

Observation #5

Comments on evaluation plan, review of progress, changes in objectives, etc.
_

Summative Ratings

Summative Evaluation Report A2 – Teachers	Beginning	Developing	Proficient	Exceeding (ALL elements of Proficient + at least ONE element of Exceeding)
1: Plans and Prepares Rigorous Standards-Aligned Lessons	✓			
Comments: A 'Beginning' rating requires evaluator recommendations for improvement.				
2: Builds a Supportive and Challenging Learning Environment		✓		
Comments: A 'Developing' rating requires evaluator recommendations.				
3: Teaches to Ensure Ownership and Mastery for ALL Students			✓	
Comments: A 'Proficient' rating may include evaluator recommendations or commendations.				
4: Reflects and Revises to Improve Student Outcome				✓
Comments: A 'Proficient' rating may include evaluator recommendations or commendations.				
5: Professional Responsibilities			✓	

Recommendations required for ratings 1 and 2; commendations required for rating 4. May be included here, or see above.

Recommendation
Continued Employment

- Procedure to review unsatisfactory rating (refer to collective bargaining agreement)
- 1. Evaluator and Evaluatee confer by 5th work day in May.
 - 2. Evaluator/Site Administrator and Evaluatee confer by 10th work day in May.
 - 3. Evaluatee submits letter of rebuttal to HRD by 15th work day in May.
 - 4. Superintendent's designee responds within 10 workdays from receiving letter of rebuttal.

Date Test Principal

Date Test Teacher



Alternative Observation Cycle/ Self-Directed Growth Plan (SDGP)

Teacher's Name: _____ School Site: _____ School Year: _____
Subject: _____ Grade Level: _____
Date Submitted: _____

Rationale: The central question that will be the focus of my SDGP (aligned to OETF indicator).

Context: Describe the student population being served by your SDGP.

Timeline: Please describe the instructional time interval of your SGDP.

Baseline Data: Describe the specific pre-assessment that you will utilize to establish an understanding of present student performance

Evidence Considered: Data that will support your baseline data (e.g. State Assessments, Classroom level assessments, etc.) Please list what data will be used before, during and after.

Mode of Participation

- Action Research
- Peer Coaching
- Interdisciplinary Team Project
- Portfolio
- Curriculum Design/ Revision Project
- Other:

Instructional Action Plan: Describe the key strategies intended to influence student growth during the defined timeline (*Insert more rows as needed*).

Instructional Strategy	Evidence of Impact/Benchmark	Timeline

I hereby agree to the above agreement:

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

I hereby withdraw from the above agreement:

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____



Teacher Summative Evaluation Report A2

User Information

Name: Test Teacher (Testteacher1)

Title: Teacher

Building: None

Department: None

Grade: None

Evaluation Type: Teacher (On)

Assigned Administrator: Wright, Myrna

Evaluation Cycle: 07/01/2022 - 06/30/2023

Submitted By: Wright, Myrna

Date Submitted: 07/21/2022 4:12 pm PDT

Acknowledged By: N/A

Date Acknowledged: Unacknowledged

Finalized By: Wright, Myrna

Date Finalized : 07/21/2022 4:20 pm PDT

The summative evaluation for teachers is recorded on the Summative Evaluation Report A2. The summative evaluation is determined from the observations of the evaluatee's performance standards identified on the Observation forms. The ratings on the Summative Evaluation Report A2 reflect the ratings recorded on the Observation form as follows:

Beginning = 1
Developing = 2
Proficient = 3
Exceeding = 4

This Summative Evaluation Report A2 is the final evaluation. The summative ratings reflect the strengths and improvements the evaluatee has made during the evaluation period. The emphasis is on improving the evaluatee's performance to enhance student achievement.

Observation #1 Pre-Observation Date (07/01/2022 - 06/30/2023)

Conference Date:

[Pre-Observation Conference \(Teacher Observation A1 - 1\) - 7/21/2022 Wright, Myrna](#)

2022-07-21T00:00:00

Observation #1 Observation Date (07/01/2022 - 06/30/2023)

Observation Date:

[Teacher Observation Rating \(Teacher Observation A1 - 1\) - 7/21/2022 Wright, Myrna](#)

2022-07-21T00:00:00

Observation #1 Post-Observation Date (07/01/2022 - 06/30/2023)

Conference Date:

[Post-Observation Conference \(Teacher Observation A1 - 1\) - 7/21/2022 Wright, Myrna](#)

2022-07-21T00:00:00

Observation #2 Pre-Observation Date (07/01/2022 - 06/30/2023)

NONE

Observation #2 Observation Date (07/01/2022 - 06/30/2023)


NONE

Observation #2 Post-Observation Date (07/01/2022 - 06/30/2023)

NONE

Observation #3 Pre-Observation Date (07/01/2022 - 06/30/2023)

NONE

Observation #3 Observation Date (07/01/2022 - 06/30/2023) 


NONE

Observation #3 Post-Observation Date (07/01/2022 - 06/30/2023) 

NONE

Observation #4 Pre-Observation Date (07/01/2022 - 06/30/2023) 


NONE

Observation #4 Observation Date (07/01/2022 - 06/30/2023) 


NONE

Observation #4 Post-Observation Date (07/01/2022 - 06/30/2023) 

NONE

Observation #5 Pre-Observation Date (07/01/2022 - 06/30/2023) 

NONE

Observation #5 Observation Date (07/01/2022 - 06/30/2023) 

NONE

Observation #5 Post-Observation Date (07/01/2022 - 06/30/2023) 

NONE

Domain Averages Summative Rating

Recommendations required for ratings 1 and 2; commendations required for rating 4.

