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Teacher Evaluation Handbook

2012 – 2013 Baseline Year

Special Note

This document is intended to be implemented for one school year, 2012-2013.

This will be a baseline year focusing on the application of the

Danielson Framework for Teaching (FFT) rubric and the Teachscape web-based observation system.

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Section I

INTRODUCTION

Identifying Instructional Excellence Committee (IIE)

Committee Members:

Jennifer Allen	Chief Talent Officer
Corrine Clark	Teacher, Environmental Science Magnet School at Mary Hooker
Jill Cutler-Hodgman	Chief Labor and Legal Officer
Leslyee Frederick	Executive Director of Assessment and Intervention
Guillermo Garcia	Director of Information and Data Management
Jay Gutierrez	2 nd Vice President, Hartford Federation of Teachers
Joshua Hall	1 st Vice President, Hartford Federation of Teachers
Andrea Johnson	President, Hartford Federation of Teachers
Gary Lotreck	Teacher in Residence
Dr. Scott Nicol	Director of Performance Management
Abby Olinger Quint	Director of Assessment Systems and Data Acquisition
Elaine Papas	Principal and President, Hartford Public School Administrators
Carolyn Potoff	Assistant Principal, Expeditionary Learning Academy at Moylon School
Michele Puhlick	Executive Director of Curriculum & Instruction
Dr. Dianna Roberge-Wentzell	Assistant Superintendent PreK – 12
Dr. Tracy Saperstein	Assistant Principal, R.J. Kinsella Magnet School of Performing Arts
Kathie Stroh	Educational Issues Coordinator, Hartford Federation of Teachers
Bethany Sullivan	Curriculum Specialist, McDonough Expeditionary Learning School

Core Beliefs:

We agree that an effective Teacher Development and Evaluation System must support teacher development, growth and performance and must enhance student learning. This evaluation system must be fair, accurate, reliable, and transparent. The effective implementation of the evaluation system can only occur in an atmosphere of trust that promotes collaborative dialogue and enhanced professional practice of all educators in our schools.

Phase I

Adopt and implement an effective teaching rubric, revising the existing teacher evaluation handbook to be implemented for the **2012-2013** school year.

Phase II

Develop a new teacher evaluation handbook to be implemented for the **2013-2014** school year that defines multiple measures for determining teacher effectiveness as aligned with Connecticut State Department of Education reform requirements.

Brief Summary of Teacher Evaluation Handbook 12-13

The Teacher Evaluation Handbook 2012-2013 has two primary parts. Section II includes elements of the evaluation process that are **NEW**. Section III includes elements of the evaluation process that have essentially remained the **SAME** from the teacher evaluation handbook utilized in 2011-2012. Sections IV and V have been reserved for forms and appendices.

SECTION II

Classroom Teacher Evaluation Process (CTEP) – What is **NEW**?

The IIE Committee has adopted and incorporated into the teacher evaluation process the *Danielson Framework for Teaching (FFT)* (Appendix B). The committee has also adopted the Teachscape web based observation /evaluation / professional learning platform.

See Section II for details about this NEW evaluation process.

Who belongs in the Classroom Teacher Evaluation Process (CTEP) – What is **NEW**?

- Tenured and non-tenured classroom teachers
- Non-tenured educators (non-classroom teachers)

Note – Non-tenured educators will have observations serve as the basis of their evaluation. Those observations will not align with the FFT. For example, the observation may consist of a social worker's or instructional coach's presentation to the faculty and will be based upon their position's state standards. The Teachscape system will not be used.

A classroom teacher is defined as any educator instructing students in small or large groups. There may be exceptions to the examples below. Principals are to consult with the Director of Performance Management for clarification.

Examples of... WHO BELONGS:	T = Tenured	NT = Non-tenured
• (T) Special Education	• (T) Pre-K	• (T) Library Media Specialist
• (T) Grade 9 Geometry	• (T) ESL	• (T) Speech & Language
• (NT) Literacy Coach	• (NT) School Social Worker	• (NT) Theme Coach
• (NT) School Psychologist	• (NT) Curriculum Specialist	• (NT) Central Office
• (NT) Instructional Coach	• (NT) School Counselor	

Examples of...WHO DOES NOT BELONG:

- (T) Literacy Coach
- (T) School Social Worker
- (T) Theme Coach
- (T) School Psychologist
- (T) Curriculum Specialist
- (T) Central Office
- (T) Instructional Coach
- (T) School Counselor

SECTION III

Educator Evaluation Process (EEP) - What Stayed the SAME?

The following processes have stayed the same as outlined in the Teacher Evaluation Handbook 2010 – 2011:

- Professional Growth Phase (PG)
- Structured Support Component (SS)
- Professional Intensive Assistance Phase (PIA)

When appropriate both the *Connecticut Common Core of Teaching (CCT)* and the *Danielson Framework for Teaching (FFT)* will be applicable to the PG, SS, and PIA processes. Refer to Appendix A to examine the correlation between both sets of standards.

See Section III for details about these evaluation processes.

Who belongs in the Educator Evaluation Process (EEP) – What Stayed the SAME?

- Tenured non-classroom educators for the Professional Growth Phase
- Any educator or classroom teacher (tenured or non-tenured) currently placed or to be placed on the Structure Support Component or the Professional Intensive Assistance Phase

There may be exceptions to the examples below. Principals are to consult with the Director of Performance Management for clarification.

Examples of...WHO BELONGS on the Professional Growth Phase:

- (T) Literacy Coach
- (T) School Social Worker
- (T) Theme Coach
- (T) School Psychologist
- (T) Curriculum Specialist
- (T) Central Office
- (T) Instructional Coach
- (T) School Counselor

Examples of...WHO DOES NOT BELONG on the Professional Growth Phase:

- (T) Special Education
- (T) Grade 9 Geometry
- (NT) Literacy Coach
- (NT) School Psychologist
- (NT) Instructional Coach
- (T) Pre-K
- (T) ESL
- (NT) School Social Worker
- (NT) Curriculum Specialist
- (NT) School Counselor
- (T) Library Media Specialist
- (T) Speech & Language
- (NT) Theme Coach
- (NT) Central Office

Who Belongs Where Chart

Section II	Section III
Classroom Teacher Evaluation Process (CTEP) – What is <u>NEW</u>?	Educator Evaluation Process (EEP) - What Stayed the Same?
<ul style="list-style-type: none"> • Tenured (T) and non-tenured (NT) classroom teachers • Non-tenured (NT) educators (non-classroom teachers) 	<ul style="list-style-type: none"> • Tenured (T) non-classroom educators on Professional Growth Phase • Classroom teachers or educators (T or NT) on Structured Support Component • Classroom teachers or educators (T or NT) on Professional Intensive Assistance Phase
Possible Examples	Possible Examples for Professional Growth Phase
<div> <div>(T or NT) Special Education</div> <div>(T or TN) Pre-K</div> </div>	<div> <div>(T) Literacy Coach</div> <div>(T) Social Worker</div> </div>
<div> <div>(T or NT) Grade 9 Geometry</div> <div>(T or NT) ESL</div> </div>	<div> <div>(T) Theme Coach</div> <div>(T) Instructional Coach</div> </div>
<div> <div>(T or NT) Speech and Language</div> <div>(T or NT) Library Media Specialist</div> </div>	<div> <div>(T) School Psychologist</div> <div>(T) Curriculum Specialist</div> </div>
<div> <div>(NT) Literacy Coach</div> <div>(NT) Social Worker</div> </div>	<div> <div>(T) School Counselor</div> <div>(T) Central Office</div> </div>
<div> <div>(NT) Theme Coach</div> <div>(NT) Instructional Coach</div> </div>	
<div> <div>(NT) School Psychologist</div> <div>(NT) Curriculum Specialist</div> </div>	
<div> <div>(NT) School Counselor</div> </div>	
<i>There may be exceptions to the examples above. Principals are to consult with the Director of Performance Management for clarification.</i>	

Section II

CLASSROOM TEACHER

EVALUATION PROCESS (CTEP)

What is New?

Section II

Classroom Teacher Evaluation Process (CTEP) – What is NEW?

- Tenured (T) and non-tenured (NT) classroom teachers
- Non-tenured (NT) educators

Possible Examples

(T or NT) Special Education

(T or TN) Pre-K

(T or NT) Grade 9 Geometry

(T or NT) ESL

(T or NT) Speech and Language

(T or NT) Library Media Specialist

(NT) Literacy Coach

(NT) Social Worker

(NT) Theme Coach

(NT) Instructional Coach

(NT) School Psychologist

(NT) Curriculum Specialist

(NT) School Counselor

*There may be exceptions to the examples above.
Principals are to consult with the Director of Performance Management for clarification.*

SUMMARY - CLASSROOM TEACHER

EVALUATION PROCESS (CTEP)

The primary substance of the CTEP can be found in the following parts of this section:

- Overview CTEP Baseline Year (2012-2013)
- Formal Observation Process
- Informal Observation Process
- Sample Observation Report
- Summative / End of Year Evaluation Process
- Sample Summative / End of Year Evaluation Report

Points of Emphasis

- 1) All forms and documents will be housed and processed via Teachscape.
- 2) Classroom teachers will NOT develop professional growth projects and/or objective setting goals as part of the CTEP process.
- 3) In reference to #3, this does not preclude a principal from requiring a classroom teacher to engage in school / department wide initiatives that focus on developing plans with student learning goals etc.
- 4) Classroom teachers' summative evaluations will be based primarily upon classroom observations focusing on Domains 1, 2, and 3 of the *Danielson Framework for Teaching (FFT)*.
- 5) Domain 4 Professional Responsibilities will be scored and factored into the overall teacher rating on the summative evaluation report.
- 6) The Mid-Year Self-Assessment (non-tenured only) and the End of the Year Self-Assessment are to be completed by tenured and non-tenured teachers. The self-assessments mirror the *Danielson Framework for Teaching (FFT)* and will be completed via Teachscape.
- 7) The rating terminology that has been adopted for single observation and overall summative ratings differs from the *Danielson Framework for Teaching (FFT)*. Please note table below.

Hartford Public Schools' Terminology	Level	Danielson FFT Terminology
Highly Effective	4	Accomplished
Effective	3	Proficient
Developing / Needs Improvement	2	Basic
Unsatisfactory / Ineffective	1	Unsatisfactory

How will a teacher's rating be determined on a single classroom observation (formal or informal)?

- The following scale will be utilized:

Highly Effective	3.50 – 4.00
Effective	2.50 – 3.49
Developing / Needs Improvement	1.50 – 2.49
Unsatisfactory / Ineffective	1.00 – 1.49

- A teacher's cumulative and averaged score on the components for Domains 1, 2, and 3 will support the observation rating.
- The evaluator has the option of not scoring an individual component. Any component receiving a N/A will not be factored in to the observation rating.

How will a teacher's overall rating be determined on a summative / end of year report?

- The following scale will be utilized:

Highly Effective	3.50 – 4.00
Effective	2.50 – 3.49
Developing / Needs Improvement	1.50 – 2.49
Unsatisfactory / Ineffective	1.00 – 1.49

- A teacher's cumulative and averaged score on the components for Domains 1, 2, 3 and 4 will support the observation rating.
- The domains will have the following weighted percentages:

Domain 1	Preparation and Planning	20%
Domain 2	Classroom Environment	30%
Domain 3	Instruction	30%
Domain 4	Professional Responsibilities	20%

- An evaluator will score each component of Domain 4 at the close of the year based upon evidence gathered and presented by both the evaluator and educator.
- The evaluator has the option of not scoring an individual component in Domain 4. Any component receiving a N/A will not be factored in to the overall rating.

Overview CTEP Baseline Year 12-13

TENURED ONLY	NON-TENURED ONLY
<p><u>Minimum Required Observations and Focus – Three Total</u></p> <p>One <u>Formal</u> Observation Process (Domains 1, 2, and 3)</p> <p>One <u>Informal</u> Observation (Domains 1 and 2)</p> <p>One <u>Informal</u> Observation (Domains 1 and 3)</p>	<p><u>Minimum Required Observations and Focus – Two Total</u></p> <p>First Formal Observation Process (Domains 1, 2, and 3)</p> <p style="text-align: right;"><i>(No Later Than) NOVEMBER 1</i></p> <p>Second Formal Observation Process (Domains 1, 2, and 3)</p> <p style="text-align: right;"><i>(No Later Than) FEBRUARY 1</i></p>
<p>Minimum required observations may be completed <u>in any order</u> with at least one completed by each the following deadlines:</p> <p style="text-align: right;">NOVEMBER 15</p> <p style="text-align: right;"><i>(No Later Than) FEBRUARY 15</i></p> <p style="text-align: right;">MAY 15</p>	<p>Summative Evaluation and Mid-Year Self-Assessment</p> <p style="text-align: right;"><i>(No Later Than) MARCH 1</i></p>
<p>Summative Evaluation and End of Year Self-Assessment</p> <p style="text-align: right;"><i>(No Later Than) JUNE 1</i></p> <p>Placement on Professional Phase for Following Year</p>	<p>End of Year Self-Assessment</p> <p style="text-align: right;"><i>(No Later Than) JUNE 1</i></p> <p>To Be Tenured – Placement on Professional Phase for Following Year</p>

****Timelines can be modified as necessary due to specific circumstances.****

FORMAL OBSERVATION PROCESS

All formal observation process forms are to be submitted electronically using the approved Teachscape observation system.

STEPS:

- | | |
|------------------------|---|
| <u>Required</u> | 1. Evaluator will schedule the formal observation process. |
| <u>Required</u> | 2. Evaluator will provide the educator with two (2) school days' notice of pre-conference meeting. |
| <u>Required</u> | 3. Educator will submit pre-observation plan form prior to the pre-conference meeting. |
| <u>Optional</u> | 4. Evaluator may require educator to submit supplemental documents (e.g. lesson plans, student work). |
| <u>Required</u> | 5. Evaluator and educator will conduct pre-observation conference at least one day before the observation. |
| <u>Required</u> | 6. A formal observation must be a minimum of 30 minutes and/or a full lesson. |
| <u>Required</u> | 7. Educator will submit post-reflection form prior to scheduled post-conference. |
| <u>Optional</u> | 8. Evaluator may require educator to submit supplemental documents (e.g. lesson plans, student work). |
| <u>Required</u> | 9. Evaluator and educator will conduct a post-observation conference within seven (7) school days of observation. |
| <u>Required</u> | 10. Evaluator and educator discuss evidence, recommendations, areas of strengths and weakness at post-conference. |
| <u>Required</u> | 11. Evaluator will finalize observation report within five (5) school days of post-observation. |
| <u>Optional</u> | 12. Once observation report has been finalized, the educator may submit an addendum within ten (10) days. |
| <u>Required</u> | 13. Educator has an affirmative obligation to review and confirm receipt of finalized observation report within five (5) school days. |

Points of Emphasis

- When an educator confirms an observation report, it does not imply agreement.
- Failure to confirm an observation report by the educator does not invalidate the observation report submitted by the evaluator.
- Timelines can be modified as necessary due to specific circumstances.

INFORMAL OBSERVATION PROCESS

All informal observation process forms are to be submitted electronically using the approved Teachscape observation system.

STEPS:

- Optional** 1. An informal observation may be announced or unannounced.
- Required** 2. An informal observation will be a minimum of 20 minutes in length.
- Required** 3. Evaluator will finalize observation report within five (5) school days of the observation.
- Optional** 4. Once observation report has been finalized, the educator may submit an addendum within ten (10) days.
- Required** 5. Educator has an affirmative obligation to review and confirm receipt of finalized observation report within five (5) school days.
- Required** 6. The **first two (2)** informal observations for **tenured** educators will focus on the following domains and components.
 - Domains 1 and 2 – All components.
 - Domains 1 and 3 – All components.
- Optional** 7. With any informal observations **after the first two (2)** for a tenured educator, the evaluator has discretion as to which domains and components on which to focus.
- Optional** 8. For non-tenured educators' informal observations, the evaluator has discretion regarding which domains and components on which to focus.

Points of Emphasis

- When an educator confirms an observation report, it does not imply agreement.
- Failure to confirm an observation report by the educator does not invalidate the observation report submitted by the evaluator.
- Timelines can be modified as necessary due to specific circumstances.



Report for Solomon Sorrow • 1st Formal Observation

s.sorrow@hartfordmms.edu
Hartford Memorial Middle School
Algebra
Grade 8

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Observed by Camille Rodriguez on Sep 13, 2012 - 10:00 AM to 10:45 AM
Observation report submitted by Camille Rodriguez on Sep 20, 2012 - 10:05 AM
Observation report confirmed by Solomon Sorrow on Sep 21, 2012 - 9:30 AM

Pre and post observation
forms will be completed via
Teachscape.

Forms

Pre-Observation Plan form submitted by Solomon Sorrow on Sep 10, 2012 - 8:00 AM
Post-Observation Reflection form submitted by Solomon Sorrow on Sep 14, 2012 - 3:30 PM

Events

Pre Observation Conference held on Sep 12, 2012 - 1:30 PM
Post Observation Conference held on Sep 18, 2012 - 12:30 PM

Supplemental Items

"Algebra 8_LessonPlan.doc" uploaded by Solomon Sorrow on Sep 10, 2012 - 8:15 AM

Evidence

Lesson plan templates will be school-based. An
evaluator may or may not require the teacher to submit.

1b: Demonstrating Knowledge of Students

Level 4: Distinguished

1: The teacher had previously implemented two
methods to assess students' skill levels and
planned/designed all of the learning activities for the
observed lesson accordingly
at 10:15 AM

2d: Managing Student Behavior

Level 2: Basic

1: Teacher says to one student: "Where's your late
pass? Go to the office." To another: "You don't have a
late pass? Come in and take your seat; you've missed
enough already." The teacher is inconsistent with no
apparent justification with how they addressed students
arriving late to class.
at 10:25 AM

Notice how the component
scored corresponds.

