



TEACHER EXCELLENCE AND SUPPORT SYSTEM



RUBRICS



ELEMENTS



INDICATORS

1a **INEFFECTIVE**

The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.

- The teacher makes content errors.
 - The teacher does not consider prerequisite relationships when planning.
- The teacher's plans use inappropriate strategies for the discipline.

PROGRESSING

The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.

- The teacher's understanding of the discipline is rudimentary.
- The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.

EFFECTIVE

The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.

- The teacher can identify important concepts of the discipline and their relationships to one another.
- The teacher provides clear explanations of the content.
- The teacher answers students' questions accurately and provides feedback that furthers their learning.
- Instructional strategies in unit and lesson plans are entirely suitable to the content.

HIGHLY EFFECTIVE

The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

- The teacher cites intra- and interdisciplinary content relationships.
- The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- The teacher's plans reflect recent developments in content-related pedagogy.

Domain 1a: Demonstrating Knowledge of Content and Pedagogy

The elements of component 1a are:

- **Knowledge of content and the structure of the discipline**
 - Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.
- **Knowledge of prerequisite relationships**
 - Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.
- **Knowledge of content-related pedagogy**
 - Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching.

1b

INEFFECTIVE

The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.

- The teacher does not understand child development characteristics and has unrealistic expectations for students.
- The teacher does not try to ascertain varied ability levels among students in the class.
- The teacher is not aware of students' interests or cultural heritages.
- The teacher takes no responsibility to learn about students' medical or learning disabilities.

PROGRESSING

The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.

- The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."
- The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

EFFECTIVE

The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher is aware of the different cultural groups in the class.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identified "high," "medium," and "low" groups of students within the class.
- The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.

HIGHLY EFFECTIVE

The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
- The teacher seeks out information from all students about their cultural heritages.
- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

Domain 1b: Demonstrating Knowledge of Students

The elements of component 1b are:

- **Knowledge of child and adolescent development**
 - **Children learn differently at different stages of their lives.**
- **Knowledge of the learning process**
 - **Learning requires active intellectual engagement.**
- **Knowledge of students' skills, knowledge, and language proficiency**
 - **What students are able to learn at any given time is influenced by their level of knowledge and skill.**
- **Knowledge of students' interests and cultural heritage**
 - **Children's backgrounds influence their learning.**
- **Knowledge of students' special needs**
 - **Children do not all develop in a typical fashion.**

1c

INEFFECTIVE

Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.

- Outcomes lack rigor.
- Outcomes do not represent important learning in the discipline.
- Outcomes are not clear or are stated as activities.
- Outcomes are not suitable for many students in the class.

PROGRESSING

Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.

- Outcomes represent a mixture of low expectations and rigor.
- Some outcomes reflect important learning in the discipline.
- Outcomes are suitable for most of the class.

EFFECTIVE

The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.

- Outcomes represent high expectations and rigor.
- Outcomes are related to “big ideas” of the discipline.
- Outcomes are written in terms of what students will learn rather than do.
- Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, & communication.
- Outcomes, differentiated where necessary, are suitable to groups of students in the class.

HIGHLY EFFECTIVE

Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.

- The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- The teacher connects outcomes to previous and future learning.
- Outcomes are differentiated to encourage individual students to take educational risks.

Domain 1c: Setting Instructional Outcomes

The elements of component 1c are:

- **Value, sequence, and alignment**
 - **Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.**
- **Clarity**
 - **Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.**
- **Balance**
 - **Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.**
- **Suitability for diverse students**
 - **Outcomes must be appropriate for all students in the class.**

1d

INEFFECTIVE

The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand her own skill.
- Although the teacher is aware of some student needs, he does not inquire about possible resources.

PROGRESSING

The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.

- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

EFFECTIVE

The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.

- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- The teacher facilitates the use of Internet resources.
- Resources are multidisciplinary.
- The teacher expands her knowledge through professional learning groups and organizations.
- The teacher pursues options offered by universities
- The teacher provides lists of resources outside the classroom for students to draw on.