Domain 1: Plans & Prepares Rigorous Standards-Aligned Lessons

Teacher Domain 1 Rating 

Criteria	Beginning	Developing	Proficient	Exceeding
Domain 1 Rating				

Domain 1 Comments/Recommendations/Commendations:

Domain 2: Builds a Supportive and Challenging Learning Environment

Teacher Domain 2 Rating 

Criteria	Beginning	Developing	Proficient	Exceeding
Domain 2 Rating				

Domain 2 Comments/Recommendations/Commendations:

Domain 3: Teaches to Ensure Ownership and Mastery for ALL Students

Teacher Domain 3 Rating 

Criteria	Beginning	Developing	Proficient	Exceeding
Domain 3 Rating				

Domain 3 Comments/Recommendations/Commendations:

Domain 4: Reflects and Revises to Improve Student Outcome

Teacher Domain 4 Rating 

Criteria	Beginning	Developing	Proficient	Exceeding
Domain 4 Rating				

Domain 4 Comments/Recommendations/Commendations:

Domain 5: Professional Responsibilities

Teacher Domain 5 Rating 

Criteria	Beginning	Developing	Proficient	Exceeding
Domain 5 Rating				

Domain 5 Comments/Recommendations/Commendations:

Recommendation:

Other Reason:

*An evaluator who issues 2 or more "beginning" ratings in any of the 4 Domains as identified in the Summative Evaluation Form shall refer the permanent teacher to PAR

Artifacts 

Name	Upload Date	Upload User	File		
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Pre-Observation Conference

User Information

Name: Test Teacher (Testteacher1)

Title: Teacher

Building: None

Department: None

Grade: None

Evaluation Type: Teacher (On)

Assigned Administrator: Wright, Myrna

Evaluation Cycle: 07/01/2022 - 06/30/2023

Submitted By: Wright, Myrna

Date Submitted: 07/21/2022 12:14 pm PDT

Acknowledged By: N/A

Date Acknowledged: Unacknowledged

Finalized By: Wright, Myrna

Date Finalized : 07/21/2022 4:19 pm PDT

Conference Date: 7/21/2022

The primary purpose of the pre-observation conference is to set the proper tone of open communication, reflection, and coaching for improvement during the entire observation/evaluation process.

The first observation should be a scheduled observation agreed upon by the evaluator and evaluatee. A scheduled observation requires a pre-observation conference between the evaluator and evaluatee to discuss the objective(s) and strategies of the lesson to be observed. The evaluator should determine that the strategies identified by the evaluatee are aligned with the expected outcomes of the lesson.

If the strategies do not appear to be aligned with the objectives, the evaluator should coach the evaluatee to reflect and realign objectives and strategies accordingly. The evaluator should not simply rewrite the lesson plan or strategies for the evaluatee. Similarly, the evaluator should not simply criticize the strategies.

Pre-Observation Conference Notes:

Evaluator and evaluatee discuss objective(s), strategies, and expected outcomes of the lesson.

Artifacts

Name	Upload Date	Upload User	File		
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Teacher Observation Rating

User Information

Name: Test Teacher (Testteacher1)

Title: Teacher

Building: None

Department: None

Grade: None

Evaluation Type: Teacher (On)

Assigned Administrator: Wright, Myrna

Evaluation Cycle: 07/01/2022 - 06/30/2023

Submitted By: Wright, Myrna

Date Submitted: 07/21/2022 12:20 pm PDT

Acknowledged By: N/A

Date Acknowledged: Unacknowledged

Finalized By: Wright, Myrna

Date Finalized : 07/21/2022 4:20 pm PDT

Pre-Conference Date (07/01/2022 - 06/30/2023)

Conference Date:

[Pre-Observation Conference \(Teacher Observation A1 - 1\) - 7/21/2022 Wright, Myrna](#)

2022-07-21T00:00:00

Observation Date: 7/21/2022

Begin/End Time: 09:30AM - 10:15AM

Post-Conference Date (07/01/2022 - 06/30/2023)

Conference Date:

[Post-Observation Conference \(Teacher Observation A1 - 1\) - 7/21/2022 Wright, Myrna](#)

2022-07-21T00:00:00

- A "Beginning" rating requires evaluator recommendations for improvement.
- A "Developing" rating requires evaluator recommendations for improvement.
- A "Proficient" rating may include evaluator recommendations or commendations.
- An "Exceeding" rating requires evaluator commendations.

Exceeding = ALL elements of Proficient + at least ONE element of Exceeding

Pre-Observation Conference Notes (07/01/2022 - 06/30/2023)

Pre-Observation Conference Notes:

[Pre-Observation Conference \(Teacher Observation A1 - 1\) - 7/21/2022 Wright, Myrna](#)

Evaluator and evaluatee discuss objective(s), strategies, and expected outcomes of the lesson.

Domain 1: Plans & Prepares Rigorous Standards-Aligned Lessons

1A Plans a Clear Purpose for Learning

Criteria	Beginning	Developing	Proficient	Exceeding
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Rubric Score: 6/8