Here is a sample of
evidence collected and
scored. For a typical
formal observation there
would be much more data.

3c: Engaging Students in Learning

Level 3: Proficient

1: The lesson activities are paced appropriately. The
lesson neither drags nor rushes. Students are able to work
and complete the learning tasks in the time allotted.
at 10:40 AM

Domain 1: Planning and Preparation

3.4

1a: Demonstrating Knowledge of Content and Pedagogy	4
1b: Demonstrating Knowledge of Students	4
1c: Setting Instructional Outcomes	3
1d: Demonstrating Knowledge of Resources	N/A
1e: Designing Coherent Instruction	2
1f: Designing Student Assessments	4

Narrative

Evaluators have the option of commenting
further on the evidence collected and scored.

Domain 2: Classroom Environment

2

2a: Creating an Environment of Respect and Rapport	3
2b: Establishing a Culture for Learning	2
2c: Managing Classroom Procedures	1
2d: Managing Student Behavior	2
2e: Organizing Physical Space	2

Narrative

Domain 3: Instruction 2.4

3a: Communicating With Students	2
3b: Using Questioning and Discussion Techniques	1
3c: Engaging Students in Learning	3
3d: Using Assessment in Instruction	4
3e: Demonstrating Flexibility and Responsiveness	2

Narrative

Overall Score: All Domains 2.6 Effective

Highly Effective 3.50 – 4.00
Effective 2.50 – 3.49
Developing / Needs Improvement 1.50 – 2.49
Unsatisfactory / Ineffective 1.00 – 1.49

Areas of Strength

An area for growth could apply to a scored component of 3, not just 1 and 2.

Areas for Growth

Recommendations

Recommendations should be specific and aligned with domains and components.

Additional Comments

"Additional Comments" is an appropriate section to comment on Domain 4 - Professional Responsibilities, if applicable.

Policies and Procedures

- When an educator confirms an observation report it does not imply agreement.
- Failure to confirm an observation report by the educator does not invalidate the observation report submitted by the evaluator.
- Timelines can be modified as necessary due to specific circumstances.

For a single observation report rating Domains 1, 2, and 3 are weighted equally. Domain 4 is not factored in.

For more information, please see the informal and formal observation processes. There will not be any paper signatures.

SUMMATIVE / END of YEAR PROCESS

All process forms are to be submitted electronically using the approved Teachscape system.

STEPS:

Required

1. Evaluator will schedule the summative / end of the year conference.

Required

2. Evaluator will provide the educator with two (2) school days' notice of conference.

Required

3. Non-tenured educator will complete Mid-Year Self-Assessment prior to conference conducted by March 1.

Required

4. Tenured educator will complete End of Year Self-Assessment prior to conference conducted by June 1.

Required

5. Non-tenured educator will complete End of Self-Assessment prior to June 1.

Optional

6. Evaluator may require educator to submit supplemental documents (e.g. evidence pertaining to Domain 4 - Professionalism).

Required

7. Evaluator and educator discuss evidence and scores of all four domains, recommendations, areas of strengths, of weakness and for growth at conference.

Required

9. Evaluator will finalize summative / end of year evaluation report within five (5) school days of conference.

Optional

10. Once summative / end of year evaluation report has been finalized, the educator may submit an addendum within ten (10) days.

Required

11. Educator has an affirmative obligation to review and confirm receipt of finalized summative / end of year evaluation report within five (5) school days.

Points of Emphasis

- When an educator confirms a summative / end of year evaluation report, it does not imply agreement.
- Failure to confirm a summative / end of year evaluation report by the educator does not invalidate the report submitted by the evaluator.
- Timelines can be modified as necessary due to specific circumstances.



Solomon Sorrow • Summative Evaluation Report 2012 - 2013

s.sorrow@hartfordmms.edu

Tenured Teacher

Hartford Memorial Middle School

Algebra

Grade 8

Administrator: Camille Rodriguez at Hartford Memorial Middle School

End of Year Self-Assessment and the Post Observation Reflection data should be used as evidence to score Domain 4 - Component 4a - Reflecting on Teaching.

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Summative Evaluation Report submitted by Camille Rodriguez on May 22, 2013 - 10:15 AM
Summative Evaluation Report confirmed by Solomon Sorrow on May 23, 2013 - 8:45 PM

Forms

Pre-Observation Plan form submitted by Solomon Sorrow on Sep 10, 2012 - 8:00 AM

Post-Observation Reflection form submitted by Solomon Sorrow on Sep 14, 2012 - 3:30 PM

End of Year Self-Assessment submitted by Solomon Sorrow on May 10, 2013 - 7:45 AM

Best Practice - Evaluator should have a draft of the report at the time of the conference, review it with the teacher and then make modifications if necessary. Please note the date of the final submission and confirmation.

Events

Pre Observation Conference held on Sep 12, 2012 - 1:30 PM

Post Observation Conference held on Sep 18, 2012 - 12:30 PM

Summative Conference held on May 20, 2013 - 8:45 AM

Supplemental Items

"Algebra 8_LessonPlan.doc" uploaded by Solomon Sorrow on Sep 10, 2012 - 8:15 AM

"Pre-Algebra 7_LessonPlan.doc" uploaded by Solomon Sorrow on Jan 10, 2013 - 3:50 PM

"Domain 4 evidence.doc" uploaded by Solomon Sorrow on May 9, 2013 - 10:00 PM

"Algebra 8_StudentData.xls" uploaded by Solomon Sorrow on May 15, 2013 - 11:30 AM

Example of Domain 4 evidence submitted by teacher at the request of the evaluator prior to the summative conference.

Teacher Summative Report 2012 - 2013

- 1st Formal Observation by Camille Rodriguez on Sep 13, 2012 - 10:00 AM
- 1st Informal Observation by Steve Beckow on Jan 8, 2013 - 1:00 PM
- 2nd Informal Observation by Camille Rodriguez on Apr 11, 2013 - 12:30 PM

Domain 1: Planning and Preparation • Weight: 20%

3

1a: Demonstrating Knowledge of Content and Pedagogy

4

1b: Demonstrating Knowledge of Students

3

1c: Setting Instructional Outcomes

2

1d: Demonstrating Knowledge of Resources

3

1e: Designing Coherent Instruction

2

1f: Designing Student Assessments

4

Domain 2: Classroom Environment • Weight: 30%

2.8

2a: Creating an Environment of Respect and Rapport

3

2b: Establishing a Culture for Learning

2

2c: Managing Classroom Procedures

4

2d: Managing Student Behavior

3

2e: Organizing Physical Space

2

This data represents the cumulative scores from each of the informal and formal observations.

Domain 3: Instruction • Weight: 30%

2.4

3a: Communicating With Students

2

3b: Using Questioning and Discussion Techniques

1

3c: Engaging Students in Learning

3

3d: Using Assessment in Instruction

4

3e: Demonstrating Flexibility and Responsiveness

2

Domain 4: Professional Responsibilities • Weight: 20%

3.4

4a: Reflecting on Teaching

4

4b: Maintaining Accurate Records

3

4c: Communicating with Families

4

4d: Participating in a Professional Community

3

4e: Growing and Developing Professionally

N/A

4f: Showing Professionalism

3

Narrative for Domain 4

N/A is at the discretion of the evaluator and is not calculated into the rating.

Domain 4 is scored at the end of the year based upon evidence collected by both the teacher and evaluator.

Overall Score: All Domains

2.84

Effective

Highly Effective 3.50 – 4.00

Effective 2.50 – 3.49

Developing / Needs Improvement 1.50 – 2.49

Unsatisfactory / Ineffective 1.00 – 1.49

Note the domain weights applied to determine the overall rating.

1 - 20%
2 - 30%
3 - 30%
4 - 20%

Areas of Strength

Comments may be selective and should reference specific domains and components.

Areas for Growth

An area for growth could apply to a scored component of 3, not just 1 and 2.

Recommendations

Additional Comments

Recommendations should be specific and aligned with domains and components.

For more information, see the summative evaluation process. There will not be any paper signatures.

Policies and Procedures

- When an educator confirms a summative / end of year evaluation report it does not imply agreement.
- Failure to confirm a summative / end of year evaluation report by the educator does not invalidate the report submitted by the evaluator.
- Timelines can be modified as necessary due to specific circumstances.

Section III

EDUCATOR

EVALUATION PROCESS (EEP)

What Stayed the Same?

Section III

Educator Evaluation Process (EEP) - What Stayed the SAME?

- Tenured (T) non-classroom educators on Professional Growth Phase
- Classroom teachers or educators (T or NT) on Structured Support Component
- Classroom teachers or educators (T or NT) on Professional Intensive Assistance Phase

Possible Examples for Professional Growth Phase

(T) Literacy Coach	(T) Social Worker
(T) Theme Coach	(T) Instructional Coach
(T) School Psychologist	(T) Curriculum Specialist
(T) School Counselor	(T) Central Office

*There may be exceptions to the examples above.
Principals are to consult with the Director of Performance Management for clarification.*

SUMMARY - EDUCATOR EVALUATION PROCESS (EEP)

The primary substance of the EEP can be found in the following parts of this section:

- Professional Growth Phase
- Structured Support Component
- Professional Intensive Assistance

Points of Emphasis

- 1) All timelines, forms and processes have remained the same.
- 2) All Structured Support (SS) and Professional Intensive Assistance (PIA) forms will NOT be processed and housed via Teachscape.
- 3) All Professional Growth (PG) phase forms completed at the beginning of the school year will NOT be housed and processed via Teachscape.
- 4) The ONLY documents that will be processed via Teachscape will be the Summative / End of the Year process and forms associated with the professional growth phase.
- 5) When appropriate both the *Connecticut Common Core of Teaching (CCT)* and the *Danielson Framework for Teaching (FFT)* will be applicable to the PG, SS, and PIA processes. Refer to Appendix A to examine the correlation between both sets of standards.

THE PROFESSIONAL GROWTH PHASE

Purpose of Professional Growth

The purposes of Professional Growth are to

- Assess teacher competencies as defined by the CCT/FFT
- Provide opportunities for continuous professional growth
- Encourage teacher risk-taking, creativity and innovation
- Provide opportunities for collaborative research and projects, sharing of student work, and sharing of best teaching practices
- Create an environment where teachers are reflective practitioners
- Encourage teachers to become mentors and to take on other school and or district level leadership roles

Who Belongs in Professional Growth?

The Professional Growth Phase is for tenured teachers (not teaching in the classroom – see explanation on page 6) who have demonstrated competence in meeting the foundational skills and competencies of the CCT/FFT. This phase recognizes that staff members are at different levels of development in their careers and may need variable growth plans and support systems to contribute to the improvement of student learning. The Professional Growth Phase consists of a self-directed plan that encourages peer collaboration, research, curriculum development and/or leadership activities that are either structured around district/school goals and objectives for improved student learning or meet a specialized need of the school as determined by the principal and/or will positively impact student achievement over time in both direct and indirect ways.

The Professional Growth Phase encourages collaboration, innovation, professional responsibility, peer support, academic contribution and school growth all in the spirit of improved student learning. The Professional Growth Phase, which is individually customized according to the teacher's competencies, needs and interests, is based on a one, two or three-year planning cycle that includes initial planning, progress/modification conferences, year-end evaluations and a summative evaluation.

The PG Plan also encourages teachers to choose from among a myriad of activities including but not limited to:

Series of Workshops	Joint Planning Session with Colleagues
Work Related Course Work	Grade Level or Department Project
Piloting a Program or Instructional Strategy	Planning and Presenting a Professional Development Workshop or Activity
Workshop Leader	Mentoring
Research and Action Research Projects	Independent Study
Study Circles	Weekly Journaling Promoting Self-Reflection
Special Interest Projects	Self-analysis of a series of videotapes
On-going, Self-Directed Activities	Analysis of Theme Activities
Working with a Consultant	Submitting an Article for Publication
Serving on a district wide committee	Serving on a school wide committee

By using a two or three-year phase, teachers may engage in longer-term projects both individually and collaboratively with their peers. Because the focus is on continuous growth, teachers are encouraged to work together in order to enhance the learning community. Once a PG Plan is completed, teachers may create a new

one, two or three-year PG Plan that is completely different from the plan just completed, or expand on the previous PG Plan thereby creating more self-directed opportunities for professional growth.

What Happens in Professional Growth?

Initial Planning Conference

The evaluator will schedule an Initial Planning Conference no later than **November 15** of the initial planning year. If the PG Plan is based on a collaborative project, the initial planning meeting should include all teachers involved. Teachers should review the CCT/FFT Frameworks, and district/school goals to set preliminary goals and/or objectives before the initial planning meeting. Goals for *either* direct or indirect improvement of student achievement should encompass the dimensions of learning, teaching, and leading. Each PG Plan will contain:

- A timeline and action plan that outlines clear, measurable objectives with progress points and a completion date; plan can be from 1-3 years in length
- Actions that will be taken to directly or indirectly improve student learning as informed by multiple data sources based on student work or measurable/observable outcomes that will impact student learning in a positive way over time
- Training and/or resources needed to achieve the agreed upon goals and objectives
- A process for the systematic collection and analysis and sharing of multiple data sources that over time serve as the documentation of the successful completion of the growth plan activities
- Opportunities for review, reflection, application and sharing

In the Planning Conference, the evaluator and educator will discuss the following:

- The nature of the educator's job responsibilities
- The current curriculum, instruction and assessment required for the teacher's class or the expected outcomes for the educator within his/her job responsibilities
- The relationship between the educator's objectives to the district/school goals and/or how they meet a specialized need of the school for that year
- The direct or indirect relationship between the educator's objective and the improvement of student learning over time.
- The multiple data sources that the educator and evaluator will use to assess the educator's achievement of the professional growth goals and objectives.
- The timeline for observations and/or PG progress conferences
- Potential opportunity to share work with colleagues
- The rating criteria to be used for the evaluation of the plan.

In the development and implementation of the Professional Growth Plan, an effort should be made to mutually agree upon the proposed goals and objectives. In the event no agreement can be reached, the evaluator's decision is final. The teacher can append his/her comments to the objective setting form.

Questions to consider when developing Professional Growth Plans

- Are the outcomes specific and can they be observed and measured?
- Do the outcomes lead to strengthened professional performance and improved student learning over time?
- Does the plan include a timeline for accomplishing the outcome?
- Does the plan conflict with any system, building and/or departmental objectives?
- Is the plan realistic and challenging?
- Is the plan consistent with available and anticipated resources?
- Are the means and criteria for evaluating the objective clear and appropriate?

- What methods and strategies will be used to accomplish the goals?
- What methods will be used to share the plan's outcomes with others?

Collaborative Projects

Collegial collaboration is a key component of the PG Plan and may be accomplished in various ways. An educator may:

- Seek input from colleagues, principals and other administrators before designing the PG Plan
- Inform colleagues of their project apprising them of its progress
- Invite both input and participation in one another's PG Plan
- Offer a presentation of project/plan results to the school community with opportunity for discussion
- Create group reflection activities to support one another in independent projects.

Collective efforts between and among colleagues' PG Plans are integral to effecting significant changes to improve student learning and maintaining a vibrant learning environment. PG Plans may be used to inform individual, group, departmental or organizational learning. Teachers who work collaboratively on Professional Growth Plans will be assessed for their individual accomplishments as well as for their group project.

An informal observation, based upon the position's state standards, is OPTIONAL. The Teachscape system will not be used. Principals are to consult with the Director of Performance Management for clarification.

Professional Growth Progress/Modification Conference

The evaluator should hold a minimum of one Progress/Modification Conference with each educator in the Professional Growth Phase each year (no later than March 15 in Year 1, no later than Dec. 15 in Year 2 and 3). The major purposes of these conferences are:

- To conduct an interim review and assessment of the educator's overall progress with respect to the achievement of goals and objectives
- To make necessary modifications to goals and objectives and/or the professional growth plan.

During the Progress/Modification Conference in Year 2, the Progress/Modification Form should be jointly completed. If deemed necessary, additional progress conferences will be scheduled. It will be the educator's responsibility to provide documentation regarding progress toward the achievement of objectives. Short-range objectives, which have been completed, will be evaluated; new objectives may be established. If necessary, on-going objectives may be modified.

Professional Growth Year-End Evaluation/Modification Conference (Year 1 and 2) and Modification Conference (Years 1, 2, and 3)

The Professional Growth Year-end Conference will be held by the time designated in the educator's evaluation plan for the year, but no later than June 1, and is meant to evaluate whether the educator /team has made satisfactory progress in the PG Plan. At the end of each year of the PG Plan, the educator must complete a year-end progress report in preparation for the year-end conference with the evaluator. The educator is responsible for providing multiple data sources of improved student learning that documents his/her progress in achieving his/her objectives. The educator should also indicate how he/she will share his/her report with the principal and peers during the PG Plan or at the conclusion of the PG Plan.

Goals/objectives and observations will be reviewed, discussed, and evaluated by the administrator. Concerns documented by the evaluator will be based on the specific criteria established in the initial Planning or Modification Conference. The evaluator will also document support provided to the educator in the fulfillment of objectives and job performance materials, resource personnel, etc. The evaluator will provide the educator with a progress evaluation for that year informing the educator or group of educators whether they are making satisfactory progress, some progress with areas of concern cited, or unsatisfactory progress with a change to another phase. Absenteeism and tardiness should be included in the determination of acceptable progress toward achievement of the professional growth plan.

An educator who is having difficulty meeting his/her plan's goals and objectives is encouraged to request an additional progress conference with his/her evaluator to discuss how the plan may be modified, to determine new strategies or approaches that could be used, or to identify support.