HIGHLY EFFECTIVE

The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

- Texts are matched to student skill level.
- The teacher has ongoing relationships with colleges and universities that support student learning.
- The teacher maintains a log of resources for student reference.
- The teacher pursues apprenticeships to increase discipline knowledge.
- The teacher facilitates student contact with resources outside the classroom.

Domain 1d: Demonstrating Knowledge of Resources

The elements of component 1d are:

- **Resources for classroom use**
 - **Materials must align with learning outcomes.**
- **Resources to extend content knowledge and pedagogy**
 - **Materials that can further teachers' professional knowledge must be available.**
- **Resources for students**
 - **Materials must be appropriately challenging.**

1e

INEFFECTIVE

The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.

- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or do not meet instructional outcomes.
- Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

PROGRESSING

The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.

- Learning activities are moderately challenging.
- Learning resources are suitable, but there is limited variety.
- Instructional groups are random, or they only partially support objectives.
- Lesson structure is uneven or may be unrealistic about time expectations.

EFFECTIVE

The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- The teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

HIGHLY EFFECTIVE

The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.

- Activities permit student choice.
- Learning experiences connect to other disciplines.
- The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- Lesson plans differentiate for individual student needs.

Domain 1e: Designing Coherent Instruction

The elements of component 1e are:

- **Learning activities**
 - **Instruction is designed to engage students and advance them through the content.**
- **Instructional materials and resources**
 - **Aids to instruction are appropriate to the learning needs of the students.**
- **Instructional groups**
 - **Teachers intentionally organize instructional groups to support student learning.**
- **Lesson and unit structure**
 - **Teachers produce clear and sequenced lesson and unit structures to advance student learning.**

1f

INEFFECTIVE

The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.

- Assessments do not match instructional outcomes.
- Assessments lack criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.

PROGRESSING

The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

EFFECTIVE

The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.

- All the learning outcomes have a method for assessment.
- Assessment types match learning expectations.
- Plans indicate modified assessments when they are necessary for some students.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

HIGHLY EFFECTIVE

The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

- Assessments provide opportunities for student choice.
- Students participate in designing assessments for their own work.
- Teacher-designed assessments are authentic, with real-world application as appropriate.
- Students develop rubrics according to teacher-specified learning objectives.
- Students are actively involved in collecting information from formative assessments and provide input.

Domain 1f: Designing Student Assessments

The elements of component 1f are:

- **Congruence with instructional outcomes**
 - **Assessments must match learning expectations.**
- **Criteria and standards**
 - **Expectations must be clearly defined.**
- **Design of formative assessments**
 - **Assessments for learning must be planned as part of the instructional process.**
- **Use for planning**
 - **Results of assessment guide future planning**

2a

INEFFECTIVE

Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.

- The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.
- Students' body language indicates feelings of hurt, discomfort, or insecurity.
- The teacher displays no familiarity with, or caring about, individual students.
- The teacher disregards disrespectful interactions among students.

PROGRESSING

Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.

- The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.

EFFECTIVE

Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

- Talk between the teacher and students and among students is uniformly respectful.
- The teacher successfully responds to disrespectful behavior among students.
- Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- The teacher makes general connections with individual students.
- Students exhibit respect for the teacher.

HIGHLY EFFECTIVE

Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

- The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- There is no disrespectful behavior among students.
- When necessary, students respectfully correct one another.
- Students participate without fear of put-downs or ridicule from either the teacher or other students.
- The teacher respects and encourages students' efforts.

Domain 2a: The Classroom Environment

The elements of component 2a are:

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

2b **INEFFECTIVE**

The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.

- The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.
- The teacher conveys to at least some students that the work is too challenging for them.
- Students exhibit little or no pride in their work.
- Students use language incorrectly; the teacher does not correct them.

PROGRESSING

The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."

- The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.
- The teacher conveys high expectations for only some students.
- Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."
- The teacher's primary concern appears to be to complete the task at hand.
- The teacher urges, but does not insist, that students use precise language.

EFFECTIVE

The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.

- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.
- The teacher demonstrates a high regard for students' abilities.
- The teacher conveys an expectation of high levels of student effort.
- Students expend good effort to complete work of high quality.
- The teacher insists on precise use of language by students.

