

2013 Danielson Framework for Teaching Evaluation Instrument With Early Childhood (PreK-3rd Grade) Examples

Domain 1: Planning and Preparation

Component 1a:	Demonstrating Knowledge of Content and Pedagogy
	<p>In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.</p> <p>Elements of component 1a:</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline <i>Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.</i> • Knowledge of prerequisite relationships <i>Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.</i> • Knowledge of content-related pedagogy <i>Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Lesson and unit plans that reflect important concepts in the discipline • Lesson and unit plans that accommodate prerequisite relationships among concepts and skills • Clear and accurate classroom explanations • Accurate answers to student questions • Feedback to students that furthers learning • Interdisciplinary connections in plans and practice

	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher displays little understanding of prerequisite knowledge important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher demonstrates accurate understanding of prerequisite relationships among topics. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher makes content errors.</i> • <i>Teacher does not consider prerequisite relationships when planning.</i> • <i>Teacher's plans use inappropriate strategies for the discipline.</i> 	<ul style="list-style-type: none"> • <i>Teacher's understanding of the discipline is rudimentary.</i> • <i>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</i> • <i>Lesson and unit plans use limited instructional strategies, and some are not be suitable to the content.</i> 	<ul style="list-style-type: none"> • <i>Teacher can identify important concepts of the discipline and their relationships to one another.</i> • <i>Teacher provides clear explanations of the content.</i> • <i>Teacher answers student questions accurately and provides feedback that furthers their learning.</i> • <i>Instructional strategies in unit and lesson plans are entirely suitable to the content.</i> 	<ul style="list-style-type: none"> • <i>Teacher cites intra- and interdisciplinary content relationships.</i> • <i>Teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.</i> • <i>Teacher's plans reflect recent developments in content-related pedagogy.</i>
Early Childhood (PreK-3rd Grade) Examples	<ul style="list-style-type: none"> • The teacher plans to use only verbal descriptions to teach simple shapes (circle, square, triangle) knowing that his class has only learned the circle. • The teacher plans to assign a worksheet to teach one to one correspondence. • When planning for a reading lesson, the teacher decides to use round robin as the only reading instruction. She does not consider the different reading levels of her class which includes two gifted and 3 ELL students. 	<ul style="list-style-type: none"> • The teacher plans to use one approach to teach her students new shapes (e.g., via flashcards). • The teacher plans to model counting by using manipulative to teach one to one correspondence only in the whole group setting. • The teacher's plan demonstrates a limited approach to teaching reading and is consistent in planning to use only whole group read aloud and partner reading as the daily reading instruction. 	<ul style="list-style-type: none"> • Once the students have mastered grouping by shape and color, the teacher plans to incorporate a third attribute, like size, into grouping. • When teaching one to one counting, the teacher plans to use sets of the pictured objects for small groups or pairs of students to match and sort. Students will be encouraged to ask questions. • The teacher plans to add extra instructional time to the reading period to pre-teach unfamiliar vocabulary words for the new story. He plans to use leveled vocabulary from the curriculum for the different leveled reading groups. 	<ul style="list-style-type: none"> • The teacher plans for students to create anchor posters of examples of common shapes to display in the math center. • Following a two day review and practice of one to one correspondence, the teacher plans to introduce and incorporate independent activities into the centers for students to use during free choice time; computer math game, interactive picture books and an art activity. • The teacher plans to adapt the learning stations/centers to include activities which reflect the reading theme. She adds specific activities that include vocabulary review with consideration to the individual knowledge of the students.

	<ul style="list-style-type: none"> The teacher plans to have students copy random words from the board at the end of each day with no connection to lessons or review. The teacher uses this time to check his email. 	<ul style="list-style-type: none"> The teacher’s plan relies on a ‘cute’ store bought book of size word worksheets. He uses the worksheets to teach rote memorization for color words. 	<ul style="list-style-type: none"> The teacher plans to organizes an interactive word wall that includes size words. Teacher directs students to locate specific words on the board to be used in a sentence. The teacher bases the individual student directions on their instructional level. 	<ul style="list-style-type: none"> The teacher plans lessons to bridge content areas, such as prompting the students to find props and identify corresponding and size-related words to retell the story of Goldilocks and the Three Bears.
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Component 1b:	Demonstrating Knowledge of Students
	<p>Teachers don’t teach content in the abstract; they teach it to <i>students</i>. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources that will ensure that they will be able to learn.</p> <p>Elements of component 1b:</p> <ul style="list-style-type: none"> Knowledge of child and adolescent development <i>Children learn differently at different stages of their lives.</i> Knowledge of the learning process <i>Learning requires active intellectual engagement.</i> Knowledge of students’ skills, knowledge, and language proficiency <i>What students are able to learn at any given time is influenced by their level of knowledge and skill.</i> Knowledge of students’ interests and cultural heritage <i>Children’s backgrounds influence their learning.</i> Knowledge of students’ special needs <i>Children do not all develop in a typical fashion.</i> <p>Indicators:</p> <ul style="list-style-type: none"> Formal and informal information about students gathered by teacher for use in planning instruction Student interests and needs learned by teacher for use in planning Teacher participation in community cultural events Teacher-designed opportunities for families to share heritage Database of students with special needs

	Unsatisfactory	Basic	Proficient	Distinguished
1b: Demonstrating Knowledge of Students	Teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage—and does not indicate that such knowledge is valuable.	Teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage yet may apply this knowledge not to individual students but to the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. Teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage.	Teacher understands the active nature of student learning and acquires information about levels of development for individual students. Teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage.
Critical Attributes	<ul style="list-style-type: none"> • Teacher does not understand child development characteristics and has unrealistic expectations for students. • Teacher does not try to ascertain varied ability levels among students in the class. • Teacher is not aware of student interests or cultural heritages. • Teacher takes no responsibility to learn about students’ medical or learning disabilities. 	<ul style="list-style-type: none"> • Teacher cites developmental theory but does not seek to integrate it into lesson planning. • Teacher is aware of the different ability levels in the class but tends to teach to the “whole group.” • Teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • Teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> • Teacher knows, for groups of students, their levels of cognitive development. • Teacher is aware of the different cultural groups in the class. • Teacher has a good idea of the range of interests of students in the class. • Teacher has identified “high,” “medium,” and “low” groups of students within the class. • Teacher is well informed about students’ cultural heritage and incorporates this knowledge in lesson planning. • Teacher is aware of the special needs represented by students in the class. 	<ul style="list-style-type: none"> • Teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly. • Teacher seeks out information from all students about their cultural heritage. • Teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
Early Childhood (PreK-3rd Grade) Examples	<ul style="list-style-type: none"> • The teacher does not plan to engage students or families of Mexican-American students when planning a unit or project on Mexico. • The teacher does not plan to incorporate information about individual students’ IEP and learning goals when planning daily lessons. 	<ul style="list-style-type: none"> • In the unit on Mexico, the teacher plans to incorporate perspectives from the three Mexican-American students in the class but does not seek information about their Mexican customs/traditions from the students and/or families. She assumes she knows about Mexican culture by reading a few articles. • The teacher knows the students who have IEPs and has read their learning goals but has not purposefully planned to differentiate for these student learning needs in the planning process. 	<ul style="list-style-type: none"> • The teacher plans to ask his/her Spanish-speaking students to discuss their ancestry with their peers as part of their unit or project on Mexico. • The teacher uses the district’s online data management system to reference IEP information and required accommodations when planning for the class and/or groups. 	<ul style="list-style-type: none"> • The teacher plans to meet several of his/her students’ extended family members while attending the local Mexican Heritage Day Celebration and uses the experience to plan classroom activities which reflect students’ lives. OR teacher has asked a few family members of her Mexican-American students’ to come into the class, bring in some of their traditional foods, and talk about their customs and culture. • The teacher regularly creates IEP based adapted assessment materials for several students needing accommodations. The teacher plans his/her lesson with three different follow-up activities designed to meet the varied ability levels of his/her students.

	<ul style="list-style-type: none"> • The teacher plans activities without reviewing students’ formative or summative assessment data. • The teacher plans to teach his/her class Christmas carols, despite the fact that he has four religions represented among his/her students. • When planning lessons, units, projects, center, or other learning experiences, the teacher recycles lesson plans and learning experiences from past years, or chooses topics and activities that interest her, or what she “thinks” should be interesting to her students. 	<ul style="list-style-type: none"> • The teacher’s lesson plan has the same assignment for the entire class and does not use information about individual students to accommodate different ability levels or interests. • Teacher chooses music/carols to represent two of the four religions in the classroom. They are downloaded on the student computers for individual students to listen to but the teacher does not share the music with the whole class. • During snack time or other free times the teacher listens to the students sharing their personal interests or about their lives outside school, but the teacher’s plans does not apply what is shared when teacher plans lessons, units, projects, center, or other learning experiences. 	<ul style="list-style-type: none"> • The teacher creates and uses an excel spreadsheet listing students’ levels of academic/cognitive development, family needs and social/emotional information to plan for instruction. • The teacher plans to play music/carols to represent the religion of all the students in the class and hangs pictures around the room to represent the celebration of each religion. • The teacher administers a student or family interest survey or has students complete a “All About Me” project at the beginning of the school year. The teacher incorporates this information about students’ interests, culture, and learning and development needs when planning center activities. 	<ul style="list-style-type: none"> • The teacher regularly incorporates information gathered from families at curriculum night/open house about hopes and goals for their students’ learning. Teacher also has a method of regular communication with the families about students’ progress and incorporates that data into her plans too. • The teacher makes arrangements for the students to bring books, pictures, items to represent their religion and is invited to share a story about what is brought then put it on display in the classroom. • Students use library time to choose books that are of their individual interest. The teacher invites each student to show their chosen book and share what they know about the subject through discussion, art, or writing.
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Component 1c: Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment, through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it’s important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.

Elements of component 1c:

- Value, sequence, and alignment
Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core 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.

	<p>Indicators:</p> <ul style="list-style-type: none"> • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Outcomes permitting assessment of student attainment • Outcomes differentiated for students of varied ability 			
	Unsatisfactory	Basic	Proficient	Distinguished
Ic: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
Critical Attributes	<ul style="list-style-type: none"> • <i>Outcomes lack rigor.</i> • <i>Outcomes do not represent important learning in the discipline.</i> • <i>Outcomes are not clear or are stated as activities.</i> • <i>Outcomes are not suitable for many students in the class.</i> 	<ul style="list-style-type: none"> • <i>Outcomes represent a mixture of low expectations and rigor.</i> • <i>Some outcomes reflect important learning in the discipline.</i> • <i>Outcomes are suitable for most of the class.</i> 	<ul style="list-style-type: none"> • <i>Outcomes represent high expectations and rigor.</i> • <i>Outcomes are related to “big ideas” of the discipline.</i> • <i>Outcomes are written in terms of what students will learn rather than do.</i> • <i>Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.</i> • <i>Outcomes, differentiated where necessary, are suitable to groups of students in the class.</i> 	<ul style="list-style-type: none"> • <i>Teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.</i> • <i>Teacher connects outcomes to previous and future learning.</i> • <i>Outcomes are differentiated to encourage individual students to take educational risks.</i>
Early Childhood (PreK-3rd Grade) Examples	<ul style="list-style-type: none"> • The teacher plans to paste apples on a paper but there is no link to outcomes in the plans, nor an explanation as to how this is considered rigorous for this group of students or rigorous for this curriculum/discipline. • Teacher plans for second graders to copy a poem but the outcomes are not 	<ul style="list-style-type: none"> • The teacher’s plans show activities in a unit about apples are related to outcomes but are not coordinated across curriculum/discipline content areas. • Teacher planned outcomes for second graders is to learn a poetry form by memorizing a poem and to choose an 	<ul style="list-style-type: none"> • The teacher’s plans describe the learning outcomes for an apple study that are identified as life cycle, key vocabulary, sequencing, measurement and counting. The teacher explains how the outcomes are situated within the planned curriculum and are considered rigorous for this discipline and these students. • Teacher’s planned outcomes for a study of poetry are learning the forms and steps for creating four types of poems. 	<ul style="list-style-type: none"> • The teacher plans include a concept map that links previous current and future learning goals and outcomes by connecting the essential idea of life cycles beginning with apples and extending to humans/animals. • The teacher intentionally provides the opportunities for students to write and reference poetry and its forms across the

	<p>stated nor linked to students' learning needs.</p> <ul style="list-style-type: none"> • The teacher decides all learning outcomes for the whole class without considering individual student needs. 	<p>element from the poem to illustrate the form. The plan describes how this is suitable for most of the class, but there are indications that some students may find this more or less advanced according to their abilities.</p> <ul style="list-style-type: none"> • The outcomes are written with the needs of the "middle" group in mind; however, however, students' IEP, cultural or social/emotional needs are not addressed. 	<p>Teacher explains how the 4 poems and the outcomes for learning address the differentiated learning needs of the students in her class.</p> <ul style="list-style-type: none"> • The teacher writes outcomes in a way that allows groups or individual students to approach activities at their levels or learning modalities. 	<p>curriculum and in future study. Students are able to choose the poems they are interested in studying, or writing their own.</p> <ul style="list-style-type: none"> • The teacher reviews goals and modifies project objectives and expectations to align with students' IEP, cultural or social needs.
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Component 1d:	Demonstrating Knowledge of Resources
	<p>Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide no instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.</p> <p>Elements of component 1d:</p> <ul style="list-style-type: none"> • Resources for classroom use <i>Materials must align with learning outcomes.</i> • Resources to extend content knowledge and pedagogy <i>Materials that can further teachers' professional knowledge must be available.</i> • Resources for students <i>Materials must be appropriately challenging.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Materials provided by the district • Materials provided by professional organizations • Range of texts • Internet resources • Community resources • Ongoing participation by teacher in professional education courses or professional groups • Guest speakers