Professional Growth Results Reflection/Evaluation (Year 3)

At the end of Year 3, the educator will complete a PG Summary Report with all documented evidence of successful plan completion attached. The evaluator and educator will meet by June 1st of that year and review documentation and the Summary Report and discuss the entire 3-year PG plan. The administrator will complete a Final Evaluation Report indicating whether the educator met his/her goals and how well they were met. The evaluator will conclude the PG process by providing a final evaluation rating based on the evaluation report, which should be signed by both administrator and educator. An educator's evaluation in PG will be based on both performance of job responsibilities and on the successful progress made on the agreed upon PG Plan.

Teachers who successfully complete a PG Plan with an "accomplished" or a "competent" rating will have the option to build upon the plan just completed, or begin a new PG Plan. A teacher who is not performing to expectations and/or has serious job performance issues may be moved to Structured Support or Professional Intensive Assistance.

Absenteeism and tardiness should be included in the determination of acceptable job performance.

Unsatisfactory Job Performance

If an evaluator has documented concerns on a teacher's competencies, the evaluator may at any time of the year move the teacher directly to Professional Intensive Assistance.

Resolution of Disagreements

In the development and implementation of the Professional Growth Plan, an effort should be made to mutually agree upon the proposed performance objectives. In case no such agreement can be reached, the evaluator's decision is final. The teacher can append his/her comments.

THE STRUCTURED SUPPORT COMPONENT

Purpose of Structured Support

On occasion, tenured educators may need additional assistance to improve performance of their instructional or professional responsibilities. The purpose of this phase is for the educator and the evaluator to work collaboratively to focus on and remedy an identified area of concern. It is intended to be positive, remedial, and supportive.

Who Belongs in Structured Support?

If there is a concern with an educator's performance in one specific area as identified in the CCT/FFT, s/he should be provided assistance through Structured Support. The evaluator will inform the educator of the concern in writing, citing specific instances, and schedule a Support Conference within 15 school days.

If there is a concern with a tenured educator's progress on a Professional Growth Plan, the tenured educator should **not** be placed in the Structured Support Phase. Instead, a Progress/Modification Conference should be scheduled and the Professional Growth Plan should be collaboratively modified.

What Happens in Structured Support?

Support Conference

The evaluator will discuss the concern formally with the educator. The evaluator and the educator will collaboratively develop a plan using Form 13 that will include a timeline, objective, measurable outcome, needed resources, dates for observations, if applicable, and criteria for success. The plan will also include a scheduled Progress Conference.

In the development and implementation of the Structured Support Plan, an effort should be made to mutually agree upon the objective(s) and the action plan. In the event no agreement can be reached, the evaluator's decision is final.

Outcome of Structured Support Plan

At the Progress Conference, the evaluator and educator will review the plan. The evaluator will make one of the following recommendations:

1. If the plan is completed successfully, the educator is removed from Structured Support and the Professional Growth Phase is either planned or resumed.
2. If the educator is making progress, the plan is continued or revised with a new timeline set for a Progress Conference. This support is available for up to one calendar year from the date of the original Form 13 that identified the concern.
3. If the plan is not successfully completed, or the educator is moved to the Professional Intensive Assistance Phase.

THE PROFESSIONAL INTENSIVE ASSISTANCE PHASE

Purpose of Professional Intensive Assistance

The purpose of Professional Intensive Assistance is to provide guided assistance to teachers who are experiencing difficulty in meeting performance standards as defined by the CCT and to change evaluation phase.

Who Belongs in Professional Intensive Assistance?

If an evaluator determines that an educator's classroom performance (CCT/FFT) is lacking, the **evaluator should conduct one formal observation prior to placing the teacher on Intensive Assistance**. The formal observation need not be negative for the educator to be placed on Intensive Assistance, as that determination is made at the discretion of the evaluator considering all of information.

An educator may also be placed on Professional Intensive Assistance for failing to adhere to professional standards of conduct. No formal observation is required prior to such a phase change. Absenteeism and tardiness should be included in the determination of acceptable job performance.

For any educator experiencing difficulty in his/her job performance, the evaluator will document evidence of the difficulty and any attempted guided assistance or interventions that have been applied. The evaluator will notify the teacher in writing with attached documented evidence. The evaluator will schedule a date for a planning conference using Form 10. The desired product of the conference will be a cooperatively developed plan providing the basis for the educator's evaluation.

Any educator transferring from another school who is working in the Professional Intensive Assistance Phase must successfully complete his/her PIA Plan in his/her new school site.

What Happens in Professional Intensive Assistance?

Planning Conference and Timeline

- The evaluator will schedule an initial planning conference within 10 school days of notification
- The CCT/FFT and the educator's job description will be used as a basis to assess the educator's performance
- The evaluator and educator will establish performance criteria for areas in which improvement is needed
- Conditions, resources and support necessary and available for achievement of objectives will be identified
- Educators may also seek support from the HFT Professional Support Team
- Plans for implementing objectives will be developed with activities, evaluation criteria, and time schedules clearly stated
- The plan will include a minimum of 2 formal observations within 45 days of placement in Professional Intensive Assistance. These formal observations will include a pre- and post-conference with written feedback within 10 days after the observation
- For educators placed on Professional Intensive Assistance at the end of the school year, the 45-school day cycle should begin no later than the first day of school for students in the new school year
- For non-tenured teachers placed on Professional Intensive Assistance on or before March 15, the evaluator should schedule an initial evaluation and planning conference within 10 school days

- The timetable for any educator placed on Professional Intensive Assistance during the school year should be the same for both tenured and non-tenured educators

In the development and implementation of the Professional Intensive Assistance Plan, an effort should be made to mutually agree upon the objectives and action plan. In the event no agreement can be reached, the evaluator's decision is final.

When evidence of growth is documented, the evaluator may recommend the educator return to his/her previous evaluation phase or the evaluator may recommend the educator for a 45-day extension in Professional Intensive Assistance. When evidence of growth is not documented, the evaluator may recommend termination or may recommend the educator for a 45-day extension in Professional Intensive Assistance.

Additional 45-days timeline and re-evaluation:

- The desired product of the conference will be a cooperatively modified plan providing the basis for the educator's evaluation
- The objective will remain the same with a modified action plan and additional strategies, support, and resources necessary and available
- The plan will include a minimum of 2 formal observations within the 45-day extension in Professional Intensive Assistance. These formal observations will include a pre- and post- conference with written feedback within 10 days of the observation

Outcomes of Evaluation and Re-Evaluation:

At the end of the first 45-day period, the evaluator will recommend one of the following:

- Return to the educator's former Professional Growth Phase
- Continued assistance with an extended 45-day period
- Recommend termination under Connecticut state statutes*

At the end of the extended 45-day period, the evaluator will recommend one of the following:

- Return to the educator's Professional Growth Phase
- Recommend termination under Connecticut state statutes.*

* Nothing herein shall prevent the Administration and the HFT from counseling an educator to leave employment with the district.

Section IV

FORMS

HARTFORD PUBLIC SCHOOLS Pre-Observation Plan

	Non-Tenured
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	Tenured
--	----------------

	Intensive Assistance
--	-----------------------------

Educator: _____ **School:** _____ **Grade:** _____

Pre-Conference Date: _____

- *Evaluator will provide the educator with two school (2) days notice of pre-conference meeting.*
- *Educator will submit pre-observation plan form prior to the pre-conference meeting.*
- *Evaluator may require educator to submit supplemental documents (e.g. lesson plans, student work).*
- *Evaluator and educator will conduct pre-observation conference at least one day before the observation.*

1. What is the topic of your lesson and to which part of the curriculum does it relate?

2. How does this lesson fit in the sequence of learning for this class?

3. What are the demographics of your class? Identify the specific needs and accommodations that you will put in place to address the multiple learning needs of your class, including special education students.

4. What are your learning objectives / outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in learning? What teaching strategies do you plan to use? Describe the student participation in the learning activities.

6. How will you differentiate instruction for different individuals or groups of students?

7. How and when will you assess student learning? What evidence will you use to determine achievement of the lesson objectives?

8. What specific aspect of your instruction (Domain 2 and/or 3) would you like feedback on, if any?

HARTFORD PUBLIC SCHOOLS Post-Observation Reflection

	Non-Tenured
--	--------------------

	Tenured
--	----------------

	Intensive Assistance
--	-----------------------------

Educator: _____ **School:** _____ **Grade:** _____

Post-Conference Date: _____

- *Evaluator and educator will conduct a post-observation conference within seven (7) school days of observation.*
- *Educator will submit post-reflection form prior to scheduled post-conference.*
- *Evaluator may require educator to submit supplemental documents (e.g. lesson plans, student work).*
- *Evaluator and educator discuss evidence, recommendations, areas of strengths and weakness at post-conference.*

1. Did the students learn what you intended? What specific evidence do you have to confirm learning?

2. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

3. When you assessed student learning, how did you adjust your instruction, if necessary? Explain.

4. Describe to what extent the students were productively engaged in the lesson. What aspects of your lesson were most effective? What aspects were not?

5. If you had the opportunity to teach this lesson again to this same group of students, what would you do differently and why?

6. How will this lesson inform future instruction?

This form submitted electronically indicates receipt by administration.

HARTFORD PUBLIC SCHOOLS
OBJECTIVES SETTING FORM

Professional
Growth Year _____

Date: _____ Educator: _____ School: _____ Grade: _____ Year: _____

District Learning Goal: *(District level student achievement priority)*

Student Learning Goal: *(School level student achievement priority – taken from SAP)*

Please complete one of these pages for each objective. (This form should be completed, collaboratively
between the teacher and evaluator)

DATE:

- **Educator's Objective** *(Classroom level student achievement priority – aligned with SAP)*
- **Measures of Success with Data Sources** *(Measurable/observable indicators of student achievement)*
- **Action Plan – Strategies for Improving Student Achievement** *(What will the teacher do?)*
(Include Timelines)
- **Professional Development and/or Other Resources Needed to Support the Action Plan**

Signatures indicate agreement to plan. (Educators may use space below to add comments.)

Educator

Date

Evaluator

Date

Hartford Public Schools
OBJECTIVES PROGRESS MODIFICATION FORM

Professional Appraisal	Professional Growth Year ____	PG Structure Support Year _____	Professional Intensive Assistance
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Date: _____ **Educator:** _____ **School:** _____ **Grade:** _____ **Year:** _____

District Learning Goal:

(District level student achievement priority)

Student Learning Goal:

(School level student achievement priority – taken from SAP)

Please complete one of these pages for each objective. (This form should be completed, collaboratively between the teacher and evaluator)

DATE:
<ul style="list-style-type: none"> • Educator's Objective Modifications <i>(Classroom level student achievement priority – aligned with SAP)</i>
<ul style="list-style-type: none"> • Measures of Success with Data Sources Modifications <i>(Measurable/observable indicators of student achievement)</i>
<ul style="list-style-type: none"> • Action Plan – Strategies for Improving Student Achievement Modifications <i>(What will the teacher do?)</i> (Include Timelines)
<ul style="list-style-type: none"> • Professional Development and/or Other Resources Needed to Support the Action Plan Modifications

Signatures indicate agreement to plan. (Educators may use space below to add comments.)

Educator

Date

Evaluator

Date

HARTFORD PUBLIC SCHOOLS
EDUCATOR'S YEAR-END PROF. GROWTH SUMMARY EVALUATION

Professional Growth	Year 1	Year 2	Year 3
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Date: _____ **Educator:** _____ **School:** _____ **Grade:** _____ **Year:** _____
Evaluator: _____

School Site Observation Dates:

Educators in Professional Growth should comprehensively complete the first section in each area of this self-reflection form that will serve as their year-end summary report. They should collect all supporting documentation of student work progress, objective and/or project completion, and professional development activities and should reference their documentation within their responses. The form with the first section completed and the attached documentation should be given to the designated evaluator **at least three days prior to the scheduled year-end evaluation conference**. The evaluator will review, record evidence based on Professional Growth Ratings in the section underneath the educator's reflection in each area and add summary comments and recommendations.

Unsatisfactory	Needs Improvement	Competent	Accomplished
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Educator Completes the following:

1. ATTACH YOUR ORIGINAL OBJECTIVES AND ACTION PLANS

Evaluator comments on objectives and action plans

2. REFLECTION ON OBJECTIVES

Did you meet your objectives for this year? What worked and what did not work? What will you do differently next year as a result of your work this year?

Evaluator comments on reflection

3. MEASURES OF SUCCESS BASED ON DATA COLLECTION

What data will (did) you use to document your success? Based on this data, provide your analysis of the degree to which you met your objectives.

Data Sources Used for Year-End Review: (In support of PG Objective Setting Form)

<input type="checkbox"/>	Classroom Observation(s)/Videos	<input type="checkbox"/>	Evidence of Student Work Progress
<input type="checkbox"/>	Informal Classroom Visit(s)	<input type="checkbox"/>	Samples of Multiple Data Sources
<input type="checkbox"/>	Team Teaching	<input type="checkbox"/>	Peer Coaching Activities
<input type="checkbox"/>	Discussions with Peers	<input type="checkbox"/>	Mentorship Activities
<input type="checkbox"/>	Discussions with Students	<input type="checkbox"/>	Weekly Journals
<input type="checkbox"/>	Student Survey Results and Analysis	<input type="checkbox"/>	Articles for Publication
<input type="checkbox"/>	Discussions with Parents/Parent Letters	<input type="checkbox"/>	Collaborative Project/Group Work
<input type="checkbox"/>	Parent Survey Results and Analysis	<input type="checkbox"/>	Action Research Results
<input type="checkbox"/>	Presentation of Work to Peers	<input type="checkbox"/>	NBPTS Activities/Portfolio
<input type="checkbox"/>	Professional Development Activities	<input type="checkbox"/>	Other:

Evaluator comments on Measures of Success and Data Collection

4. SHARING OF WORK

How have you shared or how do you intend to share your project/findings with your colleagues?

Educator's Reflection on Sharing of Work: **What worked and what did not work? What will you do differently next year as a result of your work this year?**

Evaluator's Comments on Sharing of work

5. INSIGHTS ABOUT TEACHING AND LEARNING

- A) What new knowledge did you gain about teaching and learning from student work samples, peer reviews, and evaluator feedback?
- B) What techniques did you use to challenge the superior student and to support the struggling student in your care?

Educator's Reflection on Insights about teaching and learning: **What worked and what did not work? What will you do differently next year as a result of your work this year?**

Evaluator's comments on insights reflections.

6. PROFESSIONAL DEVELOPMENT ACTIVITIES

How was your project enhanced by the PD activities you participated in this year? What were the most important ideas you brought back to your classroom/department and implemented successfully? Describe any PD activity you may want to offer your peers in the future.

Educator's Reflection on professional development: **What worked and what did not work? What will you do differently next year as a result of your work this year?**

Evaluator's comments on Professional Development Activities

EVALUATOR'S SUMMARY COMMENTS

- Overall Areas of strength

Overall Areas of Weakness:

- Recommendations for growth and improvement

- **Recommendation for Teachers in Prof. Growth:**

☐ PG Plan Year 1 successfully completed. Move to Year 2.

☐ Continue in PG/SS with following adjustments:

☐ PG Plan Year 2 successfully completed. Move to Year 3.

☐ Continue in PG/SS with following adjustments:

☐ PG Plan Year 3 successfully completed. Move to new PG Plan.

☐ PG progress is unsatisfactory.

☐ Move to SS

☐ Move to PIA

OVERALL RATING (check one)	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> C	<input type="checkbox"/> A
CCT RATING <input type="checkbox"/> n/a	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> C	<input type="checkbox"/> A
PG PLAN RATING <input type="checkbox"/> n/a	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> C	<input type="checkbox"/> A
	Unsatisfactory	Needs Improvement	Competent	Accomplished

Educator

Date

Evaluator

Date

Note: Educator may attach comments.

**HARTFORD PUBLIC SCHOOLS
CHANGE OF EVALUATION PHASE FORM**

Date: _____ **Teacher:** _____ **School:** _____ **Grade:** _____ **Year:** _____
Evaluator: _____

On _____ we met to review and discuss your performance. As a result, please be informed that as of today you are being placed in **Professional Intensive Assistance**. You may want to carefully review the Professional Intensive Assistance section of the Evaluation Handbook to learn about important next steps in this process.

You are being placed in Professional Intensive Assistance for not meeting minimum standards of performance with respect to the indicators of effective teaching and professional responsibility. Please note the critical incidents cited under each area(s) of concern:

Specific reasons educator is being placed in Intensive Assistance Status (i.e. CCT Indicators, Professional Code of Conduct and attendance (includes tardiness)/discipline)

We will meet to discuss this change in status on _____ at _____ in my office. It is important that you come prepared to discuss focused goals and actions to address the areas of concern listed above. We will complete this form together, setting goals to be completed and reviewed within 45 school days after our meeting. Please note that the outcome of this evaluation status may have implications on your job status.

Educator

Date

Evaluator

Date

☐ Permission to share copy of Intensive Assistance Form(s) with HFT _____ (Educator initials)

cc: Human Resources/Personnel File

Date: _____ **Educator:** _____ **School:** _____ **Grade:** _____ **Year:** _____

Evaluator: _____

Date _____

HARTFORD PUBLIC SCHOOLS
PROFESSIONAL INTENSIVE ASSISTANCE COMPLETION FORM

Date: _____ **Educator:** _____ **School:** _____ **Grade:** _____ **Year:** _____
Evaluator: _____

PI Timeline: _____ **to** _____ (45 school days)

This form should be used at the end of a 45-day Intensive Assistance time period. The teacher should bring this completed form to the conference with his/her evaluator along with any evidence of successful completion of the Intensive Assistance Plan.