HIGHLY EFFECTIVE

High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance-- for example, by initiating improvements to their work.

- The teacher communicates passion for the subject.
- The teacher conveys the satisfaction that accompanies a deep understanding of complex content.
- Students indicate through their questions and comments a desire to understand the content.
- Students assist their classmates in understanding the content.
- Students take initiative in improving the quality of their work.
- Students correct one another in their use of language.

Domain 2b: Establishing a Culture for Learning

The elements of component 2b are:

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

2c

INEFFECTIVE

Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.

- Students not working with the teacher are not productively engaged.
- Transitions are disorganized, with much loss of instructional time.
- There do not appear to be any established procedures for distributing and collecting materials.
- A considerable amount of time is spent off task because of unclear procedures.
- Volunteers and paraprofessionals have no defined role and/or are idle much of the time.

PROGRESSING

Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.

- Students not working directly with the teacher are only partially engaged.
- Procedures for transitions seem to have been established, but their operation is not smooth.
- There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- Classroom routines function unevenly.
- Volunteers and paraprofessionals require frequent supervision.

EFFECTIVE

Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.

- Students are productively engaged during small-group or independent work.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.
- Volunteers and paraprofessionals work with minimal supervision.

HIGHLY EFFECTIVE

Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.

- With minimal prompting by the teacher, students ensure that their time is used productively.
- Students take initiative in distributing and collecting materials efficiently.
- Students themselves ensure that transitions and other routines are accomplished smoothly.
- Volunteers and paraprofessionals take initiative in their work in the class.

Domain 2c: Managing Classroom Procedures

The elements of component 2c are:

- **Management of instructional groups**
 - Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.
- **Management of transitions**
 - Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.
- **Management of materials and supplies**
 - Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.
- **Performance of classroom routines**
 - Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.
- **Supervision of volunteers and paraprofessionals**
 - Not every teacher has the benefit of assistance from volunteers and paraprofessionals, but those who do recognize that it takes both organization and management to help these individuals understand their duties and acquire the skills to carry them out.

2d

INEFFECTIVE

There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity..

- The classroom environment is chaotic, with no standards of conduct evident.
- The teacher does not monitor student behavior.
- Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

PROGRESSING

It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

- The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- The teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

EFFECTIVE

Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.

- Standards of conduct appear to have been established and implemented successfully.
- Overall, student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher's response to student misbehavior is effective.

HIGHLY EFFECTIVE

Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

- Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
- The teacher silently and subtly monitors student behavior.
- Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

Domain 2d: Managing Student Behavior

The elements of component 2d are:

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

2e

INEFFECTIVE

The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.

- There are physical hazards in the classroom, endangering student safety.
- Many students can't see or hear the teacher or see the board.
- Available technology is not being used even if it is available and its use would enhance the lesson.

PROGRESSING

The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.

- The physical environment is safe, and most students can see and hear the teacher or see the board.
- The physical environment is not an impediment to learning but does not enhance it.
- The teacher makes limited use of available technology and other resources.

EFFECTIVE

The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.

- The classroom is safe, and all students are able to see and hear the teacher or see the board.
- The classroom is arranged to support the instructional goals and learning activities.
- The teacher makes appropriate use of available technology.

HIGHLY EFFECTIVE

The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

- Modifications are made to the physical environment to accommodate students with special needs.
- There is total alignment between the learning activities and the physical environment.
- Students take the initiative to adjust the physical environment.
- The teacher and students make extensive and imaginative use of available technology.

Domain 2e: Organizing Physical Space

The elements of component 2e are:

- **Safety and accessibility**
 - **Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.**
- **Arrangement of furniture and use of physical resources**
 - **Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.**

3a

INEFFECTIVE

Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.

- At no time during the lesson does the teacher convey to students what they will be learning.
- Students indicate through body language or questions that they don't understand the content being presented or are confused about the learning task.
 - The teacher makes a serious content error that will affect students' understanding of the lesson.
- The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.
- The teacher's vocabulary is inappropriate to the age or culture of the students.

PROGRESSING

Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.