Criteria	Beginning	Developing	Proficient	Exceeding
1A.1 Establishes standards aligned content and language objectives	<p><u>Content objectives:</u></p> <ul style="list-style-type: none"> • Are not measurable; listed as activities/agenda items rather than student learning outcomes. • Reflect low cognitive challenge that is not aligned to grade-level district standards. • Do not describe how students will use language to demonstrate content knowledge and/or skill aligned to the objective. (no language objective is present). 	<p><u>Content and language objectives:</u></p> <ul style="list-style-type: none"> • Are somewhat measurable and/or the specific learning outcome for the lesson is unclear. • Reflect moderate cognitive challenge that is somewhat aligned to grade-level district standards. • Attempts to describe how students will use language but may not be aligned to the content objective or skill. 	<p><u>Content and language objectives:</u></p> <ul style="list-style-type: none"> • Are specific, clear, measurable and student-oriented. • Reflect significant cognitive challenge aligned to grade-level district standards.* • describe how students will use language (vocabulary grammar features, functions) to demonstrate content knowledge or skill. 	<p><u>Content and language objectives:</u></p> <ul style="list-style-type: none"> • Reflect application of significant content and skills in- and outside the classroom, through use of interdisciplinary curriculum, linked learning practices, authentic audience, etc. • Incorporates Social and Emotional Learning Standards (SEL) to support character and promote academic success.
1A.2 Establishes aligned criteria for mastery	<ul style="list-style-type: none"> • The teacher's instructional plans include limited or no criteria by which student learning will be assessed and/or plans assess activity completion rather than student learning. • The teacher's instructional plans include limited or no methods for communicating criteria for mastery of the content and/or language objectives. • The teacher's instructional plans include limited or no plans for formative assessment aligned to content and language objective(s) OR plans may include formative assessment focused on activity completion rather than student learning. 	<ul style="list-style-type: none"> • The teacher's instructional plans include criteria to assess levels of student learning that are vague or partially aligned with the content and/or language objectives. • The teacher's instructional plans include methods for communicating criteria for mastery of the content and /or language objectives that vaguely describe expectations for student success. • The teacher's instructional plans include formative assessments partially aligned to content and/or language objectives that will yield generic data about student learning. 	<ul style="list-style-type: none"> • The teacher's instructional plans include clear criteria to assess levels of student mastery of the content and language objectives. • The teacher's plans for communicating criteria for mastery of the content and language objectives clearly describe expectations for student success and may include models, rubrics, or tools to illustrate what success will look like, including the level of academic language required. • The teacher's instructional plans include formative assessments aligned to the content and language objectives that can yield actionable data about student progress toward the short- and long-term objectives. 	<ul style="list-style-type: none"> • The teacher's instructional plans include effective structures/strategies to solicit and incorporate student voice into the assessment criteria. • The teacher's instructional plans provide time for students to assess their own work against the criteria for mastery and establish next steps for advancing their own learning toward mastery.

Rubric Score: 6/8

1A* District Standards include [Common Core State Standards](#), [Next Generation Science Standards](#), [English Language Development Standards](#), and [Social Emotional Learning Standards \(SEL\)](#).

1B Plans Meaningful and Equitable Instruction

Criteria	Beginning	Developing	Proficient	Exceeding
1B.1 Plans meaningful tasks that require student ownership	<ul style="list-style-type: none"> • Few or none of the tasks and materials are aligned to grade-level standards or the objectives. • Tasks lack adequate structure and/or present few or no opportunities for students to apply challenging content and skills. • Tasks represent inappropriately low levels of DOK and require little to no justification/ explanation of student thinking. 	<ul style="list-style-type: none"> • Some of the tasks and materials are aligned to grade-level standards and the objectives. • Tasks are structured to require students to spend some of the time applying challenging content and skills (reading, writing, discussing, analyzing, problem-solving etc.). • Tasks represent moderately appropriate levels of DOK and require some justification/ explanation of student thinking. 	<ul style="list-style-type: none"> • Most or all tasks are aligned to grade-level standards and both content and language objectives. • Tasks are structured to require students to spend the majority of the time applying challenging content and skills (reading, writing, discussing, analyzing, problem-solving etc.). • Tasks represent appropriately high levels of DOK and consistently require students to justify/explain their thinking. 	<ul style="list-style-type: none"> • Tasks and materials can be personalized for each student. • Teacher has designed choice or open selection for students in a way that meaningfully enhances student mastery.

Rubric Score: 8/12

Criteria	Beginning	Developing	Proficient	Exceeding
1B.2 Plans for student communication and collaboration	<ul style="list-style-type: none"> The teacher's instructional plans do not explicitly include academic language. The teacher's instructional plans include limited questions/prompts OR questions are low level (basic recall) and do not support students in mastery of the content and/or language objective(s). The teacher's instructional plans include limited or incidental groupings for student communication and collaboration, but the design and structures are not clear or only partially support the content and/or language objective. 	<ul style="list-style-type: none"> The teacher's instructional plans include explicit academic language but opportunities for students to practice/apply are vague. The teacher's instructional plans include questions/prompts that require moderate level thinking and somewhat support students in mastery of the content and language objective. The teacher's instructional plans include groupings for communication and collaboration, but there is a <u>mismatch</u> between the structure and instructional objective/student needs, or the plans <u>only partially support</u> the content and language objectives. 	<ul style="list-style-type: none"> The teacher's instructional plans include explicit academic language connected to the content and language objectives and provide opportunities for students to practice/apply new language. The teacher's instructional plans include questions/prompts that encourage diverse perspectives, advance higher-level thinking, and support students in mastery of the content and language objectives. The teacher's instructional plans include clear expectations and various groupings for communication and collaboration that clearly support the content and language objectives. 	<ul style="list-style-type: none"> The teacher's instructional plans include the structures for students to flexibly group themselves during the lesson to meet individual student needs. The teacher's instructional plans position students as facilitators and developers of classroom discussions and/or collaborative structures to advance higher-level thinking and support mastery of the content and language objectives.
1B.3 Plans support for equitable engagement and access for ALL students	<ul style="list-style-type: none"> The teacher's instructional plans show limited or no evidence of incorporating student interests, prior knowledge, and culturally responsive pedagogy into lesson content/design to engage students in learning. The teacher's instructional plans are designed for the class as a whole, without differentiation to address student needs. The teacher's instructional plans do not address common student misconceptions or provide strategies to support or correct misconceptions. 	<ul style="list-style-type: none"> The teacher's instructional plans superficially incorporate student interests, prior knowledge, and culturally responsive pedagogy into lesson content/design to engage students in learning. The teacher's instructional plans indicate that the lesson will be superficially differentiated based on some knowledge of student need. The teacher's instructional plans address common student misconceptions, but include limited strategies to address and correct misconceptions. 	<ul style="list-style-type: none"> The teacher's instructional plans incorporate student interests, prior knowledge, and culturally responsive pedagogy into lesson content/design to engage students in learning. The teacher's instructional plans indicate that the lesson will be differentiated based on knowledge of students' academic readiness, academic language levels, diverse cultural backgrounds, and cognitive, social, emotional, and physical development. The teacher's instructional plans anticipate student misconceptions and include strategies to support students to recognize and correct these misconceptions. 	<ul style="list-style-type: none"> The teacher's instructional plans integrate connections to relevant, meaningful and real-life contexts, to provide opportunity for students to critically analyze bias, stereotyping, and assumptions. The teacher's instructional plans provide an effective structure for students to uncover and correct their own misconceptions for deeper learning.