	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is teacher aware of resources for expanding one's own professional skill.	Teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	Teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet for classroom use and for extending one's professional skill, and seeks out such resources.	Teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher uses only district-provided materials, even when more variety would assist some students.</i> • <i>Teacher does not seek out resources available to expand his/her own skill.</i> • <i>Although aware of some student needs, teacher does not inquire about possible resources.</i> 	<ul style="list-style-type: none"> • <i>Teacher uses materials in the school library but does not search beyond the school for resources.</i> • <i>Teacher participates in content-area workshops offered by the school but does not pursue other professional development.</i> • <i>Teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</i> 	<ul style="list-style-type: none"> • <i>Texts are at varied levels.</i> • <i>Texts are supplemented by guest speakers and field experiences.</i> • <i>Teacher facilitates use of Internet resources.</i> • <i>Resources are multidisciplinary.</i> • <i>Teacher expands knowledge through professional learning groups and organizations.</i> • <i>Teacher pursues options offered by universities.</i> • <i>Teacher provides lists of resources outside the classroom for students to draw on.</i> 	<ul style="list-style-type: none"> • <i>Texts are matched to student skill level.</i> • <i>Teacher has ongoing relationship with colleges and universities that support student learning.</i> • <i>Teacher maintains log of resources for student reference.</i> • <i>Teacher pursues apprenticeships to increase discipline knowledge.</i> • <i>Teacher facilitates student contact with resources outside the classroom.</i>
Early Childhood (PreK-3rd Grade) Examples	<ul style="list-style-type: none"> • For their unit on weather, the teacher plans to have students find all of their information in the district-supplied textbook. • The teacher does not seek out school, district, or community resources beyond the classroom to enhance health unit. • The teacher is not sure how to teach fractions but doesn't seek additional resources or information from professional colleagues. 	<ul style="list-style-type: none"> • For a unit on weather, the teacher borrows only the three or four books available from the school library, but does not seek out others the public library. • The teacher thinks students would benefit from hearing from a professional and contacts the school nurse to visit the classroom during a health unit. • The teacher uses the information shared at the school-based math workshop but does not do additional extended research or resource collection beyond this session 	<ul style="list-style-type: none"> • The teacher plans to provide a range of nonfiction texts and visual resources about the weather so that regardless of their reading level, all students can participate in the discussion of important concepts. • The teacher generates a list of resources including websites and community partners that will help enrich a health study. • The teacher takes district, community or university classes or workshops to increase overall knowledge of math concepts and teaching strategies. 	<ul style="list-style-type: none"> • Teacher uses individual students' skill levels to offer weather books and other materials like maps and video at a wide range of complexity and in varying genres. • The teacher organizes field trips and expert visits in the community after surveying students on what they know and don't know about the health community (fire department, ambulance, doctors, dentists, etc.) • The teacher coordinates a math centered professional learning community (PLC) within the school and expands it by creating a web presence to share ideas on national and international levels.

Component 1e:	Designing Coherent Instruction			
	<p>Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.</p> <p>Elements of component 1e:</p> <ul style="list-style-type: none"> • Learning activities <i>Instruction is designed to engage students and advance them through the content.</i> • Instructional materials and resources <i>Aids to instruction are appropriate to the learning needs of the students.</i> • Instructional groups <i>Teachers intentionally organize instructional groups to support student learning.</i> • Lesson and unit structure <i>Teachers produce clear and sequenced lesson and unit structures to advance student learning.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans 			
	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some time allocations reasonable.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. 	<ul style="list-style-type: none"> • Activities permit student choice. • Learning experiences connect to other disciplines. • Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
<p>Early Childhood (PreK-3rd Grade) Examples</p>	<ul style="list-style-type: none"> • The teacher includes as two lead activities in a butterfly unit to memorize the parts of a butterfly and complete a worksheet about the parts of a butterfly. • The teacher’s plan describes how the class will be organized in rows, seating the students alphabetically; and plans to have students stay in groups of four for the first nine weeks of school with groupings based on student’s proximity to each other at their desks. • The teacher’s lesson plans are written on sticky notes in his/her grade book; they indicate: lecture, activity, or test, along with page numbers in the text. • The teacher plans to use mostly narrative-based texts and few with appropriate and/or interesting pictures. 	<ul style="list-style-type: none"> • After a mini lesson on butterflies, the teacher plans to have the whole class play a game to reinforce the skill he taught. • The teacher always plans to let students self-select a working group because they behave better when they can choose with whom to sit. • The teacher’s lesson plans are well formatted, but the timing for many activities are typically too short to focus deeply upon the key concepts. • The teacher plans to use a variety of reading materials but no other kinds of resources to teach a topic. 	<ul style="list-style-type: none"> • The teacher reviews his/her learning activities with a reference to high-level vocabulary and rewrites some of the activities to increase the challenge level. • The teacher plans for students to complete a project in small groups; she carefully selects group members by their ability level and learning style based on formative and assessment data and what she knows about how they learn best. • The teacher reviews lesson plans with his/her principal; they are well structured, with pacing times and activities clearly indicated. • The literacy block/center is planned to include access to a variety of materials which address different learning modalities; charts, listening center, space for dramatic interpretation, and art materials. 	<ul style="list-style-type: none"> • The teacher’s unit on butterflies lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning. • After the cooperative group lesson, the teacher plans to have students reflect on their participation and focus upon “celebrations...what worked well” and “concentrations...what can we improve”. • The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his/her students to link the current lesson outcomes to those they previously learned. • The teacher has coded a wide variety of resources by reading level so that students can self-select materials to complete literacy projects.

Component 1f:	Designing Student Assessments			
	<p>Good teaching requires both assessment <i>of</i> learning and assessment <i>for</i> learning. Assessments <i>of</i> learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment <i>for</i> learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.</p> <p>Elements of component 1f:</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes <i>Assessments must match learning expectations.</i> • Criteria and standards <i>Expectations must be clearly defined.</i> • Design of formative assessments <i>Assessments for learning must be planned as part of the instructional process.</i> • Use for planning <i>Results of assessment guide future planning.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Lesson plans indicating correspondence between assessments and instructional outcomes • Assessment types suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction 			
	Unsatisfactory	Basic	Proficient	Distinguished
1f. Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and contain no criteria by which student performance will be assessed. Teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Critical Attributes	<ul style="list-style-type: none"> • <i>Assessments do not match instructional outcomes.</i> • <i>Assessments have no criteria.</i> • <i>No formative assessments have been designed.</i> 	<ul style="list-style-type: none"> • <i>Only some of the instructional outcomes are addressed in the planned assessments.</i> • <i>Assessment criteria are vague.</i> 	<ul style="list-style-type: none"> • <i>All the learning outcomes have a method for assessment.</i> • <i>Assessment types match learning expectations.</i> 	<ul style="list-style-type: none"> • <i>Assessments provide opportunities for student choice.</i> • <i>Students participate in designing assessments for their own work.</i>

	<ul style="list-style-type: none"> • <i>Assessment results do not affect future plans.</i> 	<ul style="list-style-type: none"> • <i>Plans refer to the use of formative assessments, but they are not fully developed.</i> • <i>Assessment results are used to design lesson plans for the whole class, not individual students.</i> 	<ul style="list-style-type: none"> • <i>Plans indicate modified assessments when they are necessary for some students.</i> • <i>Assessment criteria are clearly written.</i> • <i>Plans include formative assessments to use during instruction.</i> • <i>Lesson plans indicate possible adjustments based on formative assessment data.</i> 	<ul style="list-style-type: none"> • <i>Teacher-designed assessments are authentic, with real-world application as appropriate.</i> • <i>Students develop rubrics according to teacher-specified learning objectives.</i> • <i>Students are actively involved in collecting information from formative assessments and provide input.</i>
Early Childhood (PreK-3rd Grade) Examples	<ul style="list-style-type: none"> • The teacher plans to use observation but no documentation as the only means for assessing behavior. • The teacher does not purposefully build in formative checks of literacy skills outside of district assessments. • The teacher does not use past math summative results to guide her/his planning for the upcoming math unit. 	<ul style="list-style-type: none"> • The teacher plans to use a social emotional checklist with a numerical range, but no narrative descriptors of levels to assess student behavior. • The teacher's plans regularly assesses only the fluency rate of each reader but is does not include other reading skills to assess. • The teacher plans to reteach a math concept to the whole class based upon the results of a math worksheet, although some students' work shows mastery of the concept. 	<ul style="list-style-type: none"> • The teacher plans to use a social emotional checklist with a numerical range, and narrative descriptors of levels to assess student behavior. • In an early learning class the teacher uses anecdotal notes from last week's literacy lesson/block to form differentiated groups. • During individual work time, the teacher assesses each students understanding of the math lesson by observing their work and having them articulate their method for solving the math problem. 	<ul style="list-style-type: none"> • The teacher designs and/or uses instruments to measure social emotional growth in concert with other teachers and with input from students' families. • The teacher creates a system which allows students to chart their growth as readers and set their own learning goals. • The teacher has developed a routine for his/her class; students know that if they are struggling with a math concept, they first check with another student in group, and then meet with teacher at "help desk" during independent work time.

Domain 2: The Classroom Environment

Component 2a:	Creating an Environment of Respect and Rapport
	<p>An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.</p> <p>“Respect” shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an environment of respect and rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing student behavior).</p> <p>Elements of component 2a:</p> <ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions <i>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.</i> • Student interactions with other students, including both words and actions <i>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.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Respectful talk, active listening, and turn taking • Acknowledgement of students’ background and lives outside the classroom • Body language indicative of warmth and caring shown by teacher and students • Physical proximity • Politeness and encouragement • Fairness

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for teacher. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher is disrespectful towards students or insensitive to students' ages, cultural backgrounds, and developmental levels.</i> • <i>Students' body language indicates feelings of hurt, discomfort, or insecurity.</i> • <i>Teacher displays no familiarity with, or caring about, individual students.</i> • <i>Teacher disregards disrespectful interactions among students.</i> 	<ul style="list-style-type: none"> • <i>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.</i> • <i>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</i> • <i>Teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</i> 	<ul style="list-style-type: none"> • <i>Talk between teacher and students and among students is uniformly respectful.</i> • <i>Teacher successfully responds to disrespectful behavior among students.</i> • <i>Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.</i> • <i>Teacher makes general connections with individual students.</i> • <i>Students exhibit respect for teacher.</i> 	<ul style="list-style-type: none"> • <i>Teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</i> • <i>There is no disrespectful behavior among students.</i> • <i>When necessary, students respectfully correct one another in their conduct towards classmates.</i> • <i>Students participate without fear of put-downs or ridicule from either the teacher or other students.</i> • <i>Teacher respects and encourages students' efforts.</i>
Early Childhood (PreK-3rd Grade) Examples	<ul style="list-style-type: none"> • The teacher does not communicate expectations for respectful behavior. The teacher ignores or does not intervene in disrespectful interactions. The teacher responds to students in a disrespectful manner. For example, when students are talking out of turn during circle time, the teacher either ignores the misbehavior or yells at the students to "Be quiet!" • Tommy drops his tub of paint on the floor. Some of the students begin to make fun of Tommy for being clumsy. Teacher ignores the behavior, or Teacher gets angry with him and says, "Can't you be 	<ul style="list-style-type: none"> • The teacher responds inconsistently to disrespectful behavior. She communicates some positive classroom expectations but does not model an alternative approach to disrespectful student behaviors. For example, when students are talking out of turn, Teacher says, "please be quiet or we'll have to stop the activity." But when the students don't stop, there's no follow through. • After Tommy drops his tub of paint, some students make fun of him. Teacher says, "Please, use kind words," but teacher does not provide an example of what kind words the students should use such as "I'm sorry, Tommy. Can I help you clean it up?" Or, teacher tells 	<ul style="list-style-type: none"> • The teacher often models and reminds students of classroom expectations in a warm manner. For example, "Remember to listen to Kathy's words" or "Thank you for helping Derrick when he was upset." • After dropping his paint, Tommy gets upset by crying and acting frustrated. Teacher reminds Tommy to use the words he has been taught when he is angry. Teacher reassures him that dropping things happens to everyone, and that it is okay. She reminds him of 	<ul style="list-style-type: none"> • Students model or enforce the classroom expectations by saying, "Quiet please" or giving a quiet sign to classmates who are talking while the teacher or another student is speaking, with limited or no prompting by teacher. • After Tommy drops his paint, Tommy says "Oh no! I'm sorry that was an accident. I'll clean it up." He goes to get towels and one of the other students begins to help Tommy clean up the mess.