- The teacher provides little elaboration or explanation about what the students will be learning.
- The teacher's explanation of the content consists of a monologue, with minimal participation by students.
 - The teacher makes no serious content errors but may make minor ones.
- The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
- The teacher must clarify the learning task so students can complete it.
- The teacher's vocabulary is too advanced, or too juvenile.

EFFECTIVE

Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.

- The teacher states clearly what the students will be learning.
- The teacher's explanation of content is clear, invites student participation & thinking, and makes no content errors.
- The teacher describes specific strategies students might use.
- Students engage with the learning task, indicating that they understand what they are to do.
 - The teacher's vocabulary and usage are correct and entirely suited to the lesson.
- The teacher's vocabulary is appropriate to students' ages and levels of development.

HIGHLY EFFECTIVE

Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.

- If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
- The teacher explains content clearly and imaginatively.
- The teacher points out possible areas for misunderstanding.
 - The teacher invites students to explain the content to their classmates.
- Students suggest other strategies they might use in approaching a challenge or analysis.
 - The teacher uses rich language, offering brief vocabulary lessons where appropriate.
- Students use academic language correctly.

Domain 3a: Communicating with Students

The elements of component 3a are:

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

3b

INEFFECTIVE

The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.

- Questions are rapid-fire and convergent, with a single correct answer.
- Questions do not invite student thinking.
- All discussion is between the teacher and students; students are not invited to speak directly to one another.
- The teacher does not ask students to explain their thinking.
- Only a few students dominate the discussion.

PROGRESSING

Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.

- The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.
- The teacher invites students to respond directly to one another's ideas, but few students respond.
- The teacher calls on many students, but only a small number actually participate in the discussion.
- The teacher asks students to explain their reasoning, but only some students attempt to do so.

EFFECTIVE

Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most attempt to do so.

HIGHLY EFFECTIVE

Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

- Students initiate higher-order questions.
- The teacher builds on and uses student responses to questions in order to deepen student understanding.
- Students extend the discussion, enriching it.
- Students invite comments from their classmates during a discussion and challenge one another's thinking.
- Virtually all students are engaged in the discussion.

Domain 3b: Using Questioning and Discussion Techniques

The elements of component 3b are:

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

3c

INEFFECTIVE

Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.

- Few students are intellectually engaged in the lesson.
- Learning tasks/activities and materials require only recall or have a single correct response or method.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.
- Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.

PROGRESSING

Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of requiring thinking and recall.
- Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
- Materials/resources are partially aligned to the lesson objectives.
- Few of the materials/resources require student thinking or ask students to explain their thinking.
- The pacing of the lesson is uneven (rushed or dragging)
- The instructional groupings used are partially appropriate to the activities.

EFFECTIVE

Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses and encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- Materials/resources support the learning goals and require intellectual engagement.
- The pacing provides students the time needed to be intellectually engaged.
- The teacher uses groupings suitable to the lesson activities.

HIGHLY EFFECTIVE

Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.

- Virtually all students are intellectually engaged in the lesson.
- Lesson activities require high-level student thinking and explanations of their thinking.
- Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Domain 3c: Engaging Students in Learning

The elements of component 3c are:

- **Activities and assignments**
 - The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.
- **Grouping of students**
 - How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.
- **Instructional materials and resources**
 - The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.
- **Structure and pacing**
 - No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

3d

INEFFECTIVE

Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.

- The teacher gives no indication of what high-quality work looks like.
- The teacher makes no effort to determine whether students understand the lesson.
- Students receive no feedback, or feedback is global or directed to only one student.
- The teacher does not ask students to evaluate their own or classmates' work.

PROGRESSING

Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.

- There is little evidence that the students understand how their work will be evaluated.
- The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.
 - Feedback to students is vague and not oriented toward future improvement of work.
 - The teacher makes only minor attempts to engage students in self- or peer assessment.

EFFECTIVE

Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.

- The teacher makes the standards of high-quality work clear to students.
- The teacher elicits evidence of student understanding.
 - Students are invited to assess their own work and make improvements; most of them do so.
 - Feedback includes specific and timely guidance, at least for groups of students.

HIGHLY EFFECTIVE

Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.