Component(s) of professional practice that needed immediate attention:

Results of Professional Intervention Objective(s) and Action Plan:

(Please set measurable goals with expected dates of completion)

Objective 1 Outcome: _____

Action Plan(s) Outcome: _____

Measure(s) of Success: _____

(write in terms of methods and outcomes):

Support and Resources: _____

(include non-evaluative support such as peer observation, peer coaching, model lesson plans, etc.)

Date of Completion: _____

Objective 2 Outcome: _____

Action Plan(s) Outcome: _____

Measure(s) of Success: _____

(write in terms of methods and outcomes):

Support and Resources: _____

(include non-evaluative support such as peer observation, peer coaching, model lesson plans, etc.)

Date of Completion: _____

Notes on Progress: _____

Recommendation:

- ☐ PIA Plan successfully completed. Move to PA PG PG/SS
☐ PIA Plan partially completed; acceptable progress. 45 school-day extension granted. Final Review Date
☐ PIA Plan revised, continue in PIA until next progress meeting on
☐ PIA Plan progress is unsatisfactory. Refer to Human Resources.

 Educator

 Date

 Evaluator

 Date

HARTFORD PUBLIC SCHOOLS
PROFESSIONAL GROWTH STRUCTURED SUPPORT COMPONENT

Date: _____ **Teacher:** _____ **School:** _____ **Grade:** _____ **PG Year:** _____
Evaluator: _____

On _____ we met to review and discuss your performance. As a result, we agreed that as of today you are being moved to the Structured Support Component of Professional Growth. You may want to carefully review the Professional Growth section of the Evaluation Handbook to learn about important next steps in this process.

The specific area of concern as identified in the CCT/FFT is:

We will meet to discuss this change in status on _____ at _____. We will collaboratively develop a plan using FORM PLAN-SSUP that will include a timeline, objective, measurable outcome, needed resources, dates for observations, if applicable, and criteria for success. The plan will also include a scheduled Progress Conference.

Educator Date

Evaluator Date

HARTFORD PUBLIC SCHOOLS
PROFESSIONAL GROWTH WITH STRUCTURED SUPPORT PROPOSED IMPROVEMENT PLAN

Date: _____ **Educator:** _____ **School:** _____ **Grade:** _____ **Year:** _____
Evaluator: _____
Timeline: _____ **to** _____ **UP TO ONE CALENDAR YEAR**

This form should be completed by the educator and the evaluator during **the initial objective setting structured support conference**. The educator should bring a completed draft copy of this form with self-initiated goals that address the area(s) of concern for discussion..

Component(s) of professional practice needing attention:

Professional Development Objective(s) and Action Plan: (Please set measurable goals with expected dates of completion)

Objective 1: _____

Action Plan(s): _____

Measure(s) of Success: _____

(write in terms of methods and outcomes):

Support and Resources: _____

(include non-evaluative support such as peer observation, peer coaching, model lesson plans, etc.)

Expected Date of Completion: _____

Objective 2: _____

Action Plan(s): _____

Measure(s) of Success: _____

(write in terms of methods and outcomes):

Support and Resources: _____

(include non-evaluative support such as peer observation, peer coaching, model lesson plans, etc.)

Expected Date of Completion: _____

Schedule of Observation(s) and Progress Meetings (as appropriate to plan):

 Educator Date

 Evaluator Date

HARTFORD PUBLIC SCHOOLS
PROFESSIONAL GROWTH WITH STRUCTURED SUPPORT COMPLETION FORM

Date: _____ **Educator:** _____ **School:** _____ **Grade:** _____ **Year:** _____
Evaluator: _____
Timeline: _____ to _____

This form should be used at the end of the time period established at the Structured Support Conference. The educator should bring this completed form to the conference with his/her evaluator along with any evidence of successful completion of the Structured Support Plan.

Component(s) of professional practice that needed attention:

Results of Objective(s) and Action Plan:

Objective 1 Outcome: _____

Action Plan(s) Outcome: _____

Measure(s) of Success: _____

(write in terms of methods and outcomes):

Support and Resources: _____

(include non-evaluative support such as peer observation, peer coaching, model lesson plans, etc.)

Date of Completion: _____

Objective 2 Outcome: _____

Action Plan(s) Outcome: _____

Measure(s) of Success: _____

(write in terms of methods and outcomes):

Support and Resources: _____

(include non-evaluative support such as peer observation, peer coaching, model lesson plans, etc.)

Date of Completion: _____

Notes on Progress: _____

Recommendation:

- ☐ SSUP Plan successfully completed. Continue in PG
- ☐ SSUP Plan partially completed; acceptable progress.
Continue in SSUP until next Progress Conference Date:
- ☐ SSUP Plan progress is unsatisfactory. Move to PIA

Educator

Date

Evaluator

Date

Section IV

APPENDICES



Correlation between the Danielson Framework for Teaching and the Connecticut 2010 Common Core of Teaching

Connecticut Standard—Domain 1: Content and Essential Skills	Danielson Framework Component(s)
1.1 Demonstrating proficiency in reading, writing, and mathematics skills	1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content Knowledge
1.2 Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards	1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content Knowledge • Content Pedagogy
1.3 Using developmentally appropriate verbal, non-verbal and technological communications	1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Child development 3a: Communicating with Students COMMON THEME: Developmental Appropriateness
1.4 Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community	4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry COMMON THEME: Appropriate Use of Technology
1.5 Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting	1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content Knowledge • Content Pedagogy
1.6 Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations	1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content Knowledge • Content Pedagogy



Correlation between the **Danielson Framework for Teaching** and the **Connecticut 2010 Common Core of Teaching**

Connecticut Standard—Domain 2: Classroom Environment, Student Engagement and Commitment to Learning	Danielson Framework Component(s)
2.1 Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels	2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students 1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage COMMON THEMES: Equity, Cultural Competence
2.2 Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries	2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of content • Expectations for learning • Student pride in work COMMON THEMES: High Expectations, Student Assumption of Responsibility
2.3 Providing explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs	2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students 2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Expectations for behavior COMMON THEME: Attention to Individual Students
2.4 Fostering appropriate standards of behavior that support a productive learning environment for all students	2d: Managing Student Behavior <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to Misbehavior
2.5 Maximizing the amount of time spent on learning by effectively managing routines and transitions	2c Managing Classroom Procedures <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals



Correlation between the **Danielson Framework for Teaching** and the **Connecticut 2010 Common Core of Teaching**



Correlation between the Danielson Framework for Teaching and the Connecticut 2010 Common Core of Teaching

Connecticut Standard—Domain 3: Planning for Active Learning	Danielson Framework Component(s)
3.1 Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs	1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Special needs • Student skills, knowledge, and proficiency 1c Setting Instructional Outcomes <ul style="list-style-type: none"> • Suitability for diverse learners COMMON THEME: Attention to Individual Students
3.2 Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline	1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Knowledge of prerequisite relationships • Lesson and unit structure
3.3 Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions	1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content pedagogy 1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Learning process 3c: Engaging students in learning <ul style="list-style-type: none"> • Activities and assignments
3.4 Selecting appropriate assessment strategies to monitor ongoing student progress	1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning
3.5 Selecting or designing instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems	1e Designing Coherent Instruction <ul style="list-style-type: none"> • Instructional materials and resources • Learning activities • Instructional groups
3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible	1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • For classroom • To extend knowledge • For students 1e: Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities



Correlation between the **Danielson Framework for Teaching** and the **Connecticut 2010 Common Core of Teaching**

Connecticut Standard—Domain 3: Planning for Active Learning	Danielson Framework Component(s)
3.7 Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone	1b Demonstrating Knowledge of Students <ul style="list-style-type: none">• Child development• Special needs• Student skills, knowledge, and proficiency COMMON THEME: Attention to Individual Students
3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning	3b Using Questioning and Discussion Techniques <ul style="list-style-type: none">• Quality of questions• Discussion techniques
3.9 Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills	1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none">• Content knowledge• Content pedagogy 1e: Designing Coherent Instruction <ul style="list-style-type: none">• Learning activities



Correlation between the **Danielson Framework for Teaching** and the **Connecticut 2010 Common Core of Teaching**

Connecticut Standard—Domain 4: Instruction for Active Learning	Danielson Framework Component(s)
4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning	3c Engaging Students in Learning • Activities and assignments
4.2 Using technological and digital resources strategically to promote learning	3c Engaging Students in Learning • Instructional materials and resources COMMON THEME: Appropriate Use of Technology
4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning	3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques 3c Engaging Students in Learning • Activities and assignments
4.4 Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students	COMMON THEME: Student Assumption of Responsibility
4.5 Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents	COMMON THEME: Attention to Individual Students
4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks	3d Using Assessment in Instruction • Monitoring of student learning 3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence
4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance	3d Using Assessment in Instruction • Feedback to students



Correlation between the **Danielson Framework for Teaching** and the **Connecticut 2010 Common Core of Teaching**

Connecticut Standard—Domain 5: Assessment for Learning	Danielson Framework Component(s)
5.1 Understanding the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills	1f Designing Student Assessments <ul style="list-style-type: none"> • Criteria and standards • Formative Assessments
5.2 Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn	1c Setting Instructional Outcomes <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with outcomes • Use for planning 3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning
5.3 Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time	1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with outcomes • Use for planning 3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning
5.4 Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress	4d Participating in a Professional Community <ul style="list-style-type: none"> • Involvement in a culture of professional inquiry • Relationships with colleagues
5.5 Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning	3d Using Assessment in Instruction <ul style="list-style-type: none"> • Feedback to students • Student self-assessment and monitoring • Assessment criteria



Correlation between the **Danielson Framework for Teaching** and the **Connecticut 2010 Common Core of Teaching**

Connecticut Standard—Domain 5: Assessment for Learning	Danielson Framework Component(s)
5.6 Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators	3d Using Assessment in Instruction <ul style="list-style-type: none"> • Feedback to students • Assessment criteria 4c Communicating with Families <ul style="list-style-type: none"> • About instructional program • About individual students
5.7 Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences	1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Special needs • Student skills, knowledge, and proficiency 4f: Showing Professionalism <ul style="list-style-type: none"> • Service to students • Advocacy
5.8 Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities	1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources COMMON THEME: Attention to Individual Students



Correlation between the Danielson Framework for Teaching and the Connecticut 2010 Common Core of Teaching

Connecticut Standard—Domain 6: Professional Responsibilities and Teacher Leadership	Danielson Framework Component(s)
6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning	4a Reflecting on Teaching <ul style="list-style-type: none"> • Accuracy • Use in future teaching 4e: Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill
6.2 Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students	4e Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill
6.3 Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate	4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Service to school
6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement	4d Participating in a Professional Community <ul style="list-style-type: none"> • Involvement in a culture of professional inquiry
6.5 Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions	2c Managing Classroom Procedures <ul style="list-style-type: none"> • Supervision of volunteers and paraprofessionals 4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues
6.6 Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning	4c Communicating with Families <ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program
6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process	1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Special needs 4f: Showing Professionalism <ul style="list-style-type: none"> • Service to students • Advocacy
6.8 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues	4f Showing Professionalism <ul style="list-style-type: none"> • Integrity/ethical conduct



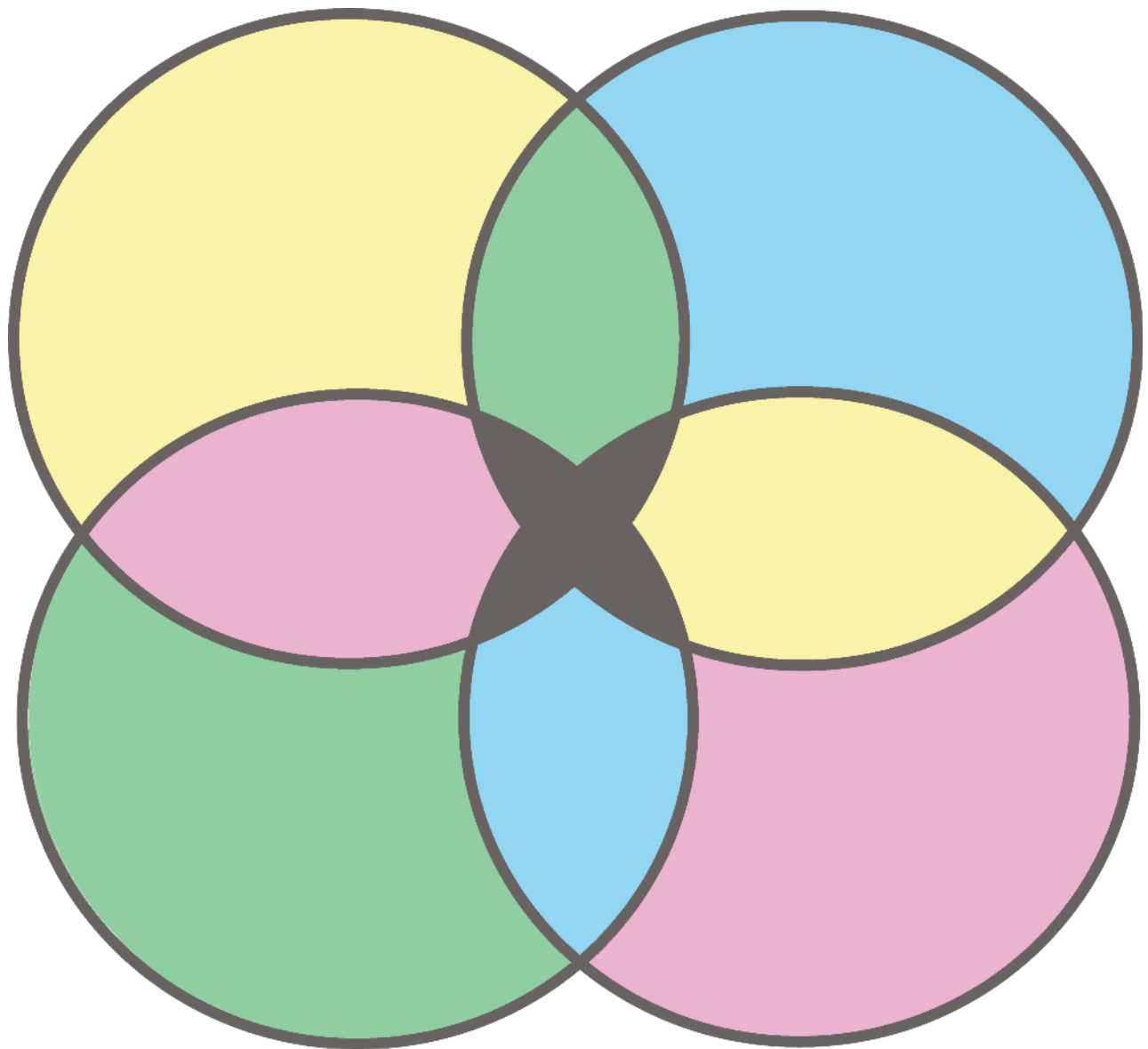
Correlation between the **Danielson Framework for Teaching** and the **Connecticut 2010 Common Core of Teaching**

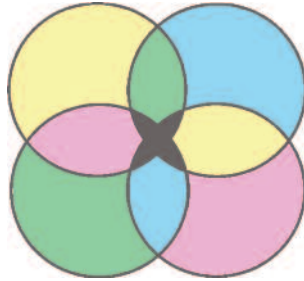
Connecticut Standard—Domain 6: Professional Responsibilities and Teacher Leadership	Danielson Framework Component(s)
6.9 Using communication technology in a professional and ethical manner	4f Showing Professionalism • Integrity/ethical conduct COMMON THEME: Appropriate Use of Technology
6.10 Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects	4d Participating in a Professional Community • Involvement in a culture of professional inquiry 4e Growing and Developing Professionally • Service to the profession 4f Showing Professionalism • Service to students • Advocacy • Decision-making
6.11 Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators	4f Showing Professionalism • Compliance with school/district regulations

The Framework for Teaching Evaluation Instrument

2011 Edition

by Charlotte Danielson





The Framework for Teaching Evaluation Instrument

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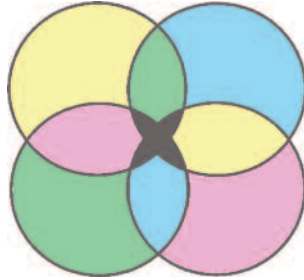
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The Framework for Teaching Evaluation Instrument

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Introduction

The Framework for Teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. Although not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

The 1996 Edition

Enhancing Professional Practice: A Framework for Teaching was first published by ASCD in 1996. It built on the research compiled by ETS in its development of *Praxis III: Classroom Performance Assessments*, an observation-based evaluation of first-year teachers that is used for the purpose of licensing. The Framework extended this work (examining current research) to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performance: unsatisfactory, basic, proficient, and distinguished for each of its 22 components.