	<p>more careful? You do this all the time!”</p> <ul style="list-style-type: none"> • During a science activity/experiment about plants’ life cycles, the teacher ignores student questions and comments. Or, teacher invalidates students’ comments. For example, Tyresha begins to talk about her grandma’s garden. Teacher tells Tyresha “Focus on what we’re doing. We’re not talking about that right now.” • The students are not engaged during whole group discussion to what the teacher says. They are looking out the windows, talking to each other, walking away from the group, or not working with each other on tasks during small groups or engaging with the centers. • The teacher does not call students by their individual names OR use any background information when interacting with students. • The students roll their eyes at a classmate’s idea; the teacher does not respond OR does not intervene 	<p>Tommy to go get a towel and clean it up.” There’s neither conflict nor warmth in teacher’s voice.</p> <ul style="list-style-type: none"> • During a science activity/experiment, the teacher responds to students’ questions or comments perfunctorily. For example, when Tyresha begins to talk about her grandma’s garden, Teacher responds with “That sounds nice,” and moves on to another group of students. • The students attend passively during the whole group discussion to what the teacher says but tend to talk or interrupt each other when working in small groups or at center time. • The teacher uses student names during instruction but only limited linkages to student interests/needs during directions or interactions. • A few of the students encourage classmates with statements, “Good job!” or “That’s it!” 	<p>how he can clean it up, and teacher begins to help him, asking “Who else can help Tommy clean up?” When other students begin to make fun of Tommy, teacher reminds them to use kind words like “I’m sorry, Tommy. Accidents happen. Can I help you clean it up?”</p> <ul style="list-style-type: none"> • During the science activity/experiment, the teacher responds to students’ thoughtfully and respectfully. For example, when Tyresha begins to talk about her grandma’s garden, Teacher responds with “Thank you for sharing about your grandma’s garden. Do you help her plant the seeds?” • Students demonstrate an understanding of respectful interactions by doing some of the following: sharing materials, turn taking, and working together. A child might ask, “Can I have a turn when you are done?” • The teacher often uses background information based upon group or individual student interests/needs when talking with students, with statements such as, “I know how much you like horses so I got this book for you from the school library.” • Most students help each other and accept help from each other or use encouraging language like, “That is really good!” or 	<ul style="list-style-type: none"> • Throughout the day, children freely contribute ideas and ask questions. The teacher consistently listens attentively, responds respectfully and validates each child’s efforts. During the science activity/experiment, the teacher responds to students’ thoughtfully and respectfully. For example, when Tyresha begins to talk about her grandma’s garden, Teacher responds with “Thank you for sharing about your grandma’s garden. Do you help her plant the seeds? Would you like to share how your grandma uses seeds in her garden with the class?” Tyresha responds by telling the class about how she helped her grandma plant the seeds for her garden last spring. • The teacher and students wait for classmates to finish speaking before beginning to talk or extend what classmate is saying OR students clap enthusiastically for classmates with no prompting from teacher. • The teacher consistently expresses interest in individual children, engages in frequent conversations with each student, and asks about their interests. For example, the teacher might inquire about a student’s soccer game last weekend or a new baby brother or sister at home. • Students help other students through words or actions; such as a student brings another student their backpack that was left on the hook at the end of the day or
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	when students refuse to work with other students.		“I like the way that you did that!” with occasional prompting from the teacher.	offers to help with no prompting from teacher.
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Component 2b:	Establishing a Culture for Learning
	<p>“A culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.</p> <p>Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students’ natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.</p> <p>Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An insistence on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a businesslike place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.</p> <p>Elements of component 2b:</p> <ul style="list-style-type: none"> • Importance of the content and of learning <i>In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.</i> • Expectations for learning and achievement <i>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.</i> • Student pride in work <i>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.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Belief in the value of what is being learned • High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation • Expectation of high-quality work on the part of students • Expectation and recognition of effort and persistence on the part of students • High expectations for expression and work products

	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. Teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. Teacher conveys that student success is the result of natural ability rather than hard work and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all, with high expectations for both learning and hard work the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. Teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</i> • <i>Teacher conveys to at least some students that the work is too challenging for them.</i> • <i>Students exhibit little or no pride in their work.</i> • <i>Students use language incorrectly; teacher does not correct them.</i> 	<ul style="list-style-type: none"> • <i>Teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing to external forces the need to do the work.</i> • <i>Teacher conveys high expectations for only some students.</i> • <i>Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.”</i> • <i>Teacher’s primary concern appears to be to complete the task at hand.</i> • <i>Teacher urges, but does not insist, that students use precise language.</i> 	<ul style="list-style-type: none"> • <i>Teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</i> • <i>Teacher demonstrates a high regard for students’ abilities.</i> • <i>Teacher conveys an expectation of high levels of student effort.</i> • <i>Students expend good effort to complete work of high quality.</i> • <i>Teacher insists on precise use of language by students.</i> 	<ul style="list-style-type: none"> • <i>Teacher communicates passion for the subject.</i> • <i>Teacher conveys the satisfaction that accompanies a deep understanding of complex content.</i> • <i>Students indicate through their questions and comments a desire to understand the content.</i> • <i>Students assist their classmates in understanding the content.</i> • <i>Students take initiative in improving the quality of their work.</i> • <i>Students correct one another in their use of language.</i>
Early Childhood (PreK-3rd Grade) Examples	<ul style="list-style-type: none"> • Skills are taught in isolation rather than as part of themes, project-based learning, or other integrated learning strategies. For example, alphabet or numeral flashcards or worksheets are used for math or literacy learning. • Teacher introduces uniform concepts in whole group settings with the same expectations for all regardless of student’s abilities or interests. For example, all children 	<ul style="list-style-type: none"> • Teachers select themes based on tradition (Thanksgiving, Valentine’s Day) rather than children’s interests or relevancy in their world. For example, teacher uses apples and fall leaves in September rather than an activity or event that is happening outside their window like road construction (e.g., equipment and materials being used). • The teacher’s primary concern is to complete the task at hand. For example, children are expected to follow a model to create an insect using precut pieces for a hallway display. There is little 	<ul style="list-style-type: none"> • Teachers select themes based on current events but expand on them. For example, hearts in February move beyond Valentines to a study of the hearts in our bodies. The road construction theme explores the different types of trucks and machines and how they are used for fixing the road and how they might be used for other purposes. • Teacher’s expectations support children’s various types of learning by integrating content across domains. For example the teacher reads informational text about insects, introduces new vocabulary, and 	<ul style="list-style-type: none"> • Children’s interests and experiences guide instruction. All content areas are integrated. Content instruction is more in depth. Engagement is apparent. For example, road construction outside the school becomes the focus of an in depth project that might include prediction, measurement, documenting, graphing, etc. • Children independently choose to work in various types of groupings, centers or by themselves in activities or projects that allow for individualized

	<p>are expected to copy letters in the word insect and color a worksheet of an insect.</p> <ul style="list-style-type: none"> • Many students don't engage in an assigned task, and yet the teacher ignores their refusal OR students turn in sloppy or incomplete work and teacher does not address. PreK example: The teacher does not demonstrate an understanding of children's individual needs. For example, students are required to join large group activities regardless of their level of engagement. Eye contact with teacher or the activity is limited or significant redirection by teacher required to get students to be quiet or be still OR students wander aimlessly during learning centers and they go unnoticed. • Mia builds a simple structure with blocks and says, "Teacher, I made a zoo." Teacher responds, "You know it's clean up time. Now put those away and get in line." 	<p>opportunity for individual expression or accommodation for differing abilities or interests.</p> <ul style="list-style-type: none"> • The teacher moves around the room as she/he explains directions and most students start to do the task. A few students rush through their work and do not go back and improve/correct work even when prompted by teacher. Prek example: The teacher occasionally demonstrates an awareness of children's individual needs. Teacher visually or verbally acknowledges that the entire group isn't engaged but doesn't adjust her focus to meet the needs of all the children. The teacher might move students that are not engaged closer to her or to the assistant OR the teacher might continue the lesson focusing on those students who are listening and elicits minimal, low level (rote) responses. • Mia builds a simple structure with blocks. Teacher asks, "Is that a zoo?" Mia says, "Yes." Teacher brings a tub of animals and says, "Here are some animals that belong in a zoo. Don't forget to clean up when you are done." 	<p>discusses and reviews the parts of an insect. Children are encouraged to create their own insects with a variety of art materials in their classroom.</p> <ul style="list-style-type: none"> • Students are engaged during large group meeting times. Teacher demonstrates an awareness of individual needs by adjusting the pace of the lesson as needed. The teachers often expands on children's learning by asking open ended questions or encouraging them to explain, predict, or apply knowledge to solve a problem. For example, "How did you decide ...", "What do you think will happen ...?", "How can you find out ...?" Can you think of a way to ...?" • Mia builds a simple structure with blocks. Teacher joins and sits on floor and says, "Tell me what you're building." Mia responds, "A zoo." Teacher provides a tub of animals and says, "Could any of these animals live in your zoo? How did you know how to build a zoo?" 	<p>expression and representations and accommodate a range of interests, abilities and learning styles. For example, following an observation of insects, children may paint, write, build or draw about insects to demonstrate what they've learned.</p> <ul style="list-style-type: none"> • Teacher intentionally supports children's investment in their own learning by consistently encouraging them to reflect on and evaluate their work (Why do you think the blocks fell down? What do you think you might do differently next time?) AND the teacher intentionally adjusts the pace and content of activities to meet the needs of individual children and her learning objectives. • Mia builds a simple structure with blocks. Teacher joins, sits on floor, and says, "Tell me about what you are building." Mia says, "A zoo." Teacher gets a book or iPad and says, "Let's look together at a zoo." Teacher and Mia use the additional resource to introduce new vocabulary such as "habitat," zookeeper...). Teacher uses open-ended questions to support Mia's effort and persistence. "Would you like to build a habitat for any of these animals?"
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Component 2c:	Managing Classroom Procedures
	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”</p> <p>Elements of component 2c:</p> <ul style="list-style-type: none"> • Management of instructional groups <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.</i> • Management of transitions <i>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.</i> • Management of materials and supplies <i>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.</i> • Performance of classroom routines <i>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.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Smooth functioning of all routines • Little or no loss of instructional time • Students playing an important role in carrying out the routines • Students knowing what to do, where to move

	Unsatisfactory	Basic	Proficient	Distinguished
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of teacher's managing instructional groups and transitions and/or handling of materials and supplies, effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. Teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. Teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	<ul style="list-style-type: none"> • <i>Students not working with teacher are not productively engaged.</i> • <i>Transitions are disorganized, with much loss of instructional time.</i> • <i>There do not appear to be any established procedures for distributing and collecting materials.</i> • <i>A considerable amount of time is spent off task because of unclear procedures.</i> 	<ul style="list-style-type: none"> • <i>Students not working directly with teacher are only partially engaged.</i> • <i>Procedures for transitions seem to have been established, but their operation is not smooth.</i> • <i>There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</i> • <i>Classroom routines function unevenly.</i> 	<ul style="list-style-type: none"> • <i>Students are productively engaged during small-group or independent work.</i> • <i>Transitions between large- and small-group activities are smooth.</i> • <i>Routines for distribution and collection of materials and supplies work efficiently.</i> • <i>Classroom routines function smoothly.</i> 	<ul style="list-style-type: none"> • <i>With minimal prompting by teacher, students ensure that their time is used productively.</i> • <i>Students take initiative in distributing and collecting materials efficiently.</i> • <i>Students themselves ensure that transitions and other routines are accomplished smoothly.</i>
Early Childhood (PreK-3rd Grade) Examples	<ul style="list-style-type: none"> • K-3 example: During literacy center time, some students in different groups yell, "I don't know what to do" or "I don't have my crayons and Ralph won't share with me!", interrupting the teacher's work with a reading group. • Teacher gives no warning (visual or audible cue) that clean up time is soon. When it is clean up time, teacher makes the announcement but very few children hear teacher or respond. Teacher is at the desk preparing materials for the next activity paying little attention to the children and provides no direction or support. Clean up time takes time away from the next activity. Teacher does not use a strategy for engaging in the next activity such as a finger play, song/chant, rhythmic clap to orient the children to the next activity. Teacher and 	<ul style="list-style-type: none"> • K-3 example: During literacy center time, some students, not working with the teacher, are off task or just sitting and not doing the assigned activity. • Teacher gives the signal for clean up time. Many children start to clean up their areas, but others seem to be unclear of the clean up procedure. Teacher begins to repeat self, "Clean up, Clean up. Did you hear me?" Teacher directs children from the front of the room, and does not appear to know where to go to provide support to children. Teacher does not model proper clean up procedures to those who are unclear and gives up. Teacher may direct teacher's assistant to clean up and/or begin cleaning up for the children. Children have trouble getting to the rug to begin the next learning activity as some are 	<ul style="list-style-type: none"> • K-3 example: During literacy center time, students have established roles and responsibilities; the material captain passes out materials, the conversation captain reads the directions out loud for the group etc. • Teacher gives a 5 minute warning that clean up time is near. After 5 minutes, teacher uses an effective signal (e.g., song, bell, flip of light switch). Children begin clearing up their areas and teacher moves to model and provide support where children are struggling with the procedures. Teacher affirms children's clean up efforts (e.g., "The blocks are so organized! That's a good job putting away the blocks." Or "You are getting so good at clean up, you did it in 5 minutes. We were really fast, now we can go to the carpet." Teacher moves to the carpet and begins a sing-song chant that the children join in as they come to the carpet. They 	<ul style="list-style-type: none"> • K-3 example: During literacy center time, students monitor and support each other in completing literacy activity with limited or no prompting or monitoring from teacher. • Teacher restates the expectations about clean up time. "Remember what do we do at clean up time? When do we pick up?" Children respond appropriately. Throughout clean up time, children echo the teacher's stated expectations and/or remind their friends. Students initiate the clean up song. Students are encouraged to plan ahead and think about how many materials they take out. Teacher celebrates their efforts. "I was proud of how well you cleaned up today. Everything is where it belongs." Teacher encourages students to take pride in their classroom. "Look around, you're keeping it so organized." If it's a half-