- Students indicate they clearly understand the traits of high-quality work, and there is evidence that students have helped establish the evaluation criteria.
- The teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies about individual student understanding.
- Students monitor their own understanding. (On their own or by tasks set by the teacher.)
- High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

Domain 3d: Using Assessment in Instruction

The elements of component 3d are:

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

3e

INEFFECTIVE

The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.

- The teacher ignores indications of student boredom or lack of understanding.
- The teacher brushes aside students' questions.
- The teacher conveys to students that when they have difficulty learning, it is their fault.
 - In reflecting on practice, the teacher does not indicate that it is important to reach all students.
- The teacher makes no attempt to adjust the lesson in response to student confusion.

PROGRESSING

The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.

- The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.
- The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.
 - In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.
- The teacher's attempts to adjust the lesson are partially successful.

EFFECTIVE

The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.

- The teacher incorporates students' interests and questions into the heart of the lesson.
- The teacher conveys to students that she has other approaches to try when the students experience difficulty.
 - In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
- When improvising becomes necessary, the teacher makes adjustments to the lesson.

HIGHLY EFFECTIVE

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

- The teacher seizes on a teachable moment to enhance a lesson.
- The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.
 - In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
- The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.

Domain 3e: Demonstrating Flexibility and Responsiveness

The elements of component 3e are:

- **Lesson adjustment**
 - **Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed.**
- **Response to students**
 - **Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.**
- **Persistence**
 - **Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.**

4a **INEFFECTIVE**

The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.

- The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
- The teacher makes no suggestions for improvement.

PROGRESSING

The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.

- The teacher has a general sense of whether or not instructional practices were effective.
- The teacher offers general modifications for future instruction.

EFFECTIVE

The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.

- The teacher accurately assesses the effectiveness of instructional activities used.
- The teacher identifies specific ways in which a lesson might be improved.

HIGHLY EFFECTIVE

The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.

- The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.
- The teacher's suggestions for improvement draw on an extensive repertoire.

Domain 4a: Reflecting on Teaching

The elements of component 4a are:

- **Accuracy**
 - **As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.**
- **Use in future teaching**
 - **If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.**

4b

INEFFECTIVE

The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.

- There is no system for either instructional or noninstructional records.
- Record-keeping systems are in disarray and provide incorrect or confusing information.

PROGRESSING

The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.

- The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.
- The teacher's process for tracking student progress is cumbersome to use.
- The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.

EFFECTIVE

The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.

- The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
- The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.
- The teacher's process for recording noninstructional information is both efficient and effective.

HIGHLY EFFECTIVE

The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.

- Students contribute to and maintain records indicating completed and outstanding work assignments.
- Students contribute to and maintain data files indicating their own progress in learning.
- Students contribute to maintaining noninstructional records for the class.

Domain 4b: Maintaining Accurate Records

The elements of component 4b are:

- **Student completion of assignments**
 - Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.
- **Student progress in learning**
 - In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.
- **Noninstructional records**
 - Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.

4c

INEFFECTIVE

The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.

- Little or no information regarding the instructional program is available to parents.
- Families are unaware of their children's progress.
- Family engagement activities are lacking.
- There is some culturally inappropriate communication.

PROGRESSING

The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.

- School- or district-created materials about the instructional program are sent home.
- The teacher sends home infrequent or incomplete information about the instructional program.
- The teacher maintains a school-required gradebook but does little else to inform families about student progress.
- Some of the teacher's communications are inappropriate to families' cultural norms.

EFFECTIVE

The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.

- The teacher regularly makes information about the instructional program available.
- The teacher regularly sends home information about student progress.
- The teacher develops activities designed to engage families successfully and appropriately in their children's learning.
- Most of the teacher's communications are appropriate to families' cultural norms.

HIGHLY EFFECTIVE

The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.

- Students regularly develop materials to inform their families about the instructional program.
- Students maintain accurate records about their individual learning progress and frequently share this information with families.
- Students contribute to regular and ongoing projects designed to engage families in the learning process.
- All of the teacher's communications are highly sensitive to families' cultural norms.