The 2007 Edition

The 2007 edition of The Framework, also published by ASCD as *Enhancing Professional Practice: A Framework for Teaching*, incorporated several important enhancements, reflecting findings from the previous decade. Most importantly, it incorporated educational research that had been conducted since 1996, fully described in the appendix, The Research Foundation. Moreover, the 2007 edition included frameworks for nonclassroom specialist positions, such as school librarians, nurses, and counselors. These individuals, while typically part of the teacher bargaining unit in a school district, have very different responsibilities from those of classroom teachers. Therefore, they need their own frameworks, tailored to the details of their work. These frameworks were written to reflect the recommendations of their professional organizations, such as the American Association of School Librarians, but organized according to the same structure as that of The Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

The 2007 edition of The Framework for Teaching retained the architecture of the 1996 edition; in both cases, the complex work of teaching is divided into 4 domains and 22 components. Furthermore, each component is composed of several smaller elements, which serve to further define the component. A few of the components were renamed: 1c ("Selecting Instructional Goals") was changed to "Setting Instructional Outcomes"; 1f ("Assessing Student Learning") was revised to "Designing Student Assessments"; 3a ("Communicating Clearly and Accurately") was changed to "Communicating with Students"; and 3d ("Providing Feedback to Students") was altered to "Using Assessment in Instruction." In Domain 4, 4d ("Contributing to the School and District") was changed to "Participating in a Professional Community." Of these revisions, most were simple changes in language done for the sake of clarity. In the case of 4d, for example, the original name, "Contributing to the School and District," implied to some people that it was an additional responsibility, not integral to the work of teaching, whereas the new name, "Participating in a Professional Community," suggests that it is an essential professional obligation.

However, the revisions to 1f and 3d were significant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1 ("Planning and Preparation)," and 3d ("Using Assessment in Instruction") is clearly part of teaching. These distinctions were not as clear in the 1996 edition.

The 2011 Edition

In 2009, the Bill and Melinda Gates Foundation embarked on the large research project “Measures of Effective Teaching (MET),” which entailed the video capture of over 23,000 lessons, analyzed according to five observation protocols, with the results of those analyses (together with other measures) correlated to value-added measures of student learning. The aim of the study was to determine which aspects of a teacher’s practice were most highly correlated with high levels of student progress.

The Framework for Teaching was one of the models selected for this study, which, because of its size, entailed the (online) training and certification of hundreds of observers for the purpose of rating the quality of teaching in the lessons. In order to fulfill this obligation, it became necessary to supply additional tools to aid in the training of observers, so that they could make accurate and consistent judgments about teaching practice as demonstrated in the large numbers of videotaped lessons.

The tools required were of several types:

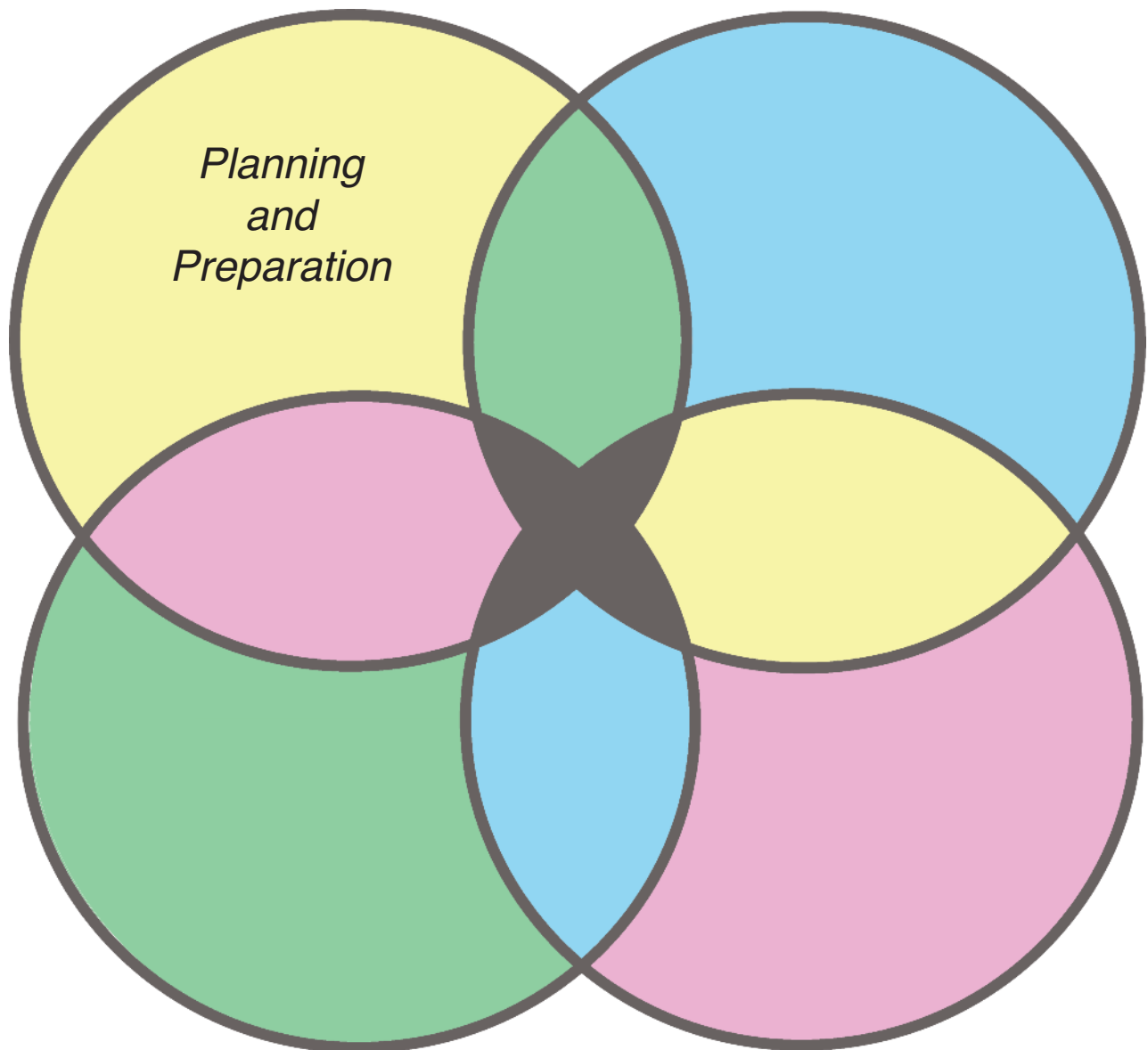
- Rubric language tighter even than that of the 2007 edition of The Framework for Teaching. Furthermore, the levels of performance in the 2011 revision are written at the component, rather than the element, level. While providing less detail, the component level rubrics capture all the essential information from those at the element level and far easier to use in evaluation than are those at the element level.
- “Critical attributes” for each level of performance for each component. These critical attributes provide essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation.
- Possible examples for each level of performance for each component. These examples serve to illustrate the meanings of the rubric language. However, they should be regarded for what they are: possible examples. They are not intended to describe **all** the possible ways in which a certain level of performance might be demonstrated in the classroom; those are, of necessity, particular to each grade and subject. The possible examples simply serve to illustrate what practice can look like in a range of settings.

These enhancements to The Framework for Teaching, while created in response to the demands of the MET study, have turned out to be valuable additions to the instrument in all its applications. Practitioners have found that the enhancements not only make it easier to determine the level of performance reflected in a classroom for each component of The Framework but also contribute to judgments both more accurate and more worthy of confidence. As the stakes in teacher evaluation become higher, this increased accuracy is absolutely essential.

It should be noted that there are absolutely no changes to the architecture of The Framework for Teaching in the 2011 to the 2007 edition: it contains the same 4 domains, the same 22 components, and all of the same elements. Therefore, those educators who have invested resources in learning the language of the 2007 edition will find nothing to confuse them. They should expect to discover that the additional tools, added initially in response to the demands of a large research project, assist them in the challenging work of applying the framework to actual classroom teaching.

The Framework for Teaching Evaluation Instrument

DOMAIN 1 Planning and Preparation



1a Knowledge of Content and Pedagogy

In order to guide student learning, accomplished teachers 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 such issues as global awareness and cultural diversity, as appropriate. 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 are familiar with the particularly pedagogical approaches best suited to each discipline. Elements of component 1a:

Knowledge of content and the structure of the discipline

Every discipline has a dominant structure, with smaller components or strands as well as central concepts and skills.

Knowledge of prerequisite relationships

Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy

Different disciplines have “signature pedagogies” that have evolved over time and have been found to be most effective in teaching.

Indicators:

- 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

1a Knowledge of Content and Pedagogy—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher says, “The official language of Brazil is Spanish, just like other South American countries.”</p> <p>The teacher says, “I don’t understand why the math book has decimals in the same unit as fractions.”</p> <p>The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.</p>	<p>The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.</p> <p>The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.</p> <p>The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday.</p>	<p>The teacher’s plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</p> <p>The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement.</p> <p>The teacher plans to expand a unit on civics by having students simulate a court trial.</p>	<p>In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.</p> <p>Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.</p>

UNSATISFACTORY	BASIC
<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>

Critical Attributes

<p>Teacher makes content errors.</p> <p>Teacher does not consider prerequisite relationships when planning.</p> <p>Teacher's plans use inappropriate strategies for the discipline</p>	<p>Teacher is familiar with the discipline but does not see conceptual relationships.</p> <p>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>

<p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher consistently provides clear explanations of the content.</p> <p>The teacher answers student questions accurately and provides feedback that furthers their learning.</p> <p>The teacher seeks out content-related professional development.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher cites intra- and interdisciplinary content relationships.</p> <p>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</p>
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1b Demonstrating Knowledge of Students

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their subject content and its related pedagogy but 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 planning lessons and identifying resources that will ensure their understanding. Elements of component 1b:

Knowledge of child and adolescent development

Children learn differently at different stages of their lives.

Knowledge of the learning process

Learning requires active intellectual engagement.

Knowledge of students' skills, knowledge, and language proficiency

Children's lives beyond school influence their learning.

Knowledge of students' interest and cultural heritage

Children's backgrounds influence their learning.

Knowledge of students' special needs

Children do not all develop in a typical fashion.

Indicators:

- Formal and informal information about students gathered by teacher for use in planning instruction
- Student interests and needs learned and used by teacher in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share heritage
- Teacher-created database of students with special needs available for teacher use

1b Demonstrating Knowledge of Students—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.</p> <p>The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</p> <p>The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.</p>	<p>The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.</p> <p>In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</p> <p>Lesson plans make only peripheral reference to students' interests.</p> <p>The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.</p>	<p>The teacher creates an assessment of students' levels of cognitive development.</p> <p>The teacher examines previous year's cumulative folders to ascertain the proficiency levels of groups of students in the class.</p> <p>The teacher administers a student interest survey at the beginning of the school year.</p> <p>The teacher plans activities based on student-interest.</p> <p>The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</p> <p>The teacher realizes that not all of his students are Christian and so he plans to read a Hanukkah story in December.</p> <p>The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.</p>	<p>The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</p> <p>The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.</p> <p>The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.</p> <p>The teacher attends the local Mexican heritage day, meeting several of his students' extended families.</p> <p>The teacher regularly creates adapted assessment materials for several students with learning disabilities.</p>

UNSATISFACTORY	BASIC
<p>Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>

Critical Attributes

<p>Teacher does not understand child development characteristics and has unrealistic expectations for students.</p> <p>Teacher does not try to ascertain varied ability levels among students in the class.</p> <p>Teacher is not aware of student interests or cultural heritages.</p> <p>Teacher takes no responsibility to learn about students' medical or learning disabilities.</p>	<p>Teacher cites developmental theory but does not seek to integrate it into lesson planning.</p> <p>Teacher is aware of the different ability levels in the class but tends to teach to the "whole group."</p> <p>The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>

<p>The teacher knows, for groups of students, their levels of cognitive development.</p> <p>The teacher is aware of the different cultural groups in the class.</p> <p>The teacher has a good idea of the range of interests of students in the class.</p> <p>The teacher has identified "high," "medium," and "low" groups of students within the class.</p> <p>The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</p> <p>The teacher is aware of the special needs represented by students in the class.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</p> <p>The teacher seeks out information about their cultural heritage from all students.</p> <p>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p>
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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 so that all students are 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 are 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; not only is it important for students to learn to read, but educators also 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

Students must be able to build their understanding of important ideas from concept to concept.

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.

Indicators:

- 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
- Assessment of student attainment
- Outcomes differentiated for students of varied ability

1c Setting Instructional Outcomes—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A learning outcome for a fourth-grade class is to make a poster illustrating a poem.</p> <p>All the outcomes for a ninth-grade history class are factual knowledge.</p> <p>The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.</p> <p>Though there are a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.</p>	<p>Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.</p> <p>The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level are students struggling.</p>	<p>One of the learning outcomes is for students to appreciate the aesthetics of 18th-century English poetry.</p> <p>The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the events leading to the Revolutionary War.</p> <p>The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.</p>	<p>The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.</p> <p>Students will develop a concept map that links previous learning goals to those they are currently working on.</p> <p>Some students identify additional learning.</p>

UNSATISFACTORY	BASIC
<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>

Critical Attributes

<p>Outcomes lack rigor.</p> <p>Outcomes do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities.</p> <p>Outcomes are not suitable for many students in the class.</p>	<p>Outcomes represent a mixture of low expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline.</p> <p>Outcomes are suitable for most of the class.</p>
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PROFICIENT	DISTINGUISHED
<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>

<p>Outcomes represent high expectations and rigor.</p> <p>Outcomes are related to the “big ideas” of the discipline.</p> <p>Outcomes are written in terms of what students will learn rather than do.</p> <p>Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication.</p> <p>Outcomes are suitable to groups of students in the class and are differentiated where necessary.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.</p> <p>Teacher connects outcomes to previous and future learning.</p> <p>Outcomes are differentiated to encourage individual students to take educational risks.</p>
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1d Demonstrating Knowledge of Resources

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, those for teachers to further their own professional knowledge and skill, and those that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that 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 guarantee all students 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. Elements of component 1d:

Resources for classroom use

Materials align with learning outcomes.

Resources to extend content knowledge and pedagogy

Materials are available to further teachers' professional knowledge.

Resources for students

Materials are appropriately challenging.

Indicators:

- District-provided materials
- A range of texts
- Guest speakers
- Internet resources
- Materials provided by professional organizations
- Teachers participating in continuing professional education courses or professional groups
- Community resources

1d Demonstrating Knowledge of Resources—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>For their unit on China, the students acquired all of their information from the district-supplied textbook.</p> <p>Mr. J is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.</p> <p>A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."</p>	<p>For a unit on ocean life, the teacher really needs more books, but the school library has only has three for him to borrow.</p> <p>The teacher knows she should learn more about teaching literacy, but the school offered only one professional development day last year.</p> <p>The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.</p>	<p>The teacher provides her 5th graders a range of nonfiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.</p> <p>The teacher took an online course on literature to expand her knowledge of great American writers.</p> <p>The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.</p>	<p>The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.</p> <p>The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.</p> <p>The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.</p>

UNSATISFACTORY	BASIC
Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.

Critical Attributes

<p>The teacher uses only district-provided materials, even when more variety would assist some students.</p> <p>The teacher does not seek out resources available to expand his or her own skill.</p> <p>Although aware of some student needs, the teacher does not inquire about possible resources.</p>	<p>The teacher uses materials in the school library but does not search beyond the school for resources.</p> <p>The teacher participates in content-area workshops offered by the school but does not pursue other professional development.</p> <p>The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</p>
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PROFICIENT	DISTINGUISHED
Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.

<p>Texts are at varied levels.</p> <p>Texts are supplemented by guest speakers and field experiences.</p> <p>Teacher facilitates Internet resources.</p> <p>Resources are multidisciplinary.</p> <p>Teacher expands knowledge with professional learning groups and organizations.</p> <p>Teacher pursues options offered by universities.</p> <p>Teacher provides lists of resources outside the class for students to draw on.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Texts are matched to student skill level.</p> <p>The teacher has ongoing relationship with colleges and universities that support student learning.</p> <p>The teacher maintains log of resources for student reference.</p> <p>The teacher pursues apprenticeships to increase discipline knowledge</p> <p>The teacher facilitates student contact with resources outside the classroom.</p>
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1e Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and 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. It further 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 for implementation is then manifested in Domain 3. Elements of component 1e:

Learning activities

Instruction is designed to engage students and advance their learning through the content.

Instructional materials and resources

Materials and resources are appropriate to the learning needs of the students.

Instructional groups

Groups are intentionally organized to support student learning.

Lesson and unit structure

Organization is clear and sequenced to advance students' learning.

Indicators:

- 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
- The use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

1e Designing Coherent Instruction—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher plans to have his 9th graders color in the worksheet after memorizing the parts of the microscope.</p> <p>Despite having a textbook that is 15 years old, the teacher plans to use that as the sole resource for his communism unit.</p> <p>The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four selected on the basis of where they are sitting.</p> <p>The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.</p>	<p>After the minilesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</p> <p>The teacher has found an atlas to use as a supplemental resource during the geography unit.</p> <p>The teacher always lets students select their own working groups because they behave better when they can choose whom they want to sit with.</p> <p>The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</p>	<p>The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.</p> <p>The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.</p> <p>The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.</p> <p>The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.</p>	<p>The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.</p> <p>While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.</p> <p>After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future.</p> <p>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson's outcomes to those they previously learned.</p>

UNSATISFACTORY	BASIC
<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>

Critical Attributes

<p>Learning activities are boring and/or not well aligned to the instructional goals.</p> <p>Materials are not engaging or do not meet instructional outcomes.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable, but there is limited variety.</p> <p>Instructional groups are random or only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic in terms of time expectations.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>

<p>Learning activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higher-level thinking.</p> <p>Teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</p> <p>The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Activities permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p>Lesson plans differentiate for individual student needs.</p>
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1f Designing Student Assessments

Good teaching requires both assessment of learning and assessment for learning. Assessments of 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, to assess reasoning skills and factual knowledge, different methods are needed. 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 for 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. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the learning outcomes. Elements of component 1f:

Congruence with instructional outcomes

Assessments must match learning expectations.

Criteria and standards

Expectations must be clearly defined.

Design of formative assessments

Assessments for learning must be planned as part of the instructional process.

Use for planning

Results of assessment guide future planning.