	<p>children lose time from the next learning opportunity.</p> <ul style="list-style-type: none"> Looking around the room, the shelves are cluttered and disorganized. Centers are not easily accessible and easily found by teachers and students. Supplies are in poor condition (e.g., tables are dirty, crayons are broken, markers are dry, torn books). At the beginning of a learning activity, teacher does not have the needed materials ready for use and students have to wait while teacher gets the materials. At center time, students cannot easily identify the centers and do not know where to go. Or, toys, learning materials and resources are not readily available, or are dirty or broken. Students are not given directions for getting materials/supplies to complete the activity except that they will need to ask their neighbor to borrow something if they do not have what they need in their own supply boxes. This causes a loss of instructional time and learning if students cannot access the learning activity materials or have to wait for the teacher to get the materials and lose interest and focus in the activity. <p>Note: teachers are not to be penalized for the number and condition of materials and equipment if it is beyond teacher's control if the school or district is unable to supply the room or provide adequate equipment.</p> <ul style="list-style-type: none"> Teacher, teacher assistants, volunteers (and other support staff) 	<p>wondering around the room. Teacher keeps calling to the children to come over, and some learning time is lost.</p> <ul style="list-style-type: none"> During a teacher-led activity: materials are ready but in insufficient quantity, or students do not have adequate space to use the materials. Teacher interrupts the lesson to get more materials. During center time: Some materials are available but not of sufficient quantity to support the activities. There is a lack of variety or the materials are not inviting or interesting to the students. For example, in the block area, there are not enough blocks out for the number of students allowed at the center. On the playground, there is only one tricycle, a few balls, and a couple pieces of sidewalk chalk. At the art table, there is only one container of markers and a few sheets of construction paper. Students wander around the room or playground with nothing to do. Students ask teacher multiple times what they are to do with materials/supplies that are being distributed or collected. Teacher may need to disrupt or delay an activity to locate or replenish basic supplies or materials. This leads to some negative student behaviors as kids wait their turn or fight over the scanty materials. <p>Note: teachers are not to be penalized for the number and condition of materials and equipment if it is beyond teacher's control if the school or district is unable to supply the room or provide adequate equipment.</p> <ul style="list-style-type: none"> Teacher, teacher assistants, volunteers (and other support staff) are partially 	<p>continue onto the next activity with little to no loss of instructional time.</p> <p>During a teacher-led activity: teacher is prepared and organized with all materials needed. Teacher has an adequate supply of materials accessible for the students (e.g., chart paper/dry erase board, books, puppets, and math manipulatives). The materials are organized and in good condition to allow them to be used to support learning. Teachers <u>and</u> assistants model the use of these materials. Students follow the teacher's step-by-step directions and model as materials/supplies are being distributed or collected. During center time: all centers are set up with sufficient materials in good condition and a variety of resources that support all domains of development (e.g., cognitive, language, physical-motor, social-emotional). It is evident that the materials were intentionally chosen based on student interests, student developmental abilities, and the learning objectives. Teachers <u>and</u> assistants model the use of these materials. The materials also represent a variety of cultures, particularly the cultures of the children in the classroom.</p> <ul style="list-style-type: none"> Teacher has developed an organized system for recruiting and using volunteers 	<p>day Pre-K program teacher says, "You're afternoon friends will be so happy that the room is cleaned up for them." Students immediately go to the next activity with no loss of instructional time.</p> <ul style="list-style-type: none"> Throughout the classroom and during all lesson activities, the teacher has provided a differentiation of materials that support the range of student abilities, interests, and needs. For example, puzzles range from simple knob puzzles to large floor puzzles. There are chubby markers, crayons, and pencils, and skinny markers, crayons and pencils. In centers there are small Legos and large Duplos, and books range from picture books to easy-to-read books. <ul style="list-style-type: none"> Students are observed interacting equilaterally with teacher, assistants, and
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	<p>in the room seem to operate independently of each other with no coordinated efforts to support the students. Teacher and the others may be positioned in such a way that they cannot see the whole room (e.g., workings with a few students with their back to the rest of the room, or parts of the playground are left unsupervised). Teacher has the assistants or volunteers performing “housekeeping” duties (e.g., stuffing backpacks, hanging classwork or bulletin boards) rather than supporting students in the learning activities. Teacher does not see or does not correct an assistant or volunteer if they commit a harmful behavior or use harmful language with a student.</p>	<p>coordinated in their engagement with the students. Teacher is always directing the assistants or volunteers. Teacher, assistants, and volunteers are appropriately positioned in the room, but they only occasionally respond to students’ instructional needs. Teacher has set up a hierarchy of job duties. Teacher does the instructional work, while assistants and volunteers do non-instructional work (e.g., take students to the restrooms, help with handwashing, cleaning, organizing materials).</p>	<p>(e.g., a sign up sheet). Teacher is intentional to recruit family and other community volunteers who represent the diversity of cultures, races/ethnicities in the classroom and community. Teacher assistants, volunteers (and other support staff) have some opportunities for supporting students’ instructional needs (e.g., reading books to students, engaging in turn-taking conversations). Teacher intentionally positions self, assistants, and volunteers to interact with and support students.</p>	<p>volunteers. The collaboration between the students and the adults in the room is seamless, and productively engages student learning without a clear delineation of the different roles. Everyone is focused on helping students learn and develop.</p>
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Component 2d:	Managing Student Behavior
	<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p> <p>Elements of component 2d:</p> <ul style="list-style-type: none"> • Expectations <i>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.</i> • Monitoring of student behavior <i>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, reengage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe.</i> • Response to student misbehavior <i>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.</i> <p>Indicators:</p>

	<ul style="list-style-type: none"> • Clear standards of conduct, possibly posted, and possibly referred to during a lesson • Absence of acrimony between teacher and students concerning behavior • Teacher awareness of student conduct • Preventive action when needed by the teacher • Absence of misbehavior • Reinforcement of positive behavior 			
	Unsatisfactory	Basic	Proficient	Distinguished
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. Teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes	<ul style="list-style-type: none"> • <i>The classroom environment is chaotic, with no standards of conduct evident.</i> • <i>Teacher does not monitor student behavior.</i> • <i>Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</i> 	<ul style="list-style-type: none"> • <i>Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</i> • <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i> • <i>Teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</i> 	<ul style="list-style-type: none"> • <i>Standards of conduct appear to have been established and implemented successfully.</i> • <i>Overall, student behavior is generally appropriate.</i> • <i>Teacher frequently monitors student behavior.</i> • <i>Teacher's response to student misbehavior is effective.</i> 	<ul style="list-style-type: none"> • <i>Student behavior is entirely appropriate; any student misbehavior is minor and swiftly handled.</i> • <i>Teacher silently and subtly monitors student behavior.</i> • <i>Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</i>
Early Childhood (PreK-3rd Grade) Examples	<ul style="list-style-type: none"> • Teacher uses developmentally inappropriate behavior intervention support systems which focus on extrinsic rewards (The Leader in Me, PBIS, etc.), or the teacher focuses on punishing behavior without talking about alternative positive behavior strategies with the students. • During carpet/whole group time, two students are consistently shouting while the teacher reads aloud and asks questions about the 	<ul style="list-style-type: none"> • Teacher has a system in place for behavior management that is somewhat developmentally appropriate and reflective of social emotional learning standards. It is not consistently enforced. For example, the teacher has expectations posted but does not always review them with the children. The teacher does not consistently focus on encouraging positive behavior or teaching alternative positive behavior strategies when students misbehave. • During rug/whole group time, as the teachers reads aloud and asks questions about the story, she has to repeatedly stop and respond, "Please raise your 	<ul style="list-style-type: none"> • Teacher has a system in place for behavior management that is developmentally appropriate and reflects understanding of social emotional development of the child as reflected in the learning standards. It is consistently enforced. For example, the teacher has expectations posted and they are consistently reviewed with the children or referred to during the school day. The teacher consistently encourages student's growth in positive social-emotional behaviors and teaches students to choose alternative behavior strategies when they misbehave. • During rug/whole group time, as the teacher reads aloud and asks questions about the story, students wait to be called and then can respond or ask 	<ul style="list-style-type: none"> • In daily interactions and activities, students refer to the classroom's posted expected norms and behaviors. They monitor and self-correct their own misbehavior and/or remind their classmates of the norms and rules and suggest alternative positive behavior strategies. • During rug/whole group time, the teacher reminds the students of expectations for responding to story questions prior to reading the story and then silently

	<p>story. The teacher does not address or correct these students behavior, or the students are punished and told to go sit in the corner.</p> <ul style="list-style-type: none"> • K and above: Several students are still rolling around on the rug five minutes after the teacher has started the whole group lesson at student tables. The teacher ignores the students on the rug and continues with the lesson. 	<p>hand before talking,” or “Be quiet,” or sometimes just ignores the student behavior and continues to read.</p> <ul style="list-style-type: none"> • K and above: The teacher repeatedly stops and asks students to stop talking at their seats during whole group lesson and then waits for students to comply; sometimes students ignore the request and teacher does not address behavior. 	<p>another student to respond. If student shouts out, teacher gives reminder about expectations to be called upon and states that there will be time for everyone to share their ideas.</p> <ul style="list-style-type: none"> • K and above: The teacher moves around the room during whole group lesson, keeping a close eye on student behavior and addressing as needed, OR the teacher pauses and most students turn and look/listen to the teacher. 	<p>motions/monitors as different students respond to questions or build off of other student responses.</p> <ul style="list-style-type: none"> • K and above: The teacher notices that some students are talking among themselves during whole group lesson and without a word moves nearer to them; all talking stops OR the teacher speaks privately to individual students about misbehavior, OR students self-monitor their behavior and refrain from talking out of turn.
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Component 2e: Organizing Physical Space				
	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what’s going on so that they can participate actively. Both the teacher and students must make effective use of electronic and other technology.</p> <p>Elements of component 2e:</p> <ul style="list-style-type: none"> • Safety and accessibility <i>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.</i> • Arrangement of furniture and use of physical resources <i>Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are skillfully used, students can engage with the content in a productive manner. At the highest levels of performance the students themselves contribute to the physical environment.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Pleasant, inviting atmosphere • Safe environment • Accessibility for all students • Furniture arrangement suitable for the learning activities • Effective use of physical resources, including computer technology, by both teacher and students 			
	Unsatisfactory	Basic	Proficient	Distinguished
2e: Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. Teacher makes modest use of physical resources, including computer technology. Teacher attempts to adjust the classroom furniture for a lesson or, if	The classroom is safe, and students have equal access to learning activities; teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. Teacher ensures that the physical arrangement is

		necessary, to adjust the lesson to the furniture, but with limited effectiveness.		appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	<ul style="list-style-type: none"> • <i>There are physical hazards in the classroom, endangering student safety.</i> • <i>Many students can't see or hear teacher or board.</i> • <i>Available technology is not being used even if it is available and its use would enhance the lesson.</i> 	<ul style="list-style-type: none"> • <i>The physical environment is safe, and most students can see and hear.</i> • <i>The physical environment is not an impediment to learning but does not enhance it.</i> • <i>Teacher makes limited use of available technology and other resources.</i> 	<ul style="list-style-type: none"> • <i>The classroom is safe, and all students are able to see and hear.</i> • <i>The classroom is arranged to support the instructional goals and learning activities.</i> • <i>Teacher makes appropriate use of available technology.</i> 	<ul style="list-style-type: none"> • <i>Modifications are made to the physical environment to accommodate students with special needs.</i> • <i>There is total alignment between the learning activities and the physical environment.</i> • <i>Students take the initiative to adjust the physical environment.</i> • <i>Teacher and students make extensive and imaginative use of available technology.</i>
Early Childhood (PreK-3rd Grade) Examples	<ul style="list-style-type: none"> • The learning centers are not organized with materials/supplies labeled and many materials in tubs are broken or missing. • The classroom desks are placed in three long rows and are not moved based upon student learning needs or student project AND/OR storage tubs are stacked to the ceiling and materials are spilling out of some of them or threatening to fall over. • There are whiteboard/smartboard/computers in the room but they are not used effectively. There is no sign up sheet or posted rules for using technology—it appears to be first come, first serve and students often fight or argue over the computers/tablets. 	<ul style="list-style-type: none"> • The learning center resources are not organized with materials/supplies but the resources are consistently labeled so that students can work independently of teacher. • The classroom desks remain in two semicircles during whole and small group time, requiring students to lean around their classmates in order to complete project or see the teacher OR supplies are not readily accessible at the tables for student use with different projects and the teacher or students have to fetch the supplies during instruction. • The teacher tries to use the whiteboard/smartboard/computers to illustrate learning concepts but does not always check the availability of the internet connection ahead of lesson or does not bookmark sites for easy access. The monitoring of students' time on computers/tablets is loosely monitored and some students stay on too long while others don't get a chance to use the technology. 	<ul style="list-style-type: none"> • The learning centers are organized and materials/supplies visually labeled with colored pictures or flowcharts for students to use independent of the teacher. • Desks and supply boxes are used flexibly between whole and small group work to make areas where groups of students can easily work together to complete project. The desks/tables are arranged in a way that students can easily see the teacher. If special supplies are being used, the teacher already has them on the tables before instruction begins. • A variety of teacher-determined internet sites are used with whiteboard/smartboard/computers to extend lesson concepts in whole group and small group activities. The teacher has established rules for using the computer/tablets in the room and monitors students' use to stay within those rules. 	<ul style="list-style-type: none"> • Students maintain the learning centers by using the center's colored pictures or flowcharts that highlight how the center should look before moving to the next one. • Students know where to move their desks and gets supply boxes/resources without having to request permission from teacher, to create small groups that better suit project work or activity. • Students model or suggest different applications or sites when using the whiteboard/smartboard/computers OR students help each other use different types of technology to support learning activities. Students sign up to use the computer/tablets in the room—when their time is up, they get up from the technology and allow the next student to use it.