Domain 4c: Communicating with Families

The elements of component 4c are:

- **Information about the instructional program**
 - **The teacher frequently provides information to families about the instructional program.**
- **Information about individual students**
 - **The teacher frequently provides information to families about students' individual progress.**
- **Engagement of families in the instructional program**
 - **The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.**

4d

INEFFECTIVE

The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.

- The teacher's relationships with colleagues are characterized by negativity or combativeness.
- The teacher purposefully avoids contributing to activities promoting professional inquiry.
- The teacher avoids involvement in school activities and district and community projects.

PROGRESSING

The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.

- The teacher has cordial relationships with colleagues.
- When invited, the teacher participates in activities related to professional inquiry.
- When asked, the teacher participates in school activities, as well as district and community projects.

EFFECTIVE

The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.

- The teacher has supportive and collaborative relationships with colleagues.
- The teacher regularly participates in activities related to professional inquiry.
- The teacher frequently volunteers to participate in school events and school district and community projects.

HIGHLY EFFECTIVE

The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.

- The teacher takes a leadership role in promoting activities related to professional inquiry.
- The teacher regularly contributes to and leads events that positively impact school life.
- The teacher regularly contributes to and leads significant district and community projects.

Domain 4d: Participating in a Professional Community

The elements of component 4d are:

- **Relationships with colleagues**
 - **Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.**
- **Involvement in a culture of professional inquiry**
 - **Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.**
- **Service to the school**
 - **Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.**
- **Participation in school and district projects**
 - **Teachers contribute to and support larger school and district projects designed to improve the professional community.**

4e

INEFFECTIVE

The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.

- The teacher is not involved in any activity that might enhance knowledge or skill.
- The teacher purposefully resists discussing performance with supervisors or colleagues.
- The teacher ignores invitations to join professional organizations or attend conferences.

PROGRESSING

The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.

- The teacher participates in professional activities when they are required or provided by the district.
- The teacher reluctantly accepts feedback from supervisors and colleagues.
- The teacher contributes in a limited fashion to professional organizations.

EFFECTIVE

The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.

- The teacher seeks regular opportunities for continued professional development.
- The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.
- The teacher actively participates in organizations designed to contribute to the profession.

HIGHLY EFFECTIVE

The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.

- The teacher seeks regular opportunities for continued professional development, including initiating action research.
- The teacher actively seeks feedback from supervisors and colleagues.
- The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

Domain 4e: Growing and Developing Professionally

The elements of component 4e are:

- **Enhancement of content knowledge and pedagogical skill**
 - **Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.**
- **Receptivity to feedback from colleagues**
 - **Teachers actively pursue networks that provide collegial support and feedback.**
- **Service to the profession**
 - **Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.**

4f

INEFFECTIVE

The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.

- The teacher is dishonest.
- The teacher does not notice the needs of students.
- The teacher engages in practices that are self-serving.
- The teacher willfully rejects district regulations.

PROGRESSING

The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.

- The teacher is honest.
- The teacher notices the needs of students but is inconsistent in addressing them.
- The teacher does not notice that some school practices result in poor conditions for students.
- The teacher makes decisions professionally but on a limited basis.
- The teacher complies with district regulations.

EFFECTIVE

The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.

- The teacher is honest and known for having high standards of integrity.
- The teacher actively addresses student needs.
 - The teacher actively works to provide opportunities for student success.
- The teacher willingly participates in team and departmental decision making.
- The teacher complies completely with district regulations.

HIGHLY EFFECTIVE

The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.

- The teacher is considered a leader in terms of honesty, integrity, and confidentiality.
- The teacher is highly proactive in serving students.
- The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
- The teacher takes a leadership role in team and departmental decision making.
- The teacher takes a leadership role regarding district regulations.

Domain 4f: Showing Professionalism

The elements of component 4f are:

- **Integrity and ethical conduct**
 - **Teachers act with integrity and honesty.**
- **Service to students**
 - **Teachers put students first in all considerations of their practice.**
- **Advocacy**
 - **Teachers support their students' best interests, even in the face of traditional practice or beliefs.**
- **Decision making**
 - **Teachers solve problems with students' needs as a priority.**
- **Compliance with school and district regulations**
 - **Teachers adhere to policies and established procedures.**



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