Indicators:

- 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

1f Designing Student Assessments—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher marks papers on the foundation of the U.S. constitution on the basis of grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.</p> <p>After the students present their research on globalization, the teacher tells them their letter grade. When students ask how he has arrived at the grade, he responds, “After all these years in education, I just know what grade to give.”</p> <p>The teacher says, “What’s the difference between formative assessment and the test I give at the end of the unit?”</p> <p>The teacher says, “The district gave me this entire curriculum to teach, so I just have to keep moving.”</p>	<p>The district goal for the Europe unit is for students to understand geopolitical relationships. The teacher plans to have the students memorize all the country capitals and rivers.</p> <p>The teacher’s students receive their tests back; each one is simply marked with a letter grade at the top.</p> <p>The plan indicates that the teacher will pause to “check for understanding” but without a clear indication of how that is to be done.</p> <p>A student says, “If half the class passed the test, why are we all reviewing the material again?”</p>	<p>Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to have them write a variety of persuasive essays as preparation.</p> <p>Ms. M has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation are clearly defined.</p> <p>Mr. C creates a short questionnaire to distribute to his students at the end of class; on the basis of their responses, he will organize them into different groups during the next lesson’s activities.</p> <p>Based on the previous morning’s formative assessment, Ms. D plans to have 5 students to work on a more challenging project while she works with 6 other students to reinforce the concept.</p>	<p>To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class.</p> <p>Mr. J’s students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.</p> <p>After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.</p> <p>Mrs. T has developed a routine for her class: students know that if they are struggling with a math concept, they will sit in a small group with her during workshop time.</p>

UNSATISFACTORY	BASIC
<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>

Critical Attributes

<p>Assessments do not match instructional outcomes.</p> <p>Assessments have no criteria.</p> <p>No formative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p>	<p>Only some of the instructional outcomes are addressed in the planned assessments.</p> <p>Assessment criteria are vague.</p> <p>Plans refer to the use of formative assessments, but they are not fully developed.</p> <p>Assessment results are used to design lesson plans for the whole class, not individual students.</p>
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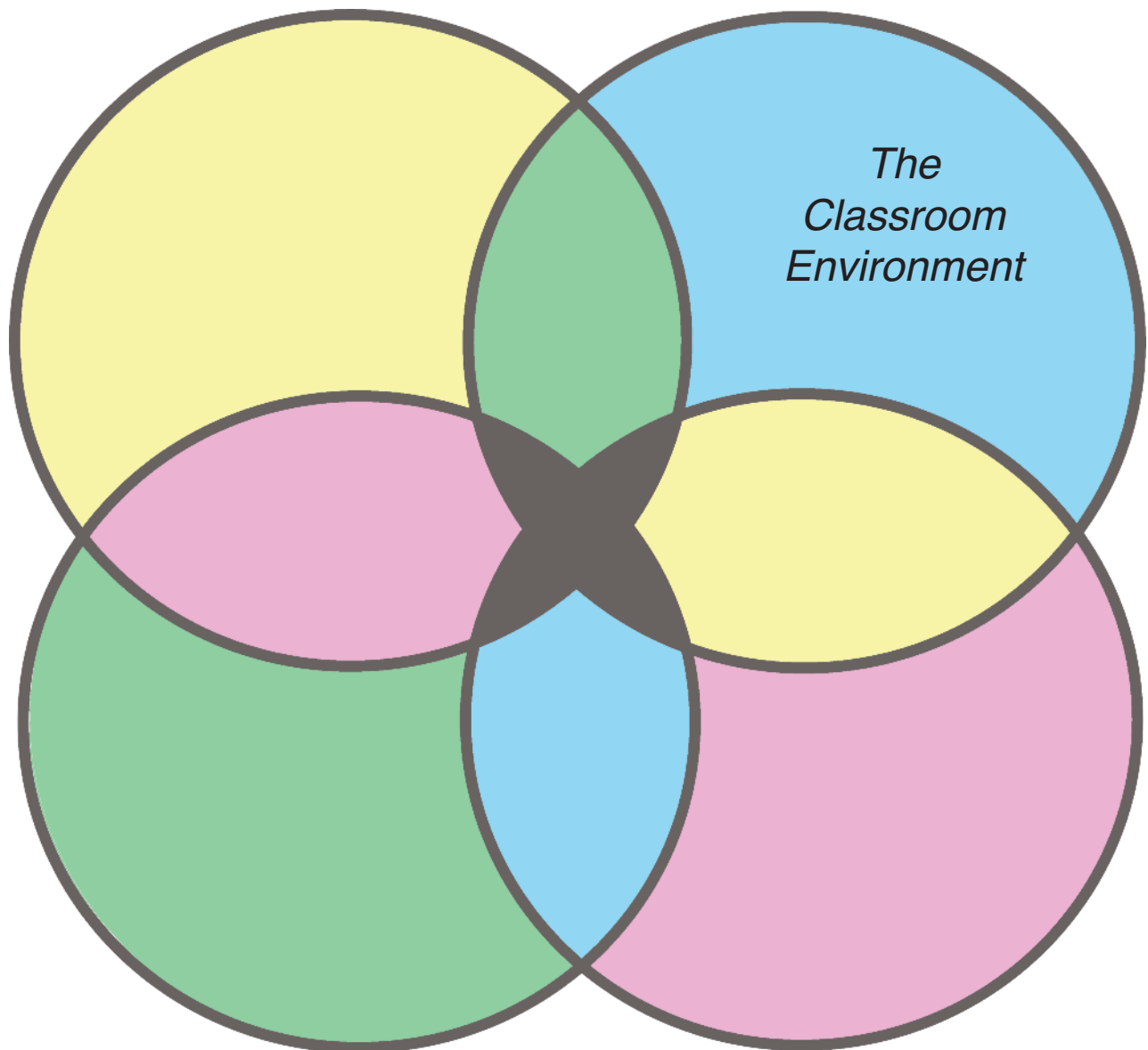
PROFICIENT	DISTINGUISHED
<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>

<p>All the learning outcomes have a method for assessment.</p> <p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments for some students as needed.</p> <p>Assessment criteria are clearly written.</p> <p>Plans include formative assessments to use during instruction.</p> <p>Lesson plans indicate possible adjustments based on formative assessment data.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Assessments provide opportunities for student choice.</p> <p>Students participate in designing assessments for their own work.</p> <p>Teacher-designed assessments are authentic with real-world application, as appropriate.</p> <p>Students develop rubrics according to teacher-specified learning objectives.</p> <p>Students are actively involved in collecting information from formative assessments and provide input.</p>
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The Framework for Teaching Evaluation Instrument

DOMAIN 2

The Classroom Environment



2a Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that those 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 interaction 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 and safe. Elements of component 2a:

Teacher interactions with students, including both words and actions

A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.

Student interactions with other students, including both words and actions

As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interaction among students is mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.

Indicators:

- Respectful talk and turn taking
- Respect for students' background and life outside the classroom
- Teacher and student body language
- Physical proximity
- Warmth and caring
- Politeness
- Encouragement
- Active listening
- Fairness

2a Creating an Environment of Respect and Rapport—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A student slumps in his/her chair following a comment by the teacher.</p> <p>Students roll their eyes at a classmate's idea; the teacher does not respond.</p> <p>Many students talk when the teacher and other students are talking; the teacher does not correct them.</p> <p>Some students refuse to work with other students.</p> <p>Teacher does not call students by their names.</p>	<p>Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.</p> <p>A few students do not engage with others in the classroom, even when put together in small groups.</p> <p>Students applaud halfheartedly following a classmate's presentation to the class.</p> <p>Teacher says: "Don't talk that way to your classmates," but student shrugs his/her shoulders.</p>	<p>Teacher greets students by name as they enter the class or during the lesson.</p> <p>The teacher gets on the same level with students, kneeling, for example, beside a student working at a desk.</p> <p>Students attend fully to what the teacher is saying.</p> <p>Students wait for classmates to finish speaking before beginning to talk.</p> <p>Students applaud politely following a classmate's presentation to the class.</p> <p>Students help each other and accept help from each other.</p> <p>Teacher and students use courtesies such as "please," "thank you," "excuse me."</p> <p>Teacher says: "Don't talk that way to your classmates," and the insults stop.</p>	<p>Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).</p> <p>Students hush classmates causing a distraction while the teacher or another student is speaking.</p> <p>Students clap enthusiastically after one another's presentations for a job well done.</p> <p>The teacher says: "That's an interesting idea, Josh, but you're forgetting ..."</p>

UNSATISFACTORY	BASIC
<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>

Critical Attributes

<p>Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity.</p> <p>Students use disrespectful talk towards one another with no response from the teacher.</p> <p>Teacher displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p> <p>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>

<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>Teacher responds to disrespectful behavior among students.</p> <p>Teacher makes superficial connections with individual students.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Teacher demonstrates knowledge and caring about individual students’ lives beyond school.</p> <p>When necessary, students correct one another in their conduct toward classmates.</p> <p>There is no disrespectful behavior among students.</p> <p>The teacher’s response to a student’s incorrect response respects the student’s dignity.</p>
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2b Establishing a Culture for Learning

A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense that what is happening there is important and that it is essential 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. Elements of component 2b:

Importance of the content and of learning

In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.

Expectations for learning and achievement

In classrooms with robust cultures for learning, all students receive the message that while the work is challenging, they are capable of success if they are prepared to work hard.

Student pride in work

When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators:

- Belief in the value of the work
- High expectations, supported through both verbal and nonverbal behaviors
- Expectation and recognition of quality
- Expectation and recognition of effort and persistence
- Confidence in students’ ability evident in teacher’s and students’ language and behaviors
- Expectation for all students to participate

2b Establishing a Culture for Learning—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher tells students that they're doing a lesson because it's on the test, in the book, or mandated by the district.</p> <p>Teacher says to a student: "Why don't you try this easier problem?"</p> <p>Students turn in sloppy or incomplete work.</p> <p>Students don't engage in work, and the teacher ignores it.</p> <p>Students have not completed their homework, and the teacher does not respond.</p> <p>Almost all of the activities are busy work.</p>	<p>Teacher says: "Let's get through this."</p> <p>Teacher says: "I think most of you will be able to do this."</p> <p>Students consult with one another to determine how to fill out a worksheet but do not encourage each other to question their ideas.</p> <p>Teacher does not encourage students who are struggling.</p> <p>Only some students get down to work after an assignment is given or after entering the room.</p>	<p>Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."</p> <p>Teacher says: "This idea is really important! It's central to our understanding of history."</p> <p>Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well."</p> <p>Teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts the comment without complaint.</p> <p>Students get down to work right away when an assignment is given or after entering the room.</p>	<p>The teacher says: "It's really fun to find the patterns for factoring polynomials."</p> <p>Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation.</p> <p>Students question one another on answers.</p> <p>Student asks the teacher whether s/he can redo a piece of work since s/he now sees how it could be strengthened.</p> <p>Students work even when the teacher isn't working with them or directing their efforts.</p>

UNSATISFACTORY	BASIC
<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>

Critical Attributes

<p>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p> <p>Class time is devoted more to socializing than to learning.</p>	<p>Teacher's energy for the work is neutral, indicating neither indicating a high level of commitment nor "blowing it off."</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work.</p> <p>Many students indicate that they are looking for an "easy path."</p>
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PROFICIENT	DISTINGUISHED
<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>

<p>The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it.</p> <p>The teacher demonstrates a high regard for student abilities.</p> <p>Teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>The teacher communicates a genuine passion for the subject.</p> <p>Students indicate that they are not satisfied unless they have complete understanding.</p> <p>Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer.</p> <p>Students recognize the efforts of their classmates.</p> <p>Students take initiative in improving the quality of their work.</p>
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2c Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional 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 success in teaching students to employ them, may be inferred from the sense that the class “runs itself.” Elements of component 2c:

Management of instructional groups

Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.

Management of transitions

Many lessons engage students in different types of activities—large-group, small-group, independent work. Little time should be lost as students move from one activity to another; students know the “drill” and execute it seamlessly.

Management of materials and supplies

Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.

Performance of non-instructional duties

Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Indicators:

- 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

2c Managing Classroom Procedures—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>When moving into small groups, students are confused about where they are supposed to go, whether they should take their chairs, etc.</p> <p>There are long lines for materials and supplies, or distributing supplies is time consuming.</p> <p>Students bump into one another lining up or sharpening pencils.</p> <p>Roll taking consumes much time at the beginning of the lesson, and students are not working on anything during the process.</p> <p>Most students ask what they are to do or look around for clues from others.</p>	<p>Some students not working with the teacher are not productively engaged in learning.</p> <p>Transitions between large- and small-group activities are rough, but they are accomplished.</p> <p>Students are not sure what to do when materials are being distributed or collected.</p> <p>Students ask some clarifying questions about procedures.</p> <p>The attendance or lunch count consumes more time than it would need if the procedure were more routinized.</p>	<p>Students get started on an activity while the teacher takes attendance.</p> <p>Students move smoothly between large- and small-group activities.</p> <p>The teacher has an established timing device, such as counting down to signal students to return to their desks.</p> <p>Teacher has an established attention signal, such as raising a hand, or dimming the lights.</p> <p>One member of each small group collects materials for the table.</p> <p>There is an established color-coded system indicating where materials should be stored.</p> <p>In small-group work, students have established roles, they listen to one another, summarize different views, etc.</p> <p>Cleanup at the end of a lesson is fast and efficient.</p>	<p>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</p> <p>A student reminds classmates of the roles that they are to play within the group.</p> <p>A student redirects a classmate to the table s/he should be at following a transition.</p> <p>Students propose an improved attention signal.</p> <p>Students independently check themselves into class on the attendance board.</p>

UNSATISFACTORY	BASIC
<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>

Critical Attributes

<p>Students not working with the teacher are not productively engaged or are disruptive to the class.</p> <p>There are no established procedures for distributing and collecting materials.</p> <p>Procedures for other activities are confused or chaotic.</p>	<p>Small groups are only partially engaged while not working directly with the teacher.</p> <p>Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough.</p> <p>Classroom routines function unevenly.</p>
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PROFICIENT	DISTINGUISHED
<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>

<p>The students are productively engaged during small-group work.</p> <p>Transitions between large- and small-group activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Classroom routines function smoothly.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students take the initiative with their classmates to ensure that their time is used productively.</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly.</p> <p>Students take initiative in distributing and collecting materials efficiently.</p>
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2d Managing Student Behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel 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. Elements of component 2d:

Expectations

It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

Monitoring of student behavior

Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle and thus a challenging to observe.

Response to student misbehavior

Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content, are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators:

- 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
- Fairness
- Absence of misbehavior
- Reinforcement of positive behavior

2d Managing Student Behavior—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>Students are talking among themselves, with no attempt by the teacher to silence them.</p> <p>An object flies through the air, without teacher notice.</p> <p>Students are running around the room, the result being a chaotic environment.</p> <p>Their phones and other electronics distract students, but the teacher does nothing.</p>	<p>Classroom rules are posted, but neither teacher nor students refer to them.</p> <p>The teacher repeatedly asks students to take their seats; they ignore him/her.</p> <p>Teacher says to one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</p>	<p>Upon a nonverbal signal from the teacher, students correct their behavior.</p> <p>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</p> <p>The teacher gives a student a hard look, and the student stops talking to his/her neighbor.</p>	<p>A student suggests a revision in one of the classroom rules.</p> <p>The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.</p> <p>The teacher asks to speak to a student privately about misbehavior.</p> <p>A student reminds his/her classmates of the class rule about chewing gum.</p>

UNSATISFACTORY	BASIC
<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>

Critical Attributes

<p>The classroom environment is chaotic, with no apparent standards of conduct.</p> <p>The teacher does not monitor student behavior.</p> <p>Some students violate classroom rules, without apparent teacher awareness.</p> <p>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>	<p>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</p> <p>Teacher attempts to keep track of student behavior, but with no apparent system.</p> <p>The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.</p>
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PROFICIENT	DISTINGUISHED
<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>

<p>Standards of conduct appear to have been established.</p> <p>Student behavior is generally appropriate.</p> <p>The teacher frequently monitors student behavior.</p> <p>Teacher's response to student misbehavior is effective.</p> <p>Teacher acknowledges good behavior.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Student behavior is entirely appropriate; there no evidence of student misbehavior.</p> <p>The teacher monitors student behavior without speaking – just moving about.</p> <p>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</p>
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2e Organizing Physical Space

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 they can participate actively. Both the teacher and students make effective use of computer (and other) technology. Elements of component 2e:

Safety and accessibility

Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.

Arrangement of furniture and use of physical resources

Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these 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.