Rubric Score: 8/12

Domain 1 Comments:

Domain 2: Builds a Supportive & Challenging Learning Environment

2A Promotes an Environment of Respect and Rapport

Criteria	Beginning	Developing	Proficient	Exceeding

Rubric Score: 6/8

Criteria	Beginning	Developing	Proficient	Exceeding
2A.1 Builds a positive and respectful classroom community where all students are valued	<ul style="list-style-type: none"> Teacher does not actively foster positivity or fosters minimal positivity through classroom movement, body language and/or eye contact and smiling, OR teacher may respond only to misbehavior. Teacher reacts ineffectively to or ignores some inflammatory situations including put-downs, biased comments, foul language, bullying, etc. Patterns of classroom interactions between teacher/students and among students are mostly negative, inappropriate, or insensitive to students' ages, cultures, or developmental levels. 	<ul style="list-style-type: none"> Teacher partially creates positivity by inconsistently visiting areas of the classroom in a physically warm way and/or through eye contact and smiling with most students. Teacher responds inconsistently to inflammatory situations including put-downs, biased comments, foul language, bullying, etc. Patterns of classroom interactions between teacher/students and among students, are generally appropriate but may reflect occasional negativity, favoritism, and/or disregard for students' ages, cultures, and developmental levels. 	<ul style="list-style-type: none"> Teacher creates positivity by consistently visiting all areas of the classroom in a physically warm way and/or through eye contact and smiling with all students. Teacher proactively addresses, through a variety of means, any inflammatory situation including put-downs, biased comments, foul language, bullying, etc. Interactions between teacher/student and among students are consistently positive and respectful of the diverse cultural norms and identities of all students. 	<ul style="list-style-type: none"> Students demonstrate a high regard, respect, and trust in their teacher through open body posture, smiling, and laughter. Interactions among students demonstrate a high regard and respect for one another reflecting genuine trust, caring and warmth modeled by the teacher.
2A.2 Uses Culturally Responsive Pedagogy to ensure the cognitive and emotional development of all students.	<ul style="list-style-type: none"> The teacher rarely acknowledges students' identities and perspectives. The teacher rarely provides evidence of their awareness for students' community and culture. The teacher rarely employs culturally responsive learning tools (e.g. story, song, movement, repetition, etc.) to assist students in processing new information, OR attempts are not grounded in rigorous content. 	<ul style="list-style-type: none"> The teacher inconsistently indicates acceptance of students' identities and perspectives. The teacher provides limited/partial evidence of awareness of students' community and culture. The teacher inconsistently employs culturally responsive learning tools (e.g. story, song, movement, repetition, etc.) to partially assist students in processing rigorous new content. 	<ul style="list-style-type: none"> The teacher consistently validates and affirms diverse student identities and perspectives. The teacher provides consistent evidence of awareness of students' community and culture through lesson examples, mental models, discussion prompts, curricular resources, visuals and/or artifacts. The teacher successfully employs culturally responsive learning tools (e.g. story, song, movement, repetition, etc.) to assist students in processing rigorous new content. 	<ul style="list-style-type: none"> Students also assume ownership of cultural competence in the classroom, validating and affirming the cultural identities and perspectives of others in and beyond their classroom. Students cite (when prompted) feeling that their cultural background and day-to-day reality outside of the classroom inform the teacher's lessons and actions within the classroom.

Rubric Score: 6/8

2B Establishes a Culture for Learning

Criteria	Beginning	Developing	Proficient	Exceeding
2B Builds a growth-mindset focused learning environment	<ul style="list-style-type: none"> The teacher's words and actions provide little or no encouragement for effort, convey low expectations for students' ability and convey a negative attitude towards learning. Teacher provides little or no encouragement in the face of difficulty. The learning environment provides a limited sense of safety for students to take risks, offer opinions or share alternate perspectives. Social Emotional Learning instruction/strategies are minimal or lacking. 	<ul style="list-style-type: none"> The teacher's words and actions partially or selectively convey the value of learning and the belief in student ability. Teacher inconsistently provides encouragement in the face of difficulty. The learning environment inconsistently promotes an atmosphere of safety for students to take risks, offer opinions, and share alternate perspectives. Social Emotional Learning strategies are partially observable or are not integral to teaching and learning. 	<ul style="list-style-type: none"> The teacher's words and actions fully convey the value of learning, and the belief in student ability. Students are encouraged to persevere in producing high quality work. The learning environment promotes a culture of safety for students to take risks, offer opinions, and share alternate perspectives. Social Emotional Learning is explicitly taught and/or artifacts are observable and integral to teaching and learning. 	<ul style="list-style-type: none"> Students assume ownership of learning, support each other in taking risks and persist in the face of difficulty. The teacher uses examples of students' past challenges and successes to build confidence and self-efficacy.