Domain 3: Instruction

Component 3a:	Communicating with Students
	<p>Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students’ interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers’ use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.</p> <p>Elements of component 3a:</p> <ul style="list-style-type: none"> • Expectations for learning <i>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.</i> • Directions for activities <i>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.</i> • Explanations of content <i>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.</i> • Use of oral and written language <i>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.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Clarity of lesson purpose • Clear directions and procedures specific to the lesson activities • Absence of content errors and clear explanations of concepts and strategies • Correct and imaginative use of language

	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. Teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. Teacher's spoken or written language contains errors of grammar or syntax. Teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. Teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. Teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. Teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. Teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. Teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. Teacher's use of academic vocabulary is precise and serves to extend student understanding.	Teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. Teacher's spoken and written language is expressive, and teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Critical Attributes	<ul style="list-style-type: none"> • At no time during the lesson does teacher convey to students what they will be learning. • Students indicate through their questions that they are confused about the learning task. • Teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through body language or questions that they don't understand the content being presented. • Teacher's communications include errors of vocabulary or usage or imprecise use of academic language. • Teacher's vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> • Teacher provides little elaboration or explanation about what the students will be learning. • Teacher must clarify the learning task so students can complete it. • Teacher makes no serious content errors but may make minor ones. • Teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. • Teacher's explanations of content are purely procedural, with no indication of how students can think strategically. • Teacher's vocabulary and usage are correct but unimaginative. • When teacher attempts to explain academic vocabulary, the effort is only partially successful. • Teacher's vocabulary is too advanced, or too juvenile, for students. 	<ul style="list-style-type: none"> • Teacher states clearly, at some point during the lesson, what the students will be learning. • If appropriate, teacher models the process to be followed in the task. • Students engage with the learning task, indicating that they understand what they are to do. • Teacher makes no content errors. • Teacher's explanation of content is clear and invites student participation and thinking. • Teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • Teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • Teacher's vocabulary is appropriate to students' ages and levels of development. 	<ul style="list-style-type: none"> • If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • Teacher points out possible areas for misunderstanding. • Teacher invites students to explain the content to their classmates. • Students suggest other strategies they might use in approaching a challenge or analysis. • Teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly.
Early Childhood (PreK-3rd Grade) Examples	<ul style="list-style-type: none"> • At no point in the math activity does the teacher say what they will be learning today. Students are divided up 	<ul style="list-style-type: none"> • The teacher says, "Today we're going to add single digit numbers," but does not explain, model or show a visual of what has been stated. Students are 	<ul style="list-style-type: none"> • The teacher begins the math lesson by saying, "Today we are going to learn how to add 2 numbers together and we're going to practice adding with our counting 	<ul style="list-style-type: none"> • The teacher communicates to students that there will be an opportunity to explore the lesson objectives during choice time (e.g., learning how to add

	<p>into their small groups and given their counting blocks. Teacher tells students to practice adding single blocks together.</p> <ul style="list-style-type: none"> The teacher provides a worksheet on counting and provides some direction as to how to fill it out. Teacher answers the first question, but provides no modeling, or explanation of the concepts based on prior knowledge. Students are working on puzzles during choice time. They have a quizzical looks on their faces and the teacher ignores them; some may withdraw from the activity. A student states, "I don't know how to do this," but the teacher ignores the statement. The puzzles are put away. After reading a book about counting black dots, students see black dots on the table. The teacher provides unclear directions for what students should do with the black dots. The directions are mostly verbal and contain too many steps. Language is not precise and concise. Students looks confused or they engage in inappropriate behaviors as they try to guess what to do with the black dots, or they quit the task altogether. 	<p>given their counting blocks and told to practice adding single blocks together to calculate the sum.</p> <ul style="list-style-type: none"> When beginning an activity on counting, the teacher says, "Remember we counted crackers during snack time today. Now we are going to practice our counting," and then the teacher shows the counting activity on a white board. Working on a puzzle, a student states "I can't do this." The teacher says, "Sure you can; start with the flat edge pieces and work your way in." After reading a book about counting black dots, the teacher directs the students to the black dots on their tables. Teacher begins to give directions but the vocabulary is too advanced for the students in the class. Teacher points to black dots projected on the Smart Board, while students count along. There is minimal participation by the students, mostly a teacher-directed task. During a lesson on insects, in particular butterflies and caterpillars, the teacher chooses to read <i>The Very Hungry</i> 	<p>blocks. Teacher begins the activity by modeling with counting blocks the concept of adding single digit numbers. Teacher continues to model and scaffold students while they are practicing with the counting blocks, continuously repeating what they are learning and how to add the blocks.</p> <ul style="list-style-type: none"> During a small group activity, the teacher explains that, "We will be practicing counting with buttons," and models counting with the buttons while using the correct number names. Buttons are provided to students to use during the counting activity. A student states, "I can't do this puzzle." The teacher helps the student pick the "right" puzzle (i.e., developmentally appropriate puzzle) by saying, "Let's do that puzzle another day. Today, let's do this one." Teacher explains as well as models with the puzzle. She explains to the student that he should look closely at the pictures, shapes and colors and models how to put a piece in the right place. After reading a book about counting black dots, during small group time, teacher says, "Let's find out how many black dots we have on our table." Then teacher models the counting task, touching each dot as she counts. She says, "Remember to touch each dot as you say the number." Teacher's explanation is brief, concise, and complete and occurs while she models the task. The teacher and students are engaging in a unit of study, or project, on insects, particularly butterflies and caterpillars. 	<p>single digit numbers). Teacher introduces the concepts of adding single digit numbers by providing many different materials that children can manipulate, count to discover that putting two groups of items together is adding. Students talk amongst themselves about what they are learning and practicing.</p> <ul style="list-style-type: none"> After introducing counting to 5 in a small group activity, the teacher pairs students and asks them to play a counting game using manipulatives. She then explains that the term <i>numeral</i> means the name of a number and instructs students to use numerals while playing with the objects. A student cannot do the puzzle. The teacher reminds the student of the strategy to look closely at pictures, shapes and colors. The teacher sits down with the student, observes, models strategies and asks the student, "How can you figure out where this puzzle piece goes?" After reading a book about counting black dots and students are practicing counting the black dots on their tables, one student forgets the directions. Another student describes the directions to him. In follow-up classroom activities throughout the day, the teacher finds opportunities to extend the learning. Students begin counting during other learning activities, centers (e.g., during dramatic play, teacher asks "How many plates do you have?" "Do you have enough?") The teacher and students are engaging in a unit of study, or project, on insects, particularly butterflies and caterpillars.
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	<ul style="list-style-type: none"> • During a lesson on insects, in particular butterflies and caterpillars, the teacher chooses to read <i>The Very Hungry Caterpillar</i>. During the reading, the teacher does not draw out any vocabulary, or the vocabulary that he uses is incorrect (e.g., cocoon instead of chrysalis). 	<p><i>Caterpillar</i>. During the reading, the teacher uses inconsistent language to describe the caterpillar (e.g., Teacher says, “Look there’s a fat caterpillar and next time, “Look there’s a little caterpillar.”) Teacher does very little elaboration or extension of the learning to other learning about caterpillars and butterflies. Following the reading, students are given die cut shapes and directed to make a caterpillar that looks like the caterpillar the teacher has taped up on the white board as a model.</p>	<p>The teacher and students will engage in this unit/project for a week or more. In the room, the teacher has selected a varied selection of books and other media (fiction and non-fiction) that relate to butterflies and caterpillars. The teacher chooses the books to read, and the lessons/tasks that students will engage in throughout the week. For example, on this day, students are given a variety of materials to construct their own butterflies or caterpillars in the art center or at their tables. Students get access to the books and media to choose a model for their butterfly or caterpillar.</p>	<p>The teacher and students are conducting an in-depth investigation into the life-cycle of a butterfly. The learning tasks embed a multitude of learning standards, and the teacher has incorporated multiple methods for students to engage with the learning using a variety of materials. The teacher has linked to a video on the classroom iPad that shows the life-cycle of a butterfly. The teacher has also brought in a real chrysalis that is in a fish tank by the window. Students can draw and write about the changes in the chrysalis and chart how long it takes for the caterpillar to change into a butterfly. In the dramatic play area, the students can wrap themselves up in blankets like a caterpillar in the chrysalis and emerge as a butterfly.</p>
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Component 3b:	Using Questioning and Discussion Techniques
	<p>Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching, a decision that reflects their central importance to teachers’ practice. In the framework it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal “quiz.” Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students’ responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote student thinking.</p> <p>Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students) students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.</p> <p>Not all questions must be at a high cognitive level in order for a teacher’s performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is “on board.” Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher’s performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students’ questions and discussion in their small groups</p>

may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

Elements of component 3b:

- **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 response, 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 their thinking and justifying their conclusions. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x" when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.
- **Student participation**
In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators:

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

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using Questioning and Discussion Techniques	Teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation-style, with teacher mediating all questions and answers; teacher accepts all contributions without asking students to justify their reasoning. Only a few students participate in the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. Teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While teacher may use some low-level questions, he or she poses questions designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. Teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	• <i>Questions are rapid-fire and convergent, with a single correct answer.</i>	• <i>Teacher frames some questions designed to promote student thinking, but many have a single correct</i>	• <i>Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</i>	• <i>Students initiate higher-order questions.</i>

	<ul style="list-style-type: none"> • <i>Questions do not invite student thinking.</i> • <i>All discussion is between teacher and students; students are not invited to speak directly to one another.</i> • <i>Teacher does not ask students to explain their thinking.</i> • <i>A very few students dominate the discussion.</i> 	<p><i>answer, and teacher calls on students quickly.</i></p> <ul style="list-style-type: none"> • <i>Teacher invites students to respond directly to one another's ideas, but few students respond.</i> • <i>Teacher calls on many students, but only a small number actually participate in the discussion.</i> • <i>Teacher asks students to justify their reasoning, but only some students attempt to do so.</i> 	<ul style="list-style-type: none"> • <i>Teacher makes effective use of wait time.</i> • <i>Discussions enable students to talk to one another without ongoing mediation by teacher.</i> • <i>Teacher calls on most students, even those who don't initially volunteer.</i> • <i>Many students actively engage in the discussion.</i> • <i>Teacher asks students to explain their reasoning, and most attempt to do so.</i> 	<ul style="list-style-type: none"> • <i>Teacher builds on and uses student responses to questions in order to deepen student understanding.</i> • <i>Students extend the discussion, enriching it.</i> • <i>Students invite comments from their classmates during a discussion and challenge one another's thinking.</i> • <i>Virtually all students are engaged in the discussion</i>
<p>Early Childhood (PreK-3rd Grade) Examples</p>	<ul style="list-style-type: none"> • A student responds to a question with wrong information, and the teacher doesn't correct or follow up with additional information. • The teacher does not ask any questions or if questions are asked the teacher answers them his/herself instead of eliciting student response. • All discussion is done in a whole group with all interactions being directed solely at and by the teacher. 	<ul style="list-style-type: none"> • A student responds to a question with wrong information, and the teacher corrects the student but does not give any follow up information. • The teacher asks, "Who has an idea about this?" The same three students offer comments and teacher does not ask for input from other students in the class. • Most discussion is done whole group with a few opportunities for pairs to "turn-n-talk" to each other but there is no follow-up from the paired discussion. 	<ul style="list-style-type: none"> • A student responds to a question with wrong information and the teacher reframes the question and follows up by providing additional or extended information for the student. • The teacher poses a question, asking every student to draw a picture or write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class. Throughout the lesson, the teacher models various strategies that promote the learners' questioning and answering skills and teacher reinforces students who mimic her strategies. • Most discussion moves from whole group key concepts/ideas/experiences to application in pairs or small groups, and then back to whole group review with individual application/accountability at during the discussion.* 	<ul style="list-style-type: none"> • A student responds to question with wrong information and the teacher reframes the question, provides additional information and ties the information to other interests, or events in the world or the child's life that make it relevant. Teacher encourages student to extend and enrich discussion. • The teacher asks students in teams, "What is another way in which we might figure this out?" and gives teams time to develop additional ideas and questions. Each team has the opportunity to share what they have come up with and other teams may also offer ideas and questions. • Discussion moves from whole group with key concepts/ideas/experiences, to partner "turn and talk" or "think, pair, share" but then moves into small group discussions that are student led with the teacher only offering prompts to keep the conversation on point.*