Indicators:

- 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

2e Organizing Physical Space—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>There are electrical cords placed in unsafe locations around the classroom.</p> <p>There is a pole in the middle of the room; some students can't see the board.</p> <p>A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.</p>	<p>The teacher ensures that dangerous chemicals are stored safely.</p> <p>The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.</p> <p>The teacher tries to use a computer to illustrate a concept but requires several attempts to make it work.</p>	<p>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</p> <p>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</p> <p>The use of an Internet connection enriches the lesson.</p>	<p>Students ask whether they can shift the furniture to better suit the differing needs of small-group work and large-group discussion.</p> <p>A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.</p> <p>A student suggests an application of the white board for an activity.</p>

UNSATISFACTORY	BASIC
<p>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>

Critical Attributes

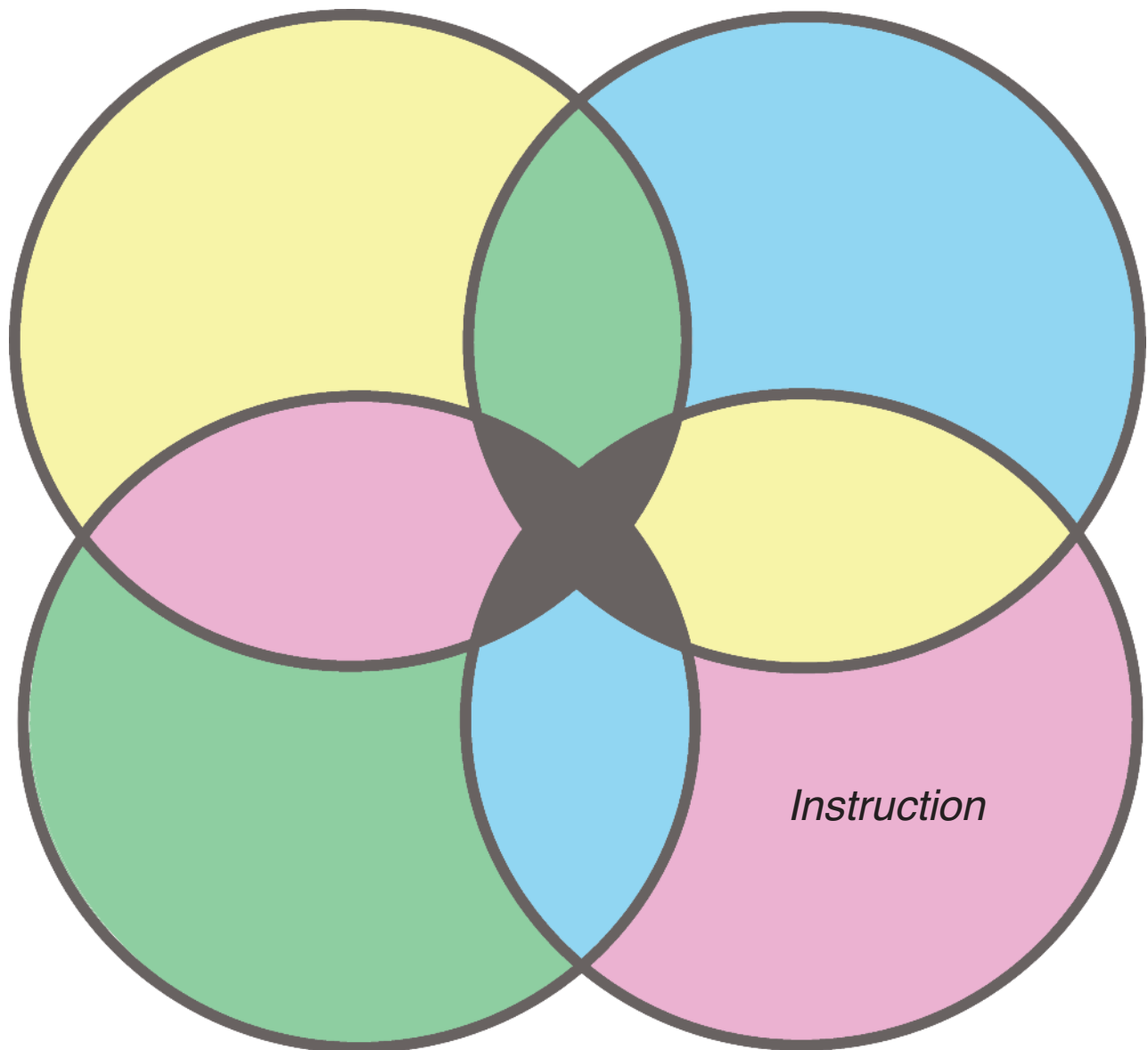
<p>There are physical hazards in the classroom, endangering student safety.</p> <p>Many students can't see or hear the teacher or the board.</p> <p>Available technology is not being used, even if its use would enhance the lesson.</p>	<p>The physical environment is safe, and most students can see and hear.</p> <p>The physical environment is not an impediment to learning but does not enhance it.</p> <p>The teacher makes limited use of available technology and other resources.</p>
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PROFICIENT	DISTINGUISHED
<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>

<p>The classroom is safe, and all students are able to see and hear.</p> <p>The classroom is arranged to support the instructional goals and learning activities.</p> <p>The teacher makes appropriate use of available technology.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Modifications are made to the physical environment to accommodate students with special needs.</p> <p>There is total alignment between the goals of the lesson and the physical environment.</p> <p>Students take the initiative to adjust the physical environment.</p> <p>Teachers and students make extensive and imaginative use of available technology.</p>
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The Framework for Teaching Evaluation Instrument

DOMAIN 3 Instruction



3a Communicating with Students

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity, and imagination; when expanding upon the topic is appropriate 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-based science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students. Elements of component 3a:

Expectations for learning

The goals for learning are communicated clearly to students. Even if goals are not conveyed at the outset of a lesson (for example, an inquiry-based lesson in science), by the end of the lesson students are clear about what they have been learning.

Directions and procedures

Students are clear about what they are expected to do during a lesson, particularly if they are working independently or with classmates, without direct teacher supervision. The directions for the lesson activities may be provided orally, in writing, or in some combination of the two.

Explanations of content

Skilled teachers, when explaining concepts 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, when opportunity arises, anticipate possible student misconceptions.

Use of oral and written language

For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.

Indicators:

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

3a Communicating with Students—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A student asks: “What are we supposed to be doing?” but the teacher ignores the question.</p> <p>The teacher states that to add fractions they must have the same numerator.</p> <p>Students have a quizzical look on their faces; some may withdraw from the lesson.</p> <p>Students become disruptive, or talk among themselves in an effort to follow the lesson.</p> <p>The teacher uses technical terms with an elementary class without explaining their meanings.</p> <p>The teacher tends to say “ain’t.”</p>	<p>The teacher mispronounces some common words.</p> <p>The teacher says: “And oh, by the way, today we’re going to factor polynomials.”</p> <p>A student asks: “What are we supposed to be doing?” and the teacher clarifies the task.</p> <p>Students ask, “What do I write here?” in order to complete a task.</p> <p>Having asked students only to listen, the teacher says: “Watch me while I show you how to ...”</p> <p>A number of students do not seem to be following the explanation.</p> <p>Students are inattentive during the teacher’s explanation of content.</p>	<p>The teacher says, “By the end of today’s lesson, you’re all going to be able to factor different types of polynomials.”</p> <p>In the course of a presentation of content, the teacher asks students: “Can anyone think of an example of that?”</p> <p>The teacher uses a board or projection device so students can refer to it without requiring the teacher’s attention.</p>	<p>The teacher says: “Here’s a spot where some students have difficulty ... be sure to read it carefully.”</p> <p>The teacher asks a student to explain the task to other students.</p> <p>When help is needed, a student offers clarification about the learning task to classmates.</p> <p>The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold but sunny day or by the water in a hose that has been sitting in the sun.</p> <p>The teacher says: “Who would like to explain this idea to us?”</p> <p>The teacher pauses during an explanation of the civil rights movement to remind students that the prefix “in,” as in “inequality,” means “not” and that the prefix “un” means the same thing.</p>

UNSATISFACTORY	BASIC
<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>

Critical Attributes

<p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>Students indicate through their questions that they are confused about the learning task.</p> <p>The teacher makes a serious content error that will affect students' understanding of the lesson.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Teacher's communications include errors of vocabulary or usage.</p> <p>The teacher's vocabulary is inappropriate to the age or culture of the students.</p>	<p>The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation.</p> <p>The teacher must clarify the learning task so that students can complete it.</p> <p>The teacher makes no serious content errors but may make a minor error.</p> <p>The teacher's explanation of the content consists of a monologue or is purely procedural, with minimal participation by students.</p> <p>Vocabulary and usage are correct but unimaginative.</p> <p>Vocabulary is too advanced or too juvenile for the students.</p>
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PROFICIENT	DISTINGUISHED
<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>

<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>If the tactic is appropriate, the teacher models the process to be followed in the task.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p> <p>The teacher makes no content errors.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher's vocabulary and usage are correct and completely suited to the lesson.</p> <p>The teacher's vocabulary is appropriate to the students' ages and levels of development.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher points out possible areas for misunderstanding.</p> <p>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</p> <p>All students seem to understand the presentation.</p> <p>The teacher invites students to explain the content to the class or to classmates.</p> <p>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</p>
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3b Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this fact reflects their central importance to teachers' practice. But in the framework it is important that questioning and discussion are used as techniques to deepen student understanding are being used rather than serving 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 upon 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 arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves.

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 the 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, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered 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 strategy 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. 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.

Student participation

In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students 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 in which the teacher steps out of the central, mediating role
- High levels of student participation in discussion

3b Questioning and Discussion Techniques—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>All questions are of the “recitation” type, such as “What is 3 x 4?”</p> <p>The teacher asks a question for which the answer is on the board; students respond by reading it.</p> <p>The teacher calls only upon students who have their hands up.</p>	<p>Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?”</p> <p>The teacher asks: “Who has an idea about this?” but only the usual three students offer comments.</p> <p>The teacher asks: “Michael, can you comment on Mary’s idea?” but Michael does not respond or makes a comment directly to the teacher.</p>	<p>The teacher asks: “What might have happened if the colonists had not prevailed in the American war for independence?”</p> <p>The teacher uses the plural the form in asking questions, such as “What are some things you think might contribute to . . . ?”</p> <p>The teacher asks: “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary.</p> <p>After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to offer their ideas to the entire class.</p>	<p>A student asks, “How many ways are there to get this answer?”</p> <p>A student says to a classmate: “I don’t think I agree with you on this, because”</p> <p>A student asks of other students: “Does anyone have another idea how we might figure this out?”</p> <p>A student asks, “What if . . . ?”</p>

UNSATISFACTORY	BASIC
<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>

Critical Attributes

<p>Questions are rapid-fire, and convergent, with a single correct answer.</p> <p>Questions do not invite student thinking.</p> <p>All discussion is between teacher and students; students are not invited to speak directly to one another.</p> <p>A few students dominate the discussion.</p>	<p>Teacher frames some questions designed to promote student thinking, but only a small number of students are involved.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>Teacher calls on many students, but only a few actually participate in the discussion.</p>
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PROFICIENT	DISTINGUISHED
<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>

<p>Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>The teacher makes effective use of wait time.</p> <p>The teacher effectively builds on student responses to questions.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>The teacher calls on most students, even those who don't initially volunteer.</p> <p>Many students actively engage in the discussion.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students initiate higher-order questions.</p> <p>Students extend the discussion, enriching it.</p> <p>Students invite comments from their classmates during a discussion.</p>
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3c Engaging Students in Learning

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

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. That is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. Elements of component 3c :

Activities and assignments

The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that both emphasizes depth over breadth and that may allow students to exercise some choice.

Grouping of students

How students are grouped for instruction 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 to form them randomly.

Instructional materials and resources

The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. Although 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.

Structure and pacing

No one, whether adults or students, 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 students’ learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- 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 dragging nor rushed, with time for closure and student reflection

3c Engaging Students in Learning—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>Students are able to fill out the lesson worksheet without fully understanding what it's asking them to do.</p> <p>The lesson drags or feels rushed.</p> <p>Students complete "busy work" activities.</p>	<p>Students are asked to fill in a worksheet, following an established procedure.</p> <p>There is a recognizable beginning, middle, and end to the lesson.</p> <p>Parts of the lesson have a suitable pace; other parts drag or feel rushed.</p>	<p>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</p> <p>Students are given a task to do independently, then to discuss with a table group, and then to report out from each table.</p> <p>There is a clear beginning, middle, and end to the lesson.</p> <p>The lesson neither rushes nor drags.</p>	<p>Students are asked to write an essay "in the style of Hemingway."</p> <p>A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</p> <p>Students identify or create their own learning materials.</p> <p>Students summarize their learning from the lesson.</p>

UNSATISFACTORY	BASIC
<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>

Critical Attributes

<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks require only recall or have a single correct response or method.</p> <p>The materials used ask students to perform only rote tasks.</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</p> <p>Instructional materials used are unsuitable to the lesson and/or the students.</p> <p>The lesson drags or is rushed.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and recall.</p> <p>Students are in large part passively engaged with the content, learning primarily facts or procedures.</p> <p>Students have no choice in how they complete tasks.</p> <p>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</p> <p>The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking.</p> <p>The pacing of the lesson is uneven—suitable in parts, but rushed or dragging in others.</p>
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PROFICIENT	DISTINGUISHED
<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>

<p>Most students are intellectually engaged in the lesson.</p> <p>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</p> <p>Students have some choice in how they complete learning tasks.</p> <p>There is a mix of different types of groupings, suitable to the lesson objectives.</p> <p>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p>The pacing of the lesson provides students the time needed to be intellectually engaged.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Virtually all students are highly engaged in the lesson.</p> <p>Students take initiative to modify a learning task to make it more meaningful or relevant to their needs</p> <p>Students suggest modifications to the grouping patterns used.</p> <p>Students have extensive choice in how they complete tasks.</p> <p>Students suggest modifications or additions to the materials being used.</p> <p>Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding.</p>
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3d Using Assessment in Instruction

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

Of course, a teacher's monitoring of student learning, though the action may superficially appear to be the same as that of monitoring student behavior, has a fundamentally different purpose in each case. When teachers are monitoring behavior, they are alert to students who may be passing notes, or bothering their neighbors; when teachers are monitoring student learning, they 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 in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component. Elements of component 3d:

Assessment criteria

It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.

Monitoring of student learning

A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort but one planned carefully in advance. Even after careful planning, however, the teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

Feedback to students

Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing about how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive and provide students the guidance they need to improve their performance.

Student self-assessment and monitoring of progress

The culmination of students' assuming 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 they have been taught the skills of checking their work against clear criteria.

Indicators:

- 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

3d Using Assessment in Instruction—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A student asks, “How is this assignment going to be graded?”</p> <p>A student asks, “Does this quiz count towards my grade?”</p> <p>The teacher forges ahead with a presentation without checking for understanding.</p> <p>The teacher says: “Good job, everyone.”</p>	<p>Teacher asks: “Does anyone have a question?”</p> <p>When a student completes a problem on the board, the teacher corrects the student’s work without explaining why.</p> <p>The teacher, after receiving a correct response from one student, continues without ascertaining whether all students understand the concept.</p>	<p>The teacher circulates during small group or independent work, offering suggestions to groups of students.</p> <p>The teacher uses a specifically formulated question to elicit evidence of student understanding.</p> <p>The teacher asks students to look over their papers to correct their errors.</p>	<p>The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.</p> <p>While students are working, the teacher circulates, providing substantive feedback to individual students.</p> <p>The teacher uses exit tickets to elicit evidence of individual student understanding.</p> <p>Students offer feedback to their classmates on their work.</p> <p>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</p>

UNSATISFACTORY	BASIC
<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>

Critical Attributes

<p>The teacher gives no indication of what high-quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Feedback is only global.</p> <p>The teacher does not ask students to evaluate their own or classmates' work.</p>	<p>There is little evidence that the students understand how their work will be evaluated.</p> <p>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</p> <p>Teacher requests global indications of student understanding.</p> <p>Feedback to students is not uniformly specific and not oriented towards future improvement of work.</p> <p>The teacher makes only minor attempts to engage students in self-assessment or peer assessment.</p>
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PROFICIENT	DISTINGUISHED
<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>

<p>Students indicate that they clearly understand the characteristics of high-quality work.</p> <p>The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance, at least for groups of students.</p> <p>The teacher attempts to engage students in self-assessment or peer assessment.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>There is evidence that students have helped establish the evaluation criteria.</p> <p>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class.</p> <p>Teacher makes frequent use of strategies to elicit information about individual student understanding.</p> <p>Feedback to students is specific and timely, and is provided from many sources including other students.</p> <p>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</p>
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3e Demonstrating Flexibility and Responsiveness

“Flexibility and responsiveness” refers 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 readiness for different possible scenarios. But even the most-skilled and best-prepared teachers will on occasion find that either a lesson is not going as they would like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning, even when confronted with initial setbacks. Elements of component 3e:

Lesson adjustment

Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher’s store of alternate instructional strategies and his or her confidence to make a shift when needed.

Response to students

Occasionally during a lesson an unexpected event will occur which presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.

Persistence

Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.