Rubric Score: 2/4

2C Establishes Behavioral Expectations and Routines

Criteria	Beginning	Developing	Proficient	Exceeding
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Rubric Score: 3/4

Criteria	Beginning	Developing	Proficient	Exceeding
2C Builds and maintains classroom routines that maximize learning time	<ul style="list-style-type: none"> Teacher's expectations for student behavior are minimal, lacking, or inappropriate (i.e. a mismatch between intention and impact of expectations.) Students need frequent reminders of routines and procedures that are heavy with consequences and/or student misbehavior significantly detracts from overall learning. Classroom procedural routines are minimal or lacking, resulting in most students disengaged from the learning tasks. 	<ul style="list-style-type: none"> The teacher sets appropriate expectations for student behavior but expectations are inconsistently communicated and/or applied. Teacher acknowledges positive behaviors and inconsistently responds to disruptive behavior. Student misbehavior interferes with overall learning time. Classroom procedural routines are somewhat effective, resulting in some students completing the task. 	<ul style="list-style-type: none"> The teacher consistently communicates high expectations for student behavior that support a learning community. Teacher focuses on positive student behavior and purposefully recognizes positive behavior to reinforce expectations. Classroom procedural routines are clear, effective, culturally responsive, and largely maximize allotted learning time. 	<ul style="list-style-type: none"> Students act as leaders in developing and maintaining classroom norms and procedural routines, which maximize instructional time. Students have internalized norms, procedures and routines to maintain a supportive learning environment that builds on student strengths.
Rubric Score: 3/4				

Domain 2 Comments:

Domain 3: Teaches to Ensure Ownership & Mastery for All Students

3A Establishes a Clear Purpose for Learning ▶

Criteria	Beginning	Developing	Proficient	Exceeding
3A Clearly communicates the content and language objectives and criteria for mastery	<ul style="list-style-type: none"> The objective is not expressed during the lesson OR the objective is low quality*. The teacher does not establish connections between the lesson's content objective, learning goals, and long-term learning objectives. The teacher does not articulate criteria for successfully demonstrating mastery of the lesson's content objective(s), OR expectations are expressed as task completion. 	<ul style="list-style-type: none"> The teacher shares a content and/or language objective that meets some criteria for quality* with students. The teacher makes vague connections between the lesson's content and language objective(s), learning goals, and long-term learning objectives. The teacher partially expresses the criteria for successfully demonstrating mastery of the lesson's content and languages objective(s) but expectations for work quality is somewhat vague. 	<ul style="list-style-type: none"> The teacher shares quality content and language objective(s)* with students and refers to it throughout the lesson. The teacher clearly communicates to students how the content and language objective(s)** are situated within the current learning to support mastery of long-term learning objectives. The teacher clearly articulates the criteria for successfully demonstrating mastery of the lesson's content and language objective(s)** and provides models/ exemplars/ rubrics as appropriate. 	<ul style="list-style-type: none"> Students are able to make meaning of the objective on their own. Students make personal connections to new content and establish their own authentic purpose for learning.
Rubric Score: 3/4				

3A *Refer to Indicator 1A.1 for a description of quality content-language objectives.

3A **When a content and/or language objective is not present, consider stated objective

3B Engages Students in Meaningful Tasks ▶

Criteria	Beginning	Developing	Proficient	Exceeding
Rubric Score: 5/8				

Criteria	Beginning	Developing	Proficient	Exceeding
3B.1 Engages students in meaningful tasks that require student ownership	<ul style="list-style-type: none"> At any point in the lesson, few students are actively and intellectually engaged, with the remaining students allowed to be passive or merely compliant. Tasks have no clearly defined structure, and/or the teacher's pacing is so slow or rushed that most students do not have sufficient time for meaningful practice within the lesson. Tasks lack appropriate cognitive challenge and do not require students to share their thinking in support of the content-language objective. 	<ul style="list-style-type: none"> At any point in the lesson, some students are actively and intellectually engaged, with the remaining students allowed to be passive or merely compliant. Tasks have recognizable structure and allow some students sufficient time for meaningful practice. Tasks represent moderate cognitive challenge and require students to state their thinking in support of the content and language objectives. 	<ul style="list-style-type: none"> At any point in the lesson, most students are actively and intellectually engaged, with few students allowed to be passive or merely compliant. Tasks have clear structure and allow most students sufficient time for meaningful practice (i.e. reading, writing, discussing, analyzing, problem-solving or applying concepts) in order to support mastery of the content and language objectives.* Tasks represent significant cognitive challenge and require students to justify their thinking in support of the content and language objectives.* 	<ul style="list-style-type: none"> Students have access to choice or open selection in a way that meaningfully enhances student mastery. When prompted, students can cite the significance of the task and what excites them about it.
3B.2 Uses instructional strategies to support equitable engagement and access for ALL students*	<ul style="list-style-type: none"> The teacher does not modify/ or extend instructional methods, content, lesson process and/or products to support students' needs. The teacher does not surface or address students' challenges and misconceptions during the lesson. Teacher's instructional practices do not engage most students. 	<ul style="list-style-type: none"> The teacher attempts to modify/ extend instructional methods, content, lesson processes and/or products, but differentiation only superficially addresses students' needs and/or access to grade level content. The teacher inconsistently or inadequately addresses students' challenges and misconceptions during the lesson. Teacher inconsistently or inadequately uses instructional practices that motivate and engage some students. 	<ul style="list-style-type: none"> The teacher provides access to and/or extensions of grade-level content by effectively using instructional strategies, extensions, and/or scaffolds to address the diverse academic and linguistic needs of all students with a particular focus on historically underserved student groups (e.g. Special Education, ELL, AAM, etc.) The teacher effectively addresses students' challenges and misconceptions, implementing various strategies to support student learning in the moment. Teacher consistently uses instructional practices to equitably motivate and engage students during the lesson. 	<ul style="list-style-type: none"> The teacher personalizes grade-level content by modifying content, lesson processes and/or products to meet the diverse academic and linguistic needs of all students. The teacher supports all students in identifying how they learn best and by encouraging them to utilize strategies that support and are responsive to their individual needs.