	<ul style="list-style-type: none"> • The teacher asks, “What color was the beanstalk? or other question that involves a one word answer. There is no higher-level thinking and no follow up. The teacher only calls on children who have their hand raised. • The teacher reads <i>Johnny Appleseed</i> and <i>Miss Rumphius</i>. At the end of the story, the teacher immediately moves onto another lesson or learning activity and does not give time for the students to discuss the stories and/or draw the appropriate comparisons. 	<ul style="list-style-type: none"> • The teacher asks, “What happened in the story?” The question involves more than a one word answer but is only summarizing or representing a low level of thinking. There is no follow up to this question. Students respond by reading or responding to a visual. • The teacher reads <i>Johnny Appleseed</i> and <i>Miss Rumphius</i>; however, there is limited discussion of the stories and comparison of content. After a few statements by the students, the teacher says, “Good job” and they continue on to another lesson/activity. 	<ul style="list-style-type: none"> • The teacher asks, “Why do you think Jack went up the beanstalk?” or other high level, open-ended question, and follows up by asking the child to explain his or her thinking as to why he/she answered in this manner. Teacher prompts the child to tie the answer back to something he/she heard, read, or saw in a picture in the story. The teacher calls on all children regardless of whether hands are raised. Children who may not readily have answers to give might be asked questions such as “Do you want me to come back to you?” (and the teacher does) or “Can you add to what the person before you said?” Student may verbalize or demonstrate the answer. Teacher models by asking divergent questions such as “What do you think?” or “Why do you think that?” • The teacher explains to the class that they will be comparing two previously read books, <i>Johnny Appleseed</i> and <i>Miss Rumphius</i> and then engages the students in a discussion in which they use a Venn diagram to compare and contrast the stories. 	<ul style="list-style-type: none"> • The teacher asks, “Why do you think Jack went up the beanstalk? And follows up by asking the child to explain his or her thinking as to why he/she answered in this manner. Teacher prompts the child to tie the answer back to something he/she heard, read, or saw in a picture in the story. Children begin to agree, disagree, share other ideas and ask follow up questions to each other and the teacher moves into a facilitative role. With teacher assistance and support, students engage in group conversation, in which extended conversation, language and reasoning skills, and question and answer abilities are evident. • The teacher reviews a previously completed Venn diagram and explains that the use of a Venn diagram helps them understand what is the same and what is different. The teacher reads two new books and invites the students to dictate the information that the class wants entered in a new Venn diagram.
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Component 3c:	Engaging Students in Learning
	<p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are “What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?” If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.</p> <p>In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be “minds-on.”</p> <p>Elements of component 3c:</p> <ul style="list-style-type: none"> • Activities and assignments <i>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.</i> • Grouping of students <i>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.</i> • Instructional materials and resources <i>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 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.</i> • Structure and pacing <i>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.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Student enthusiasm, interest, thinking, problem solving, etc. • Learning tasks that require high-level student thinking and invite students to explain their thinking • Students highly motivated to work on all tasks and persistent even when the tasks are challenging • Students actively “working,” rather than watching while their teacher “works” • Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging Students in Learning	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “down time.”	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking on their part. Teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another.. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes	<ul style="list-style-type: none"> • <i>Few students are intellectually engaged in the lesson.</i> • <i>Learning tasks/activities and materials require only recall or have a single correct response or method.</i> • <i>Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement</i> • <i>Instructional materials used are unsuitable to the lesson and/or the students.</i> • <i>The lesson drags or is rushed.</i> 	<ul style="list-style-type: none"> • <i>Some students are intellectually engaged in the lesson.</i> • <i>Learning tasks are a mix of those requiring thinking and those requiring recall.</i> • <i>Student engagement with the content is largely passive, the learning consisting primarily of facts or procedures.</i> • <i>The instructional groupings used are moderately appropriate to the activities.</i> • <i>Few of the materials and resources require student thinking or ask students to explain their thinking.</i> • <i>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</i> 	<ul style="list-style-type: none"> • <i>Most students are intellectually engaged in the lesson.</i> • <i>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</i> • <i>Students are invited to explain their thinking as part of completing tasks.</i> • <i>Teacher uses groupings that are suitable to the lesson activities.</i> • <i>Materials and resources require intellectual engagement, as appropriate.</i> • <i>The pacing of the lesson provides students the time needed to be intellectually engaged.</i> 	<ul style="list-style-type: none"> • <i>Virtually all students are intellectually engaged in the lesson.</i> • <i>Lesson activities require high-level student thinking and explanations of their thinking.</i> • <i>Students take initiative to improve 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.</i> • <i>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</i>
Early Childhood (PreK-3rd Grade) Examples	<ul style="list-style-type: none"> • Students are asked to complete a worksheet by copying words, copying pictures, or cutting and glues exactly as a given sample. • The teacher talks to the students during the duration of center time with no opportunity for students to try out the new learning while in centers. 	<ul style="list-style-type: none"> • Students are asked to complete a worksheet by copying words, copying pictures, or cutting and gluing without a sample. • The teacher holds the materials while explaining the center activities and allows only one third of the scheduled time for students to participate in the activity. 	<ul style="list-style-type: none"> • Teacher provides access to a variety of centers and materials and scaffolds their use to support the integration of literacy components. • The teacher appropriately provides explanations so that center time provides opportunities for students to interact and share their work. 	<ul style="list-style-type: none"> • The teacher encourages students to expand, extend or design a new word activity or task based on what word skills they have been working on. • The teacher intentionally provides <u>scaffolded</u> explanations, instructions, and vocabulary necessary during center activities, and promotes student

	<ul style="list-style-type: none"> • Most students disregard the assignment/activities/task given by the teacher; it appears to be too difficult for them. The teacher makes no adaptations. • The teacher's expectations indicate most learning takes place during teacher led, whole group activities. 	<ul style="list-style-type: none"> • Some of the students are figuring out how to complete the assignment/activity/task; the others seem to be unsure how they should proceed. The teacher gives all the students' additional time to figure out the assignment, but does not offer cues, suggestions, or additional information for completing the task. • The teacher's expectations indicate most learning takes place during teacher led whole group and/or small group activities 	<ul style="list-style-type: none"> • The task/assignment/activity is differentiated for students. Almost all of the students are able to complete their task/assignment/activity. The teacher has prepared extension activities to support all students. • The teacher's expectations indicate that learning takes place throughout the learning environment and across activities including transitions. The environment is intentionally set up to allow for independent learning. 	<ul style="list-style-type: none"> interaction to problem solve and find solutions. • The task/assignment/activity is differentiated for students. Almost all of the students are able to complete their task/assignment/activity. The teacher has prepared extension activities to support all students, OR if the students are able, students are provided opportunities to create their own extension activities and to explore related materials on their own. • The teacher's expectations indicate that learning takes place throughout the learning environment, across activities, including transitions. The majority of learning is initiated by children and supported by teachers.
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Component 3d:	Using Assessment in Instruction
	<p>Assessment of student learning plays an important new role in teaching: no longer signaling the <i>end</i> of instruction, it is now recognized to be an integral <i>part</i> of instruction. While assessment <i>of</i> learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment <i>for</i> learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.</p> <p>A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.</p> <p>Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually to teach them the necessary skills of monitoring their own learning against clear standards.</p> <p>But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making midcourse corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation.</p> <p>Elements of component 3d:</p> <ul style="list-style-type: none"> • Assessment criteria <i>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, for example, a clear oral presentation.</i> • Monitoring of student learning <i>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.</i> • Feedback to students <i>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.</i> • Student self-assessment and monitoring of progress <i>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.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Teacher paying close attention to evidence of student understanding • Teacher posing specifically created questions to elicit evidence of student understanding • Teacher circulating to monitor student learning and to offer feedback • Students assessing their own work against established criteria

	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. Teacher successfully differentiates instruction to address individual students' misunderstandings.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher gives no indication of what high-quality work looks like.</i> • <i>Teacher makes no effort to determine whether students understand the lesson.</i> • <i>Students receive no feedback, or feedback is global or directed to only one student.</i> • <i>Teacher does not ask students to evaluate their own or classmates' work.</i> 	<ul style="list-style-type: none"> • <i>There is little evidence that the students understand how their work will be evaluated.</i> • <i>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.</i> • <i>Feedback to students is vague and not oriented toward future improvement of work.</i> • <i>Teacher makes only minor attempts to engage students in self- or peer- assessment.</i> 	<ul style="list-style-type: none"> • <i>Teacher makes the standards of high-quality work clear to students.</i> • <i>Teacher elicits evidence of student understanding.</i> • <i>Students are invited to assess their own work and make improvements; most of them do so.</i> • <i>Feedback includes specific and timely guidance at least for groups of students.</i> 	<ul style="list-style-type: none"> • <i>Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</i> • <i>Teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</i> • <i>Students monitor their own understanding, either on their own initiative or as a result of tasks set by teacher.</i> • <i>High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</i>
Early Childhood (PreK-3rd Grade) Examples	<ul style="list-style-type: none"> • Teacher doesn't ask questions to check for understanding. • The teacher provides no feedback (e.g. "When you are finished with your work you can go to a center.") • No formative assessment is conducted on individual student learning 	<ul style="list-style-type: none"> • The teacher asks, "Does anyone have a question?" and then quickly moves on without allowing time for the students to formulate a question. • The teacher provides vague feedback to the whole group (e.g. "Good job boys and girls.") • The teacher asks questions directed to the whole group. 	<ul style="list-style-type: none"> • In order to gauge their understanding, the teacher circulates during center time, small-group or independent work, offering suggestions to students based upon reviewing the group's work and talking with them about their understanding of the learning project, or seizing on a teachable moment to extend the students' learning. • The teacher uses specifically formulated questions to elicit evidence of student understanding. • Strategic formative assessments are conducted on individual student 	<ul style="list-style-type: none"> • Teacher circulates during small group or independent work and asks intentional questions designed to explore relationships and deepen student understanding of their work. Teacher keeps track of students' learning progress in some organized fashion (e.g., anecdotal notes) and has a system of organizing this. • While students are working, the teacher circulates, providing specific feedback to individual students.

	<p>progress during the literacy component.</p> <ul style="list-style-type: none"> • None or few of the learning tasks are differentiated, nor are the outcomes. Students are given tasks that do not lend themselves to an authentic assessment of how well they are learning a new skill or concept. For example, during a literacy lesson focused on learning how to write the letters, “p,” “n,” and “e,” students are given a worksheet and told to trace the letters. At another time, the teacher is focusing on teaching colors, the teacher stands at the front of the class and tells students to call out the colors when she holds up a sign with a color on it. 	<p>Several students respond, but the teacher does not adequately assess all learners.</p> <ul style="list-style-type: none"> • None or very few of the learning tasks are differentiated for students. The teacher is assessing all students at the same activity, in the same way, at the same time. During a literacy lesson, students are asked to practice the letters “p,” “n,” and “e,” on their worksheet. The teacher walks around and checks their work. To teach colors, the teachers puts students into small groups, the teacher walks to each group and runs the student through a checklist of the colors and marks down if the students know the colors or not. 	<p>learning during the daily literacy component using intentional questions that illicit evidence of student understanding.</p> <ul style="list-style-type: none"> • During the literacy block, teacher wants students to learn how to write the letters “p,” “n,” and “e.” Teacher has set up various ways that students can practice writing these letters (e.g., a cookie sheet with rice where students can use their fingers to write the letters, paper and markers, paints, chalk and chalkboard). As the students are practicing writing the letters, teacher walks around the room taking anecdotal notes, pictures, or taking samples of their work to use as artifacts of learning and document each child’s progress. During this literacy task, the teacher is asking the students what colors they are using to write their letters. The teacher takes notes of their progress on learning colors and adds to the students’ portfolios or files. 	<ul style="list-style-type: none"> • As students explain their work and the teacher reinforces and supports student movement toward self-assessment. • In the lesson plans, the teacher has embedded opportunities throughout the day for formative authentic assessments. The teacher is seen implementing that plan for assessment. The teacher routinely uses multiple methods of assessment and multiple forms of artifacts of learning (e.g., video, pictures, teacher’s notes, student’s work samples). When learning about how to write letters, the teacher provides multiple opportunities for students to experiment with writing (e.g., writing stories, writing their name, taking “lunch orders” in the dramatic play area). To assess learning of colors, throughout the day, the teacher also walks around the room and asks students to describe the colors they are using in their art projects, the colors they are using to write their letters, and the colors on their clothes. Often students are asked to reflect on their learning progress by looking at their work samples and reflecting on how well they are demonstrating the skill or concept and how they can improve. The teacher takes notes of their progress on learning colors and adds to the students’ portfolios or files.
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Component 3e: Demonstrating Flexibility and Responsiveness					
<p>“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p> <p>Elements of component 3e:</p> <ul style="list-style-type: none"> • Lesson adjustment <i>Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or midcourse corrections. Such adjustments depend on a teacher’s store of alternate instructional strategies and the confidence to make a shift when needed.</i> • Response to students <i>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.</i> • Persistence <i>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.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Incorporation of student interests and events of the day into a lesson • Visible adjustment in the face of student lack of understanding • Teacher seizing on a teachable moment 					
		Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	Teacher adheres rigidly to an instruction plan in spite of evidence of poor student understanding or students’ lack of interest. Teacher ignores student questions; when students have difficulty learning, teacher blames them or their home environment for their lack of success.	Teacher attempts to adjust the lesson to accommodate and respond to student questions and interests with mixed results. Teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use.	If impromptu measures are needed, teacher makes a minor adjustment to the lesson and does so smoothly. Teacher successfully accommodates student questions and interests. Drawing on a broad repertoire of strategies, teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, teacher persists in seeking effective approaches for students who need help.	