Indicators:

- 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

3e Demonstrating Flexibility and Responsiveness—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher says: “We don’t have time for that today.”</p> <p>The teacher makes no attempt to adjust the lesson when students appear confused.</p> <p>The teacher says: “If you’d just pay attention, you could understand this.”</p>	<p>The teacher says: “I’ll try to think of another way to come at this and get back to you.”</p> <p>The teacher says: “I realize not everyone understands this, but we can’t spend any more time on it.”</p> <p>The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.</p>	<p>The teacher says: “That’s an interesting idea; let’s see how it fits.”</p> <p>The teacher illustrates a principle of good writing to a student using his interest in basketball as context.</p> <p>The teacher says: “Let’s try this way and then uses another approach.”</p>	<p>The teacher stops in midstream in a lesson, and says: “This activity doesn’t seem to be working! Here’s another way I’d like you to try it.”</p> <p>The teacher incorporates the school’s upcoming championship game into an explanation of averages.</p> <p>The teacher says: “If we have to come back to this tomorrow, we will; it’s really important that you understand it.”</p>

UNSATISFACTORY	BASIC
<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>

Critical Attributes

<p>Teacher ignores indications of student boredom or lack of understanding.</p> <p>Teacher brushes aside student questions.</p> <p>Teacher makes no attempt to incorporate student interests into the lesson.</p> <p>The teacher conveys to students that when they have difficulty learning it is their fault.</p> <p>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</p>	<p>Teacher's efforts to modify the lesson are only partially successful.</p> <p>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</p> <p>The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them.</p> <p>In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.</p>
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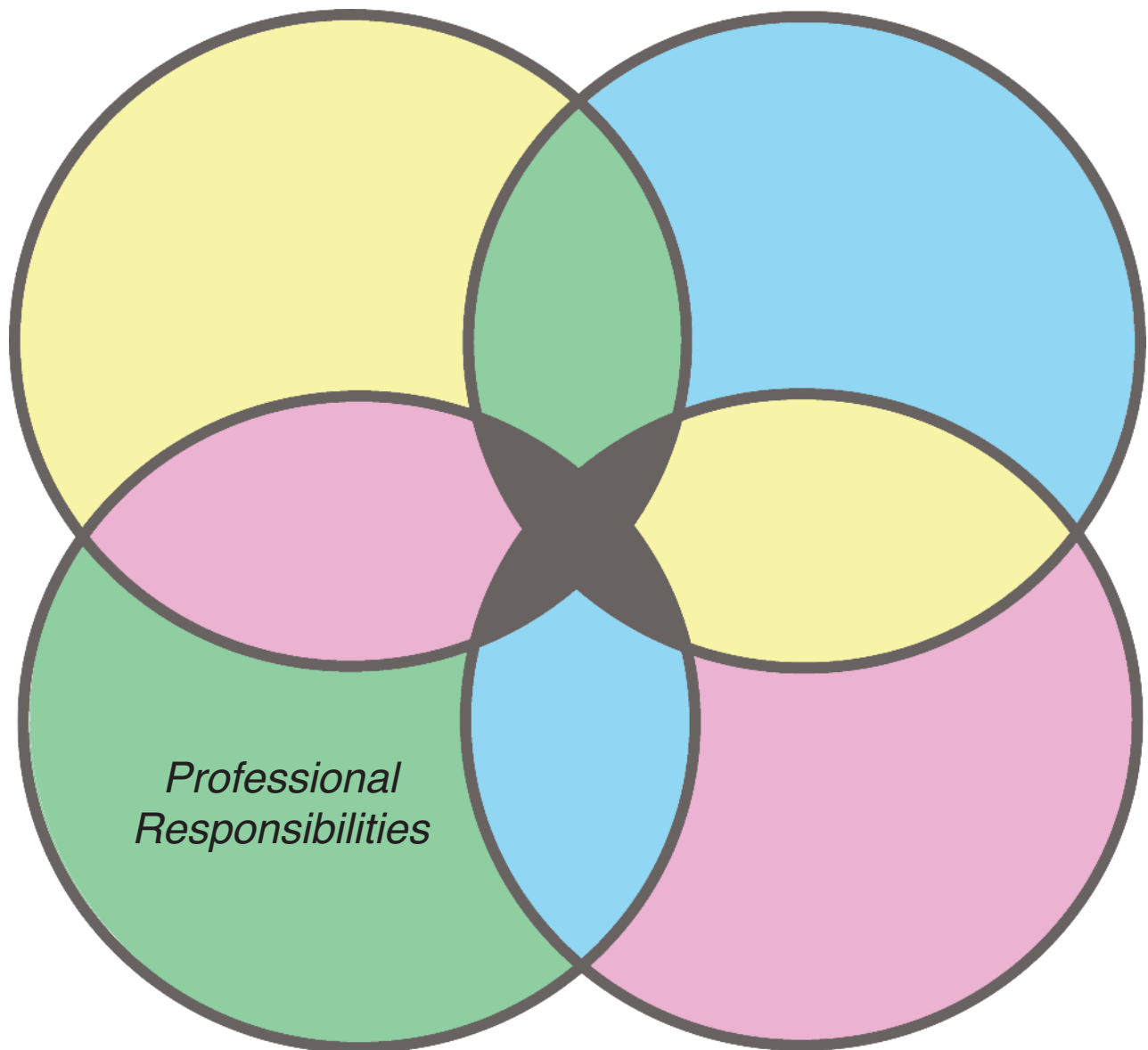
PROFICIENT	DISTINGUISHED
<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>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.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>

<p>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</p> <p>Teacher incorporates students' interests and questions into the heart of the lesson.</p> <p>The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</p> <p>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher's adjustments to the lesson are designed to assist individual students.</p> <p>Teacher seizes on a teachable moment to enhance a lesson.</p> <p>The 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.</p> <p>In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.</p>
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The Framework for Teaching Evaluation Instrument

DOMAIN 4

Professional Responsibilities



4a Reflecting on Teaching

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event—an analysis of the many decisions made both in planning and 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 what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity, and ability to use what has been learned in future teaching is a learned 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 and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning. Elements of component 4a:

Accuracy

As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.

Use in future teaching

In order for the potential of reflection to improve teaching 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 plans.

Indicators:

- Accurate reflections on a lesson
- Citations of adjustments to practice, drawing on a repertoire of strategies

4a Reflecting on Teaching—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>Despite evidence to the contrary, the teachers says, “My students did great on that lesson!”</p> <p>The teacher says: “That was awful; I wish I knew what to do!”</p>	<p>At the end of the lesson the teacher says, “I guess that went okay.”</p> <p>The teacher says: “I guess I’ll try X next time.”</p>	<p>The teacher says: “I wasn’t pleased with the level of engagement of the students.”</p> <p>The teacher’s journal indicates several possible lesson improvements.</p>	<p>The teacher says: “I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.”</p> <p>In conversation with colleagues, the teacher considers different group strategies for improving a lesson.</p>

UNSATISFACTORY	BASIC
<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>

Critical Attributes

<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</p> <p>The teacher makes no suggestions for improvement.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective.</p> <p>The teacher offers general modifications for future instruction.</p>
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PROFICIENT	DISTINGUISHED
<p>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.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>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.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>

<p>The teacher accurately assesses the effectiveness of instructional activities used.</p> <p>The teacher identifies specific ways in which a lesson might be improved.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</p> <p>Teacher's suggestions for improvement draw on an extensive repertoire.</p>
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4b Maintaining Accurate Records

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. This record keeping includes student completion of assignments, student progress in learning, and records of noninstructional activities that are part of the day-to-day functions in a school setting, including such things 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 that is being recorded. For example, records of formal assessments may be recorded electronically with the use of spreadsheets and databases, that 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. Elements of component 4b:

Student completion of assignments

Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.

Student progress in learning

In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.

Non-instructional records

Non-instructional 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.

Indicators:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate noninstructional records

4b Maintaining Accurate Records—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A student says, “I’m sure I turned in that assignment, but the teacher lost it!”</p> <p>The teacher says, “I misplaced the writing samples for my class, but it doesn’t matter—I know what the students would have scored.”</p> <p>On the morning of the field trip, the teacher discovers that five students have never turned in their permission slips.</p>	<p>A student says, “I wasn’t in school today, and my teacher’s website is out of date, so I don’t know what the assignments are!”</p> <p>The teacher says: “I’ve got all these notes about how the kids are doing; I should put them into the system, but I just don’t have time.”</p> <p>On the morning of the field trip, the teacher frantically searches all the drawers in the desk for the permission slips and finds them just before the bell rings.</p>	<p>The teacher creates a link on the class website that students can access to check on any missing assignments.</p> <p>The teacher’s grade book records student progress toward learning goals.</p> <p>The teacher creates a spreadsheet for tracking which students have paid for their school pictures.</p>	<p>A student from each team maintains the database of current and missing assignments for the team.</p> <p>When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals.</p> <p>When they bring in their permission slips for a field trip, students add their own information to the database.</p>

UNSATISFACTORY	BASIC
<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors.</p>

Critical Attributes

<p>There is no system for either instructional or noninstructional records.</p> <p>The record-keeping systems are in disarray so as to provide incorrect or confusing information.</p>	<p>The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information.</p> <p>The teacher's process for tracking student progress is cumbersome to use.</p> <p>The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.</p>
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PROFICIENT	DISTINGUISHED
Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>

<p>The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</p> <p>The teacher's process for recording non-instructional information is both efficient and effective.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students contribute to and maintain records indicating completed and overdue work assignments.</p> <p>Students both contribute to and maintain data files indicating their own progress in learning.</p> <p>Students contribute to maintaining noninstructional records for the class.</p>
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4c Communicating with Families

Although the ability of families to participate in their child's learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about both the instructional program and about individual students, and they invite families 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 an essential caring on the part of the teacher, a quality valued by families of students of all ages. Elements of component 4c:

Information about the instructional program

Frequent information is provided to families, as appropriate, about the instructional program.

Information about individual students

Frequent information is provided to families, as appropriate, about students' individual progress.

Engagement of families in the instructional program

Successful and frequent engagement opportunities are offered to families so that they can participate in the learning activities.

Indicators:

- 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—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A parent says, “I’d like to know what my kid is working on at school!”</p> <p>A parent says, “I wish I knew something about my child’s progress before the report card comes out.”</p> <p>A parent says, “I wonder why we never see any school work come home.”</p>	<p>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.”</p> <p>A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note saying that he’s doing fine.”</p> <p>Weekly quizzes are sent home for parent/guardian signature.</p>	<p>The teacher sends weekly newsletter home to families, including advance notice about homework assignments, current class activities, community and/or school projects, field trips, etc.</p> <p>The teacher creates a monthly progress report, which is sent home for each student.</p> <p>The teacher sends home a project that asks students to interview a family member about growing up during the 1970s.</p>	<p>Students create materials for back-to-school night that outline the approach for learning science.</p> <p>Student daily reflection log describes learning and goes home each week for a response from a parent or guardian.</p> <p>Students design a project on charting family use of plastics.</p>

UNSATISFACTORY	BASIC
<p>Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</p>

Critical Attributes

<p>Little or no information regarding the instructional program is available to parents.</p> <p>Families are unaware of their children's progress.</p> <p>Family engagement activities are lacking.</p> <p>Communication is culturally inappropriate.</p>	<p>School or district-created materials about the instructional program are sent home.</p> <p>Infrequent or incomplete information is sent home by teachers about the instructional program.</p> <p>Teacher maintains school-required grade book but does little else to inform families about student progress.</p> <p>Teacher communications are sometimes inappropriate to families' cultural norms.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>

<p>Information about the instructional program is available on a regular basis.</p> <p>The teacher sends information about student progress home on a regular basis.</p> <p>Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.</p>	<p>In addition to the characteristics of "proficient":</p> <p>On a regular basis, students develop materials to inform their families about the instructional program.</p> <p>Students maintain accurate records about their individual learning progress and frequently share this information with families.</p> <p>Students contribute to regular and ongoing projects designed to engage families in the learning process.</p>
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4d Participating in a Professional Community

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—organizations whose full potential is realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect and 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 and/or larger district. 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. Elements of component 4d:

Relationships with colleagues

Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success.

Involvement in a culture of professional inquiry

Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

Service to the school

Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

Participation in school and district projects

Teachers contribute to and support larger school and district projects designed to improve the professional community.

Indicators:

- 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 and support of community initiatives

4d Participating in a Professional Community—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good.</p> <p>The teacher does not attend PLC meetings.</p> <p>The teacher does not attend any school function after the dismissal bell.</p> <p>The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."</p>	<p>The teacher is polite but never shares any instructional materials with his grade partners.</p> <p>The teacher attends PLC meetings only when reminded by her supervisor.</p> <p>The principal says, "I wish I didn't have to ask the teacher to "volunteer" every time we need someone to chaperone the dance.</p> <p>The teacher contributes to the district literacy committee only when requested to so by the principal.</p>	<p>The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings.</p> <p>The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.</p> <p>The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there.</p> <p>The teacher enthusiastically represents the school during the district social studies review and brings her substantial knowledge of U.S. history to the course-writing team.</p>	<p>The teacher leads the "mentor" group, devoted to supporting teachers during their first years in the profession.</p> <p>The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.</p> <p>The teacher leads the school's annual "Olympics" day, which involves all students and faculty in athletic events.</p> <p>The teacher leads the school district's wellness committee, which involves health-care and nutrition specialists from the community.</p>

UNSATISFACTORY	BASIC
<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>

Critical Attributes

<p>The teacher's relationship with colleagues is characterized by negativity or combativeness.</p> <p>The teacher purposefully avoids contributing to activities promoting professional inquiry.</p> <p>The teacher avoids involvement in school activities and school district and community projects.</p>	<p>The teacher has pleasant relationship with colleagues.</p> <p>When invited, the teacher participates in activities related to professional inquiry.</p> <p>When asked, the teacher participates in school activities, as well as school district and community projects.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>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>

<p>The teacher has supportive and collaborative relationships with colleagues.</p> <p>The teacher regularly participates in activities related to professional inquiry.</p> <p>The teacher frequently volunteers to participate in school activities, as well as school district and community projects.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher takes a leadership role in promoting activities related to professional inquiry.</p> <p>The teacher regularly contributes to and oversees events that positively impact school life.</p> <p>The teacher regularly contributes to and serves as head of significant school district and community projects.</p>
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4e Growing and Developing Professionally

As in other professions, the complexity of teaching requires continued growth and development in order to remain current. Conscientiousness about 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. Elements of component 4e:

Enhancement of content knowledge and pedagogical skill

Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

Receptivity to feedback from colleagues

Teachers actively pursue networks that provide collegial support and feedback.

Service to the profession

Teachers are active in professional organizations so that they can continually improve their personal practice and provide leadership and support to colleagues.

Indicators:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; regular sharing of feedback
- Participation in professional organizations supporting academic inquiry

4e Growing and Developing Professionally—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher never takes continuing education courses, even though the credits would increase his salary.</p> <p>The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will simply discard the feedback form.</p> <p>Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.</p>	<p>The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.</p> <p>The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.</p> <p>The teacher joins the local chapter of the American Library Association because she feels might benefit from the free book—but otherwise doesn't feel it's worth much of her time.</p>	<p>The teacher eagerly attends the school district optional summer workshops, finding them to be a wealth of instructional strategies he can use during the school year.</p> <p>The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.</p> <p>The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding.</p>	<p>The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.</p> <p>The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</p> <p>The teacher founds a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</p>

UNSATISFACTORY	BASIC
<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>

Critical Attributes

<p>The teacher is not involved in any activity that might enhance knowledge or skill.</p> <p>The teacher purposefully resists discussing performance with supervisors or colleagues.</p> <p>The teacher ignores invitations to join professional organizations or attend conferences.</p>	<p>The teacher participates in professional activities when they are required or when provided by the school district.</p> <p>The teacher reluctantly accepts feedback from supervisors and colleagues.</p> <p>The teacher contributes in a limited fashion to educational professional organizations.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>

<p>The teacher seeks regular opportunities for continued professional development.</p> <p>The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.</p> <p>The teacher actively participates in professional organizations designed to contribute to the profession.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>The teacher seeks regular opportunities for continued professional development, including initiating action research.</p> <p>The teacher actively seeks feedback from supervisors and colleagues.</p> <p>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</p>
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4f Showing Professionalism

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 sense of priority might challenge long-held assumptions, past practices, or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Such educators display professionalism in a number of ways. For example, they conduct their interactions with colleagues with honesty and integrity. They know their students' needs and seek out resources in order to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. These dedicated educators also display their professionalism in the ways they approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective. Elements of component 4f:

Integrity and ethical conduct

Teachers act with integrity and honesty.

Service to students

Teachers put students first in all considerations of their practice.

Advocacy

Teachers support their students' best interests, even in the face of traditional practice or beliefs.

Decision making

Teachers solve problems with students' needs as a priority.

Compliance with school and district regulations

Teachers adhere to policies and procedures.

Indicators:

- Teacher having a reputation as someone who can be trusted and often being sought as a 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 school district mandates regarding policies and procedures

4f Showing Professionalism—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.</p> <p>The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mother can't afford day care.</p> <p>The teacher fails to notice that one of her kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.</p> <p>When one of his colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.</p> <p>The teacher does not file her students' writing samples in their district cum folders; doing so is time consuming, and she wants to leave early for summer break.</p>	<p>The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her."</p> <p>The teacher, considering staying late to help some of her students in after-school day care, realizes doing so would conflict with her gym class and decides against staying.</p> <p>The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.</p> <p>When her grade partner goes out on maternity leave, the teacher says, "Hello" and "Welcome" to the substitute but does not offer any further assistance.</p> <p>The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.</p>	<p>The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</p> <p>Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.</p> <p>The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.</p> <p>The English department chair says, "I appreciate when Jim attends our after-school meetings; he always contributes something meaningful to the discussion."</p> <p>The teacher learns the district's new online curriculum mapping system and enters all of her courses.</p>	<p>When the new teacher has trouble understanding directions from the principal, she immediately goes to the colleague who she can rely on for expert advice and complete discretion.</p> <p>After the school's intramural basketball program is discontinued, the teacher finds some former student-athletes to come in and work with his students, who have come to love the after-school sessions.</p> <p>The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.</p> <p>The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.</p> <p>When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she can assist her colleagues with its implementation.</p>

UNSATISFACTORY	BASIC
<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations 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.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>

Critical Attributes

<p>Teacher is dishonest.</p> <p>Teacher does not notice the needs of students.</p> <p>The teacher engages in practices that are self-serving.</p> <p>The teacher willfully rejects school district regulations.</p>	<p>Teacher is honest.</p> <p>Teacher notices the needs of students but is inconsistent in addressing them.</p> <p>Teacher does not notice that some school practices result in poor conditions for students.</p> <p>Teacher makes decisions professionally but on a limited basis.</p> <p>Teacher complies with school district regulations.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>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.</p> <p>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

<p>Teacher is honest and known for having high standards of integrity.</p> <p>Teacher actively addresses student needs.</p> <p>Teacher actively works to provide opportunities for student success.</p> <p>Teacher willingly participates in team and departmental decision making.</p> <p>Teacher complies completely with school district regulations.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students.</p> <p>Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful.</p> <p>Teacher takes a leadership role in team and departmental decision making.</p> <p>Teacher takes a leadership role regarding school district regulations.</p>
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