Rubric Score: 5/8

3B.1 *When a content and/or language objective is not present, consider stated/written objective

3B.2 *All observable teaching practices and student behaviors are exemplars of SEL

3C Fosters Communication and Collaboration Skills				
Criteria	Beginning	Developing	Proficient	Exceeding
3C.1 Models and ensures use of academic language	<ul style="list-style-type: none"> The teacher provides limited or no exposure to discipline-specific academic language. The teacher provides limited or no support for the use of discipline-specific academic language. Students rarely demonstrate an awareness of discipline-specific academic language. 	<ul style="list-style-type: none"> The teacher provides some exposure to discipline-specific academic language. The teacher inconsistently supports or requires the use of discipline-specific academic language. Students demonstrate an inconsistent application of discipline-specific academic language. 	<ul style="list-style-type: none"> The teacher provides consistent exposure and provides explicit instruction in discipline-specific academic language. The teacher consistently supports and holds students accountable in practicing and applying discipline-specific academic language. Students demonstrate a consistent application of discipline-specific academic language. 	<ul style="list-style-type: none"> Students independently apply and/or hold each other accountable for using discipline-specific academic language appropriately. Students analyze or evaluate each other's use of discipline-specific academic language.

Rubric Score: 9/12

Criteria	Beginning	Developing	Proficient	Exceeding
3C.2 Uses questioning strategies that require the use of evidence and elaboration	<ul style="list-style-type: none"> The teacher poses questions/prompts that result in low-level thinking (e.g., recall, basic facts). The teacher rarely holds students accountable for responses that cite evidence or provide a rationale for thinking. Students are rarely required to go beyond brief or incomplete responses. 	<ul style="list-style-type: none"> The teacher poses questions/prompts that inconsistently advance higher level thinking and only somewhat support students in mastery of the content-language objective. The teacher inconsistently or inadequately holds students accountable for responses that cite evidence or provide a rationale for thinking. Students inconsistently respond in complete and elaborate responses, citing evidence and rationale for thinking. 	<ul style="list-style-type: none"> The teacher consistently poses questions/prompts that encourage diverse perspectives, advance higher-level thinking and support students in mastery of the content and language objectives.* The teacher consistently holds students accountable for complete and elaborate responses, citing evidence and rationale for thinking. When responses are incomplete, the teacher consistently asks follow up questions that push students to provide evidence or provide a rationale for their thinking. 	<ul style="list-style-type: none"> Students create and pose questions/prompts and follow up questions when responses are incomplete that: require diverse perspectives, encourage controversy, push their peers to provide claims/ evidence/ reasoning and advance higher level thinking in support of the content-language objective with their peers. With minimal prompting, students respond in complete and elaborate responses, citing evidence and rationale for thinking.
3C.3 Develops student collaboration and communication	<ul style="list-style-type: none"> The teacher's expectations for communication and collaboration are unclear or do not explicitly include content or protocols. The teacher rarely holds students accountable for neither equitable participation nor the content of their conversations and/or collaborative structures. The teacher and students use limited or no discussion strategies and facilitation moves. 	<ul style="list-style-type: none"> The teacher's expectations regarding content and protocols for communication and collaboration are vague. The teacher inconsistently holds students accountable for equitable participation and the content of their conversations and/or collaborative structures. The teacher and students inconsistently or inadequately use discussion strategies and facilitation moves to advance student expression or deepen content understanding, but there may be a mismatch between the structure and instructional objective/ student needs. 	<ul style="list-style-type: none"> The teacher establishes clear expectations regarding content and protocols for communication and collaboration among students. The teacher consistently holds students accountable for equitable participation and the content of their conversations and/or collaborative structures. The teacher consistently uses a range of discussion strategies and facilitation moves to advance student expression and deepen content understanding. 	<ul style="list-style-type: none"> Students facilitate equitable discussions and support each other to ensure that everyone is engaged and participating in classroom discussions and/or collaborative structures. With minimal prompting, students use strategies to comment on or question peers' thinking and to extend and/or justify their own thinking by using examples and/or textual evidence.
Rubric Score: 9/12				

3C.2 *When a content and/or language objective is not present, consider stated/written objective

3C.3 *All observable teaching practices and student behaviors are exemplars of SEL

3D Assesses Student Learning				
Criteria	Beginning	Developing	Proficient	Exceeding
Rubric Score: 2/4				

Criteria	Beginning	Developing	Proficient	Exceeding
3D Monitors and supports student progress towards mastery of content and language objectives	<ul style="list-style-type: none"> The teacher rarely uses formative assessments to determine progress toward the content or language objectives and does not adjust instruction based on student learning needs. The teacher provides limited or no feedback to students or provides feedback that focuses only on compliance or completion of work. Students rarely monitor their own work or provide feedback to peers regarding mastery of content learning objectives. 	<ul style="list-style-type: none"> The teacher inconsistently monitors and supports student progress towards content or language objectives. Use of assessment is sporadic or teacher makes few adjustments to instruction based on assessment data. The teacher provides general feedback that moderately supports student progress towards the content or language objectives/criteria for mastery. Students superficially monitor their own progress or provide feedback to peers regarding mastery of content or language objectives. 	<ul style="list-style-type: none"> The teacher consistently monitors and supports student progress towards the content and language objectives** using varied formative assessments, and makes effective adjustments to instruction based on the data to address student-learning needs. The teacher provides feedback throughout the lesson that is timely, specific, and helps students clearly identify next steps in achieving the content and language objectives* and criteria for mastery. The teacher provides students with structured opportunities to monitor their progress against the criteria for mastery and identify meaningful next steps to advance learning. 	<ul style="list-style-type: none"> Students continuously monitor their own work against the criteria for mastery and establish next steps for advancing their own learning toward meeting criteria for mastery. Students are able to provide respectful, accurate and actionable feedback for one another that advance learning.
Rubric Score: 2/4				