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Teacher ignores indications of student boredom or lack of understanding.</i> • <i>Teacher brushes aside student questions.</i> • <i>Teacher conveys to students that when they have difficulty learning it is their fault.</i> • <i>In reflecting on practice, teacher does not indicate that it is important to reach all students.</i> • <i>Despite evident student confusion, teacher makes no attempt to adjust the lesson.</i> 	<ul style="list-style-type: none"> • <i>Teacher's efforts to modify the lesson are only partially successful.</i> • <i>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</i> • <i>Teacher conveys to students a level of responsibility for their learning but also his or her uncertainty about how to assist them.</i> • <i>In reflecting on practice, teacher indicates the desire to reach all students but does not suggest strategies for doing so.</i> 	<ul style="list-style-type: none"> • <i>When improvising becomes necessary, teacher makes adjustments to the lesson.</i> • <i>Teacher incorporates students' interests and questions into the heart of the lesson.</i> • <i>Teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</i> • <i>In reflecting on practice, teacher cites multiple approaches undertaken to reach students having difficulty.</i> 	<ul style="list-style-type: none"> • <i>Teacher's adjustments to the lesson, when needed, are designed to assist individual students.</i> • <i>Teacher seizes on a teachable moment to enhance a lesson.</i> • <i>Teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use.</i> • <i>In reflecting on practice, teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.</i>
<p>Early Childhood (PreK-3rd Grade) Examples</p>	<ul style="list-style-type: none"> • The teacher says, "I know you want to share with the class but we don't have time for that today." • The teacher says, "If you'd just pay attention, you could understand this." • The students notice a bird's nest outside the window. In response, the teacher tells the students to move away from the window and come back to what they were doing. 	<ul style="list-style-type: none"> • The teacher says, "Let's try to think of another way to come at this" and then attempts to re-explain the concept. • The teacher says, "I realize not everyone understands this, but we will come back to it later." • The teacher uses a picture of a bird on a nest and explains that a nest is a bird's home. The teacher explains that birds find materials outside to build nests. The teacher directs the students to draw a bird on a nest. 	<ul style="list-style-type: none"> • Teacher observes that students are not engaged or not understanding and then adjusts teaching strategies to accommodate all learners. • The teacher illustrates "thinking about the activity" to a student, using his/her interest as the context for learning • The teacher goes outside to view the nest with the children. She then leads the children to other trees and asks them to look for other nests and explore how the nests are the same and how the nests are different. She explains that the class will make a list of materials that birds use to build their homes once the class goes back in the classroom. 	<ul style="list-style-type: none"> • Teacher observes that students are not engaged or understanding and stops to evaluate student input and behavior. The teacher then responds by reteaching, revisiting, or replacing the learning objective. • The teacher uses a variety of techniques to illicit student learning suggestions and responds by supporting student initiated peer-to-peer interactions. • Students are instructed to go to the supply table and pick out materials of the child's choice to build a nest. The teacher reminds them of the different shapes, sizes, and materials in a nest. Once the nests are built the teacher asks the students to explain how they made the nest and why they chose the shape and the materials that they did.

Domain 4: Professional Responsibilities

Component 4a:	Reflecting on Teaching			
	<p>Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.</p> <p>Elements of component 4a:</p> <ul style="list-style-type: none"> • Accuracy <i>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.</i> • Use in future teaching <i>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.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Accurate reflections on a lesson • Citation of adjustments to practice that draw on a repertoire of strategies 			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher considers the lesson but draws incorrect conclusions about its effectiveness.</i> • <i>Teacher makes no suggestions for improvement.</i> 	<ul style="list-style-type: none"> • <i>Teacher has a general sense of whether or not instructional practices were effective.</i> • <i>Teacher offers general modifications for future instruction.</i> 	<ul style="list-style-type: none"> • <i>Teacher accurately assesses the effectiveness of instructional activities used.</i> • <i>Teacher identifies specific ways in which a lesson might be improved.</i> 	<ul style="list-style-type: none"> • <i>Teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</i> • <i>Teacher’s suggestions for improvement draw on an extensive repertoire.</i>
Early Childhood (PreK-3rd Grade) Examples	<ul style="list-style-type: none"> • Despite evidence to the contrary, the teacher says, “My students did great on that lesson!” 	<ul style="list-style-type: none"> • At the end of the lesson the teacher says, “I guess that went okay. Overall most of the students seemed to really 	<ul style="list-style-type: none"> • The teacher says, “I wasn’t pleased with the level of student learning because only 13 out of the 20 students 	<ul style="list-style-type: none"> • The teacher says, “I think that lesson worked pretty well, although I was disappointed in how Jimmy and Andrea

	<ul style="list-style-type: none"> The teacher says, “I have tried everything with this class in small groups; I don’t think that anything works!” 	<p>enjoy the activity and work well together.”</p> <ul style="list-style-type: none"> The teacher says, “I guess I could try _____ and _____ to improve student learning during small group time.” 	<p>were able to complete the activity accurately.”</p> <ul style="list-style-type: none"> The teacher’s upcoming lesson plan includes several modifications for the small group procedures to improve student involvement. 	<p>worked as a pair at the back table. They did not complete steps 4 and 5 of the activity while the rest of the pairs completed all 5 steps accurately.”</p> <ul style="list-style-type: none"> Based conversation with colleagues and internet searches, the teacher is trying two different approaches for grouping students differently during small group time.
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Component 4b:	Maintaining Accurate Records
	<p>An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.</p> <p>Elements of component 4b:</p> <ul style="list-style-type: none"> Student completion of assignments <i>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.</i> Student progress in learning <i>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.</i> Noninstructional records <i>Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip or which students have paid for their school pictures.</i> <p>Indicators:</p> <ul style="list-style-type: none"> Routines and systems that track student completion of assignments Systems of information regarding student progress against instructional outcomes Processes of maintaining accurate noninstructional records

	Unsatisfactory	Basic	Proficient	Distinguished
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by teacher, prone to errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	<ul style="list-style-type: none"> • <i>There is no system for either instructional or noninstructional records.</i> • <i>Record-keeping systems are in disarray and provide incorrect or confusing information.</i> 	<ul style="list-style-type: none"> • <i>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.</i> • <i>Teacher's process for tracking student progress is cumbersome to use.</i> • <i>Teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.</i> 	<ul style="list-style-type: none"> • <i>Teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.</i> • <i>Teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</i> • <i>Teacher's process for recording noninstructional information is both efficient and effective.</i> 	<p><i>In addition to the characteristics of "proficient":</i></p> <ul style="list-style-type: none"> • <i>Students contribute to and maintain records indicating completed and outstanding work assignments.</i> • <i>Students contribute to and maintain data files indicating their own progress in learning.</i> • <i>Students contribute to maintaining noninstructional records for the class.</i>

<p>Early Childhood (PreK-3rd Grade) Examples</p>	<ul style="list-style-type: none"> • The teacher has not established any communication resource for parents to access student learning and development information. • The teacher has not established or refuses to track student’s progress toward learning and development goals. • No visual documentation of student work is available. • The teacher says, “I misplaced the writing samples for my class, but it doesn’t matter—I know what the students would have scored.” • On the morning of the field trip, the teacher discovers that five students have never turned in their permission slips, and frantically searches for a teacher who can supervise the five students who cannot join the field trip. 	<ul style="list-style-type: none"> • The teacher has developed a web-based linkage for parents to access information about individual student learning and development but only updates on a quarterly basis. • The teacher inconsistently uses a process for tracking students’ progress toward learning and development goals. • Visual documentation of student work is available though not frequently updated. • The teacher says, “I’ve got all these writing samples from my students; I should share them with the students before I put them into the system, but I just don’t have time.” • On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. 	<ul style="list-style-type: none"> • The teacher creates a link on the class website where parents can check on a regular basis individual student learning and development progress. • The teacher uses excel-based spreadsheet to track individual student progress toward learning and development goals. • Visual documentation of student work is accessible for students/parent review and is regularly updated by teacher. • The teacher says, “I regularly have the students look at their writing samples and my notes. After we have had a writing conference, students make any final changes to their stories before I summatively assess them.” • During the week leading up to the field trip, permission slips are collected and documented by the teacher on a checklist based upon students turning them in each morning during attendance time. 	<ul style="list-style-type: none"> • The teacher has checked with the parents to see who would prefer to have on-line versus paper updates on student learning and development progress and uses their preferred format. • When asked about his/her progress in a class, a student proudly shows his/her portfolio of work and can explain how the documents indicate his/her progress toward learning goals. • Visual documentation is regularly shared by teacher with students and is organized and/or reviewed by students (and parents as requested). • Students regularly review and update their writing based upon their writing conference with the teacher. Students are expected to keep track of his/her writing progress in their individual portfolios. • During the week leading up to the field trip, students file their signed field trip permission slips in the appropriately marked folder at the Info Center during attendance time. Teacher checks the folder each day and lists students on board that have not turned in their slips.
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Component 4c:	Communicating with Families
	<p>Although the ability of families to participate in their child’s learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher’s effort to communicate with families conveys the teacher’s essential caring, valued by families of students of all ages.</p> <p>Elements of component 4c:</p>

	<ul style="list-style-type: none"> 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 are to families so that they can participate in the learning activities. <p>Indicators:</p> <ul style="list-style-type: none"> Frequent and culturally appropriate information sent home regarding the instructional program and student progress Two-way communication between the teacher and families Frequent opportunities for families to engage in the learning process 			
4c: Communicating with Families	<p style="text-align: center;">Unsatisfactory</p> <p>Teacher provides little information about the instructional program to families; teacher's communication about students' progress is minimal. Teacher does not respond, or responds insensitively, to parental concerns.</p>	<p style="text-align: center;">Basic</p> <p>Teacher makes sporadic attempts at communication with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p>	<p style="text-align: center;">Proficient</p> <p>Teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. Teacher makes some attempts to engage families in the instructional program.</p>	<p style="text-align: center;">Distinguished</p> <p>Teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. Teacher responds to family concerns with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.</p>
Critical Attributes	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> <i>School or district-created materials about the instructional program are sent home.</i> <i>Teacher sends home infrequent or incomplete information about the instructional program.</i> <i>Teacher maintains school-required grade book but does little else to inform families about student progress.</i> <i>Some of the teacher's communications are inappropriate to families' cultural norms.</i> 	<ul style="list-style-type: none"> <i>Teacher regularly makes information about the instructional program available.</i> <i>Teacher regularly sends home information about student progress.</i> <i>Teacher develops activities designed to successfully engage families successfully and appropriately in their children's learning.</i> <i>Most of teacher's communications are appropriate to families' cultural norms.</i> 	<ul style="list-style-type: none"> <i>Students regularly develop materials to inform their families about the instructional program.</i> <i>Students maintain accurate records about their individual learning progress and frequently share this information with families.</i> <i>Students contribute to regular and ongoing projects designed to engage families in the learning process.</i> <i>All of teacher's communications are highly sensitive to families' cultural norms.</i>