3D *All observable teaching practices and student behaviors are exemplars of SEL

Domain 3 Comments:

Domain 4: Reflects & Revises to Improve Student Outcomes

4A Reflects and Revises to Improve Student Outcomes

Criteria	Beginning	Developing	Proficient	Exceeding
4A Reflects on student outcomes to assess effectiveness and determine next steps	<ul style="list-style-type: none"> Teacher doesn't analyze student work to identify the extent to which the content or language objective was achieved. The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson. The teacher has no suggestions for what could be improved for next steps in subsequent lessons. 	<ul style="list-style-type: none"> Teacher attempts to analyze student work to identify the extent to which the content and/or language objective was achieved. The teacher accurately describes whether or not a lesson was effective but does not describe the extent to which it achieved its objective or its impact on student learning. The teacher makes general suggestions about ways in which instruction can be improved. 	<ul style="list-style-type: none"> The teacher successfully analyzes student work to identify the extent to which the content and language objectives were achieved. The teacher makes an accurate assessment of a lesson's effectiveness and can provide evidence to support the judgment. The teacher describes next steps to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried. 	<ul style="list-style-type: none"> The teacher describes specific suggestions about how the lesson could be improved and predicts how the improvements will advance student learning. The teacher makes plans to communicate to students the results of assessment in a way that is meaningful to students and advances their learning.
Rubric Score: 3/4				

4A *All observable teaching practices and student behaviors are exemplars of SEL

Domain 4 Comments:

Domain 5: Professional Responsibilities

5A Grows and Develops Professionally

Criteria	Beginning	Developing	Proficient	Exceeding
Rubric Score: 3/4				

Criteria	Beginning	Developing	Proficient	Exceeding
5A Develops practice through goal setting and professional learning	<ul style="list-style-type: none"> The teacher does not set goals for professional growth or sets goals based on inaccurate/irrelevant information. The teacher resists professional development opportunities and/or does not apply learning gained to improve practice. The teacher is resistant to feedback from supervisors and/or colleagues and does not use the feedback to improve practice. 	<ul style="list-style-type: none"> The teacher sets goals for professional growth based on general impressions. The teacher applies some learning gained from professional development but may not match areas for growth and/or student need. The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice. 	<ul style="list-style-type: none"> The teacher sets and monitors goals for professional growth based on student achievement, self-assessment, and observations. The teacher seeks out professional development opportunities that meet professional areas for growth and/or student need to improve practice. The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice. 	<ul style="list-style-type: none"> The teacher incorporates student/family feedback into process of setting goals. The teacher welcomes feedback from supervisors, colleagues, parents, and students and uses the feedback to improve practice. The teacher asks for additional feedback once changes have been implemented.

Rubric Score: 3/4

5B Collaborating with Families

Criteria	Beginning	Developing	Proficient	Exceeding
5B Builds and maintains relationships with families as partners in student success	<ul style="list-style-type: none"> The teacher provides minimal information to families about individual students, and/or the communication is inappropriate to families' culture of origin. The teacher does not respond regularly and/or responds insensitively to family concerns about students. The teacher does not put structures in place that involve families in students' learning and achievement. 	<ul style="list-style-type: none"> The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms. The teacher responds to parent concerns in a superficial or cursory manner or responses may reflect insensitivity. The teacher puts structures in place that inconsistently involve families in students' learning and achievement. 	<ul style="list-style-type: none"> The teacher initiates communication with families about students' progress on a regular basis, respecting cultural norms. The teacher responds to family concerns in a timely and culturally respectful manner. The teacher puts structures in place that involve families in students' learning and achievement. 	<ul style="list-style-type: none"> The teacher promotes frequent two-way communication with families to improve student learning with students contributing to the communication. The teacher responds to family concerns in a proactive, timely, professional, and culturally sensitive way. The teacher puts structures in place that regularly involve families in students' learning and achievement.

Rubric Score: 3/4

5C Participating in a Professional Community

Criteria	Beginning	Developing	Proficient	Exceeding
5C.1 Builds productive relationships with colleagues that support student success	<ul style="list-style-type: none"> The teacher avoids participating in the professional community's activities or has strained relationships with colleagues that negatively impact the learning community. The teacher demonstrates little or no commitment to shared agreements that support student learning. 	<ul style="list-style-type: none"> The teacher participates in the professional community's activities as required, maintaining cordial relationships with colleagues. The teacher adheres to shared agreements that support student learning. 	<ul style="list-style-type: none"> The teacher actively participates in the professional community's activities and is developing positive and productive professional relationships with colleagues. The teacher contributes to and actively endorses shared agreements that support student learning. 	<ul style="list-style-type: none"> The teacher makes substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships. The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.

Rubric Score: 6/8

Criteria	Beginning	Developing	Proficient	Exceeding
5C.2 Demonstrates ethics while interacting with colleagues and students	<ul style="list-style-type: none"> The teacher does not incorporate Individual Education Program (IEP) team member feedback in writing measurable IEP goals, which are drafted to provide meaningful educational benefit to students with disabilities. The teacher has not met most timelines for Initial, Annual, Triennial, and Amendment IEP meetings and has not completed most completed documents, including progress toward goals, within legal timelines. 	<ul style="list-style-type: none"> The teacher is beginning to incorporate Individual Education Program (IEP) team member feedback in writing measurable IEP goals, which are drafted to provide meaningful educational benefit to students with disabilities. The teacher meets some timelines for Initial, Annual, Triennial, and Amendment IEP meetings and sometimes completes documents, including progress toward goals, within legal timelines. 	<ul style="list-style-type: none"> The teacher incorporates Individual Education Program (IEP) team member feedback in writing measurable IEP goals, which are drafted to provide meaningful educational benefit to students with disabilities. The teacher meets most timelines for Initial, Annual, Triennial, and Amendment IEP meetings and completes documents, including progress toward goals, within legal timelines. 	<ul style="list-style-type: none"> The teacher incorporates Individual Education Program (IEP) team member feedback in writing measurable IEP goals which are drafted to provide meaningful educational benefit to students with disabilities. The teacher meets all timelines for Initial, Annual, Triennial, and Amendment IEP meetings and completes documents, including progress toward goals, within legal timelines.
Rubric Score: 6/8				

5D Compliance for Special Education				
Criteria	Beginning	Developing	Proficient	Exceeding
5D Fulfills legal responsibilities for students with IEPs	<ul style="list-style-type: none"> The teacher does not incorporate Individual Education Program (IEP) team member feedback in writing measurable IEP goals, which are drafted to provide meaningful educational benefit to students with disabilities. The teacher has not met most timelines for Initial, Annual, Triennial, and Amendment IEP meetings and has not completed most completed documents, including progress toward goals, within legal timelines. 	<ul style="list-style-type: none"> The teacher is beginning to incorporate Individual Education Program (IEP) team member feedback in writing measurable IEP goals, which are drafted to provide meaningful educational benefit to students with disabilities. The teacher meets some timelines for Initial, Annual, Triennial, and Amendment IEP meetings and sometimes completes documents, including progress toward goals, within legal timelines. 	<ul style="list-style-type: none"> The teacher incorporates Individual Education Program (IEP) team member feedback in writing measurable IEP goals, which are drafted to provide meaningful educational benefit to students with disabilities. The teacher meets most timelines for Initial, Annual, Triennial, and Amendment IEP meetings and completes documents, including progress toward goals, within legal timelines. 	<ul style="list-style-type: none"> The teacher incorporates Individual Education Program (IEP) team member feedback in writing measurable IEP goals which are drafted to provide meaningful educational benefit to students with disabilities. The teacher meets all timelines for Initial, Annual, Triennial, and Amendment IEP meetings and completes documents, including progress toward goals, within legal timelines.
Rubric Score: 3/4				

Domain 5 Comments:

Summary

Domain 1 Rating: Proficient

Domain 2 Rating: Proficient

Domain 3 Rating: Proficient

Domain 4 Rating: Proficient

Domain 5 Rating: Proficient

Observation Summary:

Post-Observation Conference Notes (07/01/2022 - 06/30/2023)

Post-Observation Conference Notes:

Post-Observation Conference (Teacher Observation A1 - 1) - 7/21/2022 Wright, Myrna

The evaluator confers with the evaluatee about what was observed during the observation and guides the evaluatee to reflect on the strengths and/or weaknesses of the lesson or activity. The evaluator starts with what the evaluatee is doing well and then identifies areas to improve. The evaluator provides descriptive details from the observation in support of the evaluator's ratings. Specific feedback in the various areas of the observation form will increase the evaluatee's awareness of strengths and develop ways to improve.

The emphasis of the post-observation conference is on improving. With a positive approach, the evaluatee should clearly understand the expectations, feel free to ask for and receive support, and immediately implement strategies discussed during the post observation conference. The evaluator allows time for

the evaluatee to respond, to explain, and to discuss mitigating circumstances and to identify effective improvement strategies.

File List

File Name	Date Uploaded	Size	
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Post-Observation Conference

User Information

Name: Test Teacher (Testteacher1)

Title: Teacher

Building: None

Department: None

Grade: None

Evaluation Type: Teacher (On)

Assigned Administrator: Wright, Myrna

Evaluation Cycle: 07/01/2022 - 06/30/2023

Submitted By: Wright, Myrna

Date Submitted: 07/21/2022 12:36 pm PDT

Acknowledged By: N/A

Date Acknowledged: Unacknowledged

Finalized By: Wright, Myrna

Date Finalized : 07/21/2022 4:20 pm PDT

Conference Date: 7/21/2022

The post-observation conferences must occur within five (5) days of the observations. The evaluator confers with the evaluatee about what was observed during the observation and guides the evaluatee to reflect on the strengths and/or weaknesses of the lesson or activity. The evaluator starts with what the evaluatee is doing well and then identifies areas to improve. The evaluator provides descriptive details from the observation in support of the evaluator's ratings. Specific feedback in the various areas of the observation form will increase the evaluatee's awareness of strengths and develop ways to improve.

The emphasis of the post-observation conference is on improving. With a positive approach, the evaluatee should clearly understand the expectations, feel free to ask for and receive support, and immediately implement strategies discussed during the post-observation conference. The evaluator allows time for the evaluatee to respond, to explain, and to discuss mitigating circumstances and to identify effective improvement strategies.

After discussing the observation, the evaluatee shall be given the opportunity to respond in writing and is asked to sign the observation form. If the evaluatee refuses to sign the observation form, the evaluator should have someone witness that the unsigned form was provided to the evaluatee. A notation that the evaluatee refused to sign shall be recorded on the form. After the witness signs the observation form, a copy of the form with the evaluator's notation and the witness' signature shall be provided to the evaluatee.

Post-Observation Conference Notes:

The evaluator confers with the evaluatee about what was observed during the observation and guides the evaluatee to reflect on the strengths and/or weaknesses of the lesson or activity. The evaluator starts with what the evaluatee is doing well and then identifies areas to improve. The evaluator provides descriptive details from the observation in support of the evaluator's ratings. Specific feedback in the various areas of the observation form will increase the evaluatee's awareness of strengths and develop ways to improve.

The emphasis of the post-observation conference is on improving. With a positive approach, the evaluatee should clearly understand the expectations, feel free to ask for and receive support, and immediately implement strategies discussed during the post observation conference. The evaluator allows time for the evaluatee to respond, to explain, and to discuss mitigating circumstances and to identify effective improvement strategies.

Artifacts

Name	Upload Date	Upload User	File		
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