<p>Early Childhood (PreK-3rd Grade) Examples</p>	<ul style="list-style-type: none"> • A parent says, “I’d like to know what my kid is working on in reading! I don’t have any information on specific books or activities that they do on a regular basis. When I ask my son, he says that they ‘get to play’ on the computers!” • A parent says, “I wish I could know something about my child’s math progress before the report card comes out. I did not know she was having so many problems.” • A parent asks the principal, “I wonder why we never see any schoolwork come home.” • The teacher does not provide opportunities for parents to be involved in the classroom • Teacher does not organize a method for families to share student/family information with teacher in support of their child’s learning needs. 	<ul style="list-style-type: none"> • A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class. The teacher sent home information about guided reading at the beginning of the year but I haven’t heard anything since and it is October!” • A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note saying that she’s doing fine and not to worry because it was the beginning of the year.” • A parent says, “I look each week on Friday for the weekly schoolwork to so that I can sign and say that I have reviewed my child’s work.” • The teacher provides only “during the school day” opportunities for parents to be involved in the classroom instead of thinking of ways for families that work during the day to be involved. • The teacher collects information from families at Back-to-School regarding student/family information in support of each student’s learning needs. 	<ul style="list-style-type: none"> • A parent says, “My son’s teacher sends a weekly newsletter home to families, including current class activities, community and/or school projects, field trips, etc. but it also has information on weekly reading goals and specific books for guided reading. I like to know that!” • A parent says, “My daughter’s teacher has created a monthly progress report, which is sent home that tells me how my child is doing in math, reading, and social skills.” • A parent says, “The teacher sends home a project that asked my child to interview each family member about growing up as a child in a specific decade. The project even included my child’s grandparents, which they loved!” • At the beginning of the school year and at parent conferences, the teacher provides a variety of ways for families to be involved directly in the classroom or as a support to the classroom. • The teacher collects information from families at Back-to-School about student/family needs and then has the families review and provide updates as needed at either parent conferences or parent meetings to support student learning progress. 	<ul style="list-style-type: none"> • A parent says, “My son brings home his reading book bag and book log each night. We are supposed to read each book twice and then write down the names of the books and check how the reading went. I really like hearing him read to me. He is making so much progress!” • A parent says, “My child brings home a weekly folder that has schoolwork and three charts of her learning progress...one for math, reading, and social skills. We go over the work and charts and then she and I both have to sign that we have discussed it and put down any questions that we have for the teacher.” • A parent says, “My child completes a daily reflection log that describes what he/she is learning and then brings it home each week with different school work for her to share with me.” • The teacher uses sign-up genius surveys on a regular basis for parents to identify roles for participation in the classroom (both inside and outside of classroom time) due to families having internet access through phone/home computers. • At the Back to School meeting, the teacher introduced a monthly communication journal that the teacher uses to share information with families about how their child is progressing and in turn for parents to share information about how their child is doing at home.
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Component 4d:	Participating in the Professional Community			
	<p>Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.</p> <p>Elements of component 4d:</p> <ul style="list-style-type: none"> • Relationships with colleagues <i>Teachers maintain a professional collegial relationship that encourages sharing, planning, and working together toward improved instructional skill and student success.</i> • Involvement in a culture of professional inquiry <i>Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.</i> • Service to the school <i>Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.</i> • Participation in school and district projects <i>Teachers contribute to and support larger school and district projects designed to improve the professional community.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Regular teacher participation with colleagues to share and plan for student success • Regular teacher participation in professional courses or communities that emphasize improving practice • Regular teacher participation in school initiatives • Regular teacher participation in and support of community initiatives 			
	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in the Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher participates in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Teacher's relationships with colleagues are characterized by negativity or combativeness.</i> • <i>Teacher purposefully avoids contributing to activities promoting professional inquiry.</i> • <i>Teacher avoids involvement in school activities and district and community projects.</i> 	<ul style="list-style-type: none"> • <i>Teacher has cordial relationships with colleagues.</i> • <i>When invited, teacher participates in activities related to professional inquiry.</i> • <i>When asked, teacher participates in school activities, as well as district and community projects.</i> 	<ul style="list-style-type: none"> • <i>Teacher has supportive and collaborative relationships with colleagues.</i> • <i>Teacher regularly participates in activities related to professional inquiry.</i> • <i>Teacher frequently volunteers to participate in school events and school district and community projects.</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>Teacher takes a leadership role in promoting activities related to professional inquiry.</i> • <i>Teacher regularly contributes to and leads events that positively impact school life.</i> • <i>Teacher regularly contributes to and leads significant district and community projects.</i>
<p>Early Childhood (PreK-3rd Grade) Examples</p>	<ul style="list-style-type: none"> • The teacher says to grade-level colleagues at the staff meeting, "You know that they can't make us do any of these school improvement initiatives unless we want to. I don't know why all of you always just say 'ok' to whatever they tell us to do!" • The teacher does not regularly attend the PLC literacy team meetings due to "something coming up" in the classroom (even though the PLC meeting is during a common planning time). • The teacher does not attend any school function after the dismissal bell. • The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on the early literacy district committee unless the meetings are during the day and they get me a good substitute to cover my class." 	<ul style="list-style-type: none"> • The teacher says to grade-level colleagues at the staff meeting, "What is it that we have to do? Just tell me and I will do it." • The teacher regularly attends the PLC literacy team meetings and adds ideas to the discussion when 'called upon' by different colleagues to share. • The teacher participates in after school meetings when specifically requested to by principal or instructional coach. • The teacher says, "I will be on the district early literacy committee if I am asked by principal but sometimes I just don't see the benefit of all the time that it takes away from my classroom teaching and my personal life." 	<ul style="list-style-type: none"> • The teacher says to grade-level colleagues at the staff meeting, "Ok, I think that I could add some ideas to what we have already talked about in regards to read aloud books!" • The teacher reviews the PLC literacy team agenda before coming to the meeting and consistently brings resources to highlight or share with colleagues that will support professional goals listed on agenda. • The teacher has decided to take some of the free after school online early learning courses and to share her/his learning with colleagues. • The teacher says, "I would love to represent our school on the early literacy district committee. It would be a great way for me to get know information to bring to our school and especially our PLC literacy team." 	<ul style="list-style-type: none"> • The teacher says to grade-level colleagues at the staff meeting, "I would be glad to organize our classroom library master lists in a computer spreadsheet if that would be helpful for the team to keep track of our book types/levels!" • The teacher co-facilitates the PLC literacy team and is in charge of developing the agenda with the principal and then taking notes during the meeting and sharing with team after the meeting. • The teacher leads the "mentor" teacher group at the school, which meets after school with new teachers focusing on support for teachers during their first two years of teaching. • The teacher says, "This is my second year working with the district literacy coaches to organize the quarterly early literacy meetings. I have really learned a lot about best practice and like to help in guiding our district for developing standards-based curriculum in this area."

Component 4e:	Growing and Developing Professionally			
	<p>As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p> <p>Elements of component 4e:</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill <i>Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.</i> • Receptivity to feedback from colleagues <i>Teachers actively pursue networks that provide collegial support and feedback.</i> • Service to the profession <i>Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Frequent teacher attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; freely shared insights • Participation in professional organizations supporting academic inquiry 			
4e: Growing and Developing Professionally	<p style="text-align: center;">Unsatisfactory</p> <p>Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p style="text-align: center;">Basic</p> <p>Teacher participates to a limited extent in professional activities when they are convenient. Teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. Teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p style="text-align: center;">Proficient</p> <p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. Teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p style="text-align: center;">Distinguished</p> <p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher solicits feedback on practice from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.</p>

Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher is not involved in any activity that might enhance knowledge or skill.</i> • <i>Teacher purposefully resists discussing performance with supervisors or colleagues.</i> • <i>Teacher ignores invitations to join professional organizations or attend conferences.</i> 	<ul style="list-style-type: none"> • <i>Teacher participates in professional activities when they are required or provided by the district.</i> • <i>Teacher reluctantly accepts feedback from supervisors and colleagues.</i> • <i>Teacher contributes in a limited fashion to professional organizations.</i> 	<ul style="list-style-type: none"> • <i>Teacher seeks regular opportunities for continued professional development.</i> • <i>Teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.</i> • <i>Teacher actively participates in organizations designed to contribute to the profession.</i> 	<p><i>In addition to the characteristics of “proficient”:</i></p> <ul style="list-style-type: none"> • <i>Teacher seeks regular opportunities for continued professional development, including initiating action research.</i> • <i>Teacher actively seeks feedback from supervisors and colleagues.</i> • <i>Teacher takes an active leadership role in professional organizations in order to contribute to the profession.</i>
Early Childhood (PreK-3rd Grade) Examples	<ul style="list-style-type: none"> • The teacher does not take courses or explore community or internet resources unless it is provided during school improvement sessions. • The teacher endures the principal’s annual observations in his/her classroom, knowing that if he/she waits long enough, the principal will eventually leave and he/she will be able to simply disregard the feedback. • Despite teaching for many years in early childhood, the teacher declines to join NAEYC when asked by a colleague due to the organization being “too costly” and “not worth it”. 	<ul style="list-style-type: none"> • The teacher politely attends district workshops and professional development days but doesn’t typically apply the professional learning or materials back in the classroom. • The teacher listens to his/her principal’s feedback after a observation but isn’t sure that the recommendations really apply in his/her situation but will try to apply the suggestions as requested. • The teacher joins the local chapter of NAEYC because she might benefit from the free resources—but otherwise doesn’t feel it’s worth much of her time. 	<ul style="list-style-type: none"> • The teacher eagerly attends the district’s optional summer workshops, knowing they provide a wealth of instructional strategies he/she will be able to use during the school year. • The teacher enjoys his/her principal’s ongoing walk-through visits because they always lead to a valuable informal face-to-face or email dialogue between the teacher and principal the following day. • The teacher joined NAEYC “Families Matter” professional network that uses an online forum platform to discuss key challenges and supports for families with young children. She finds this professional support provides her ideas for her family outreach. 	<ul style="list-style-type: none"> • The teacher use her professional learning goals as a way to organize specific courses and online learning that she wants to due throughout the year to improve her students learning. • The teacher is working on a particular instructional strategy and asks his/her colleagues to observe in his/her classroom in order to provide objective feedback on his/her progress. • The teacher has helped to organize a local foundation for supporting early literacy education for families aligned to NAEYC early literacy standards of practice; her leadership has inspired many parents to organize book collections and host “reading parties” at their homes with other families of young children.
Component 4f:	Showing Professionalism			
<p>Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students’ needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making,</p>				

	<p>with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.</p> <p>Elements of component 4f:</p> <ul style="list-style-type: none"> • Integrity and ethical conduct <i>Teachers act with integrity and honesty.</i> • Service to students <i>Teachers put students first in all considerations of their practice.</i> • Advocacy <i>Teachers support their students' best interests, even in the face of traditional practice or beliefs.</i> • Decision making <i>Teachers solve problems with students' needs as a priority.</i> • Compliance with school and district regulations <i>Teachers adhere to policies and established procedures.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Teacher having reputation as trustworthy and being often sought as sounding board • Teacher frequently reminding participants during committee or planning work that students are the highest priority • Teacher supporting students, even in the face of difficult situations or conflicting policies • Teacher challenging existing practice in order to put students first • Teacher consistently fulfilling district mandates regarding policies and procedures 			
<p>4f: Showing Professionalism</p>	<p>Unsatisfactory</p>	<p>Basic</p>	<p>Proficient</p>	<p>Distinguished</p>
	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations that are based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.</p>	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Teacher is dishonest.</i> • <i>Teacher does not notice the needs of students.</i> • <i>Teacher engages in practices that are self-serving.</i> • <i>Teacher willfully rejects district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest.</i> • <i>Teacher notices the needs of students but is inconsistent in addressing them.</i> • <i>Teacher does not notice that some school practices result in poor conditions for students.</i> • <i>Teacher makes decisions professionally but on a limited basis.</i> • <i>Teacher complies with district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest and known for having high standards of integrity.</i> • <i>Teacher actively addresses student needs.</i> • <i>Teacher actively works to provide opportunities for student success.</i> • <i>Teacher willingly participates in team and departmental decision making.</i> • <i>Teacher complies completely with district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</i> • <i>Teacher is highly proactive in serving students.</i> • <i>Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</i> • <i>Teacher takes a leadership role in team and departmental decision making.</i> • <i>Teacher takes a leadership role regarding district regulations.</i>
<p>Early Childhood (PreK-3rd Grade) Examples</p>	<ul style="list-style-type: none"> • The teacher makes some errors when marking recent early learning assessments but does not go back and correct errors because it would lower classroom learning goal %. • The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their families can't afford daycare. • The teacher does not refer students to the school problem-solving team when they are behaviorally struggling in the classroom because "the forms are just too much work to fill out!" • The teacher attends the required training for the district's new online curriculum mapping system but has never used it after the training to during their lesson planning process. 	<ul style="list-style-type: none"> • The teacher makes some errors when marking recent early learning assessments and when discovered, corrects and resubmits the new assessment results. • When the teacher realizes several of her students are coming early to school, the teacher sends each family an information brochure about the school's before-after school daycare that can work with the families on a "sliding payment scale" but does not follow-up with families after that. • The teacher has several students who are behaviorally struggling in class and sends a quick e-mail to the counselor to come in and watch the students. The counselor comes in and gives a few ideas to the teacher but the teacher does not implement any "because they seem like a lot of work on my part". • The teacher learns the district's new online curriculum mapping system but does not use it on a regard basis when lesson planning. 	<ul style="list-style-type: none"> • The teacher is trusted by his grade partners to be a "go to" for asking questions about grading practices and knows that their questions/concerns will not be reported to supervisors. • When the teacher realizes several of her students are coming early to school, the teacher calls and talks with each family about the school's before-after school daycare that can work with the families on a "sliding payment scale" and checks back in a week to see if the families need any additional support. • The teacher has several students who are behaviorally struggling in class and completes the forms for referring the students to the problem-solving so that she can get some feedback and ideas of what to do differently with these students. The teacher selects two of the ideas and tries them with the students. • The teacher learns the district's new online curriculum mapping system and uses it as a resource in her weekly lesson planning process. 	<ul style="list-style-type: none"> • The teacher offers to help a new teacher with the 'grading' of the early learning assessments so that she can answer any questions that the new teacher has about the process. The new teacher readily agrees because she knows that this teacher will conduct this co-grading with complete discretion. • When the teacher realizes several of her students are coming early to school, the teacher calls and talks with each family about the school's before-after school daycare as well as other community daycare that would work with families on a "sliding payment scale". The teacher also connects the families with the school's home school liaison that can help with other family needs. • Based upon the suggestions of the problem-solving team, the teacher sets up individual behavioral plans with each student and follows up with the families to share with them what the plans include and also updates the families on a weekly basis of the students progress. • When the district adopts a new online curriculum mapping system, the teacher learns it inside and out so that she will be able to use it effectively in her weekly lesson planning as well as assist her colleagues with its implementation.

For more information and resources related to Teacher Evaluation in Early Childhood Classrooms:

Project Website: <http://teecc.illinoisstate.edu/>

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