

Appendix 4: Rhode Island Teacher Professional Practice Rubric and Appendix 5: Teacher Professional Foundations Rubric Connection Document of Observable Behaviors

This guide is designed to identify the observable behaviors, and the research supporting those behaviors, that represent each of the components in the **Rhode Island Teacher Professional Practice Rubric**

Connection documents of observable behaviors served two important purposes in an educator evaluation system. First, they insure complete transparency for all teachers and administrators. Everyone knows the exact observable behaviors associated with each of the performance elements in the rubric. Second, it insures that all evaluators are applying the rubric in a consistent manner. This leads to high levels of inter-reliability. A teacher's evaluation should always be based on objective observable behaviors and artifacts. Connection documents of observable behaviors significantly diminish evaluator subjectivity.

The four level teacher performance rubric created in many states was designed to be general enough for local districts to assign their own specific observable behaviors to represent each of the elements. Unlike the Texas rubric, which has 57 pages of specific elements, most state rubrics are under 20 pages long. The advantage to a more general document is that local districts have more control in deciding the observable behaviors that represent the elements. The challenge for states and districts is that they now need to connect the elements to specific observable behaviors to insure there is complete transparency of expectations across the district and inter-rater reliability among the evaluators.

Rhode Island is to be commended for providing the possible examples column in the rubric. This has begun the process of assisting districts with tying observable behaviors to each component. We have significantly expanded this tool by tying the components elements in the teacher Rubric with the book *Instructional Practices That Maximize Student Achievement* (Ribas, Deane, Brady, Billings, Tamerat, Greer 2017). This book is based on over 6000 pages of current research and practice on effective teaching. It specifically shows teachers what they need to do, and the research that supports those behaviors, to be performing at a Level IV.

Districts are encouraged to modify this document by adding their own district specific connections. Local assessments, local curriculum maps, pacing guides, local professional expectations are examples of the types of local connections that should be added to this guide.

THE FRAMEWORK AT A GLANCE

DOMAIN 2: THE CLASSROOM ENVIRONMENT	DOMAIN 3: INSTRUCTION
<p>2a: Creating an Environment of Respect and Rapport Teacher interactions with students, including both words and actions Student interactions with other students, including both words and actions</p> <p>2b: Establishing a Culture for Learning Importance of the content and of learning Expectations for learning and achievement Student pride in work</p> <p>2c: Managing Classroom Procedures Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties</p> <p>2d: Managing Student Behavior Expectations Monitoring of student behavior Response to student misbehavior</p>	<p>3a: Communicating with Students Expectations for learning Directions and procedures Explanations of content Use of oral and written language</p> <p>3b: Using Questioning/Prompts and Discussion Techniques Quality of questions/prompts Discussion techniques Student participation Student participation</p> <p>3c: Engaging Students in Learning Activities and assignments Grouping of students Instructional materials and resources Structure and pacing</p> <p>3d: Using Assessment in Instruction Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring progress Lesson adjustment</p>



DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Teaching depends, fundamentally, on the quality of relationships among individuals. Teachers must manage relationships with students and must ensure that relationships among students are positive and supportive. Verbal and nonverbal behavior and patterns of interactions contribute to the overall tone of the class. In a respectful environment, all students feel valued and safe, encouraging them to take intellectual risks.

The elements of component 2a are:

Teacher interactions with students, including both words and actions

- o A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they care about their students.

Student interactions with other students, including both words and actions

- o How students treat each other is as important as how teachers treat students – and arguably, for students, even more important. At its worst, poor treatment results in bullying, which can poison the environment of an entire school. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. It's the teacher's responsibility to model and teach students how to engage in respectful interactions with one another.

Indicators include:

1. Effective turn and talk (embedded and monitored)
2. Effective processing partners (pgs. 222-223, 236: embedded and monitored)
3. All 11 components of effective group work (pgs. 95-98)
4. Questioning strategies that lead to students interacting with one and other during Q and A sessions. (processing partners, wait time)
5. Students are respectful of other students comments and ideas (pg. 87)
6. Creates a space that facilitate student to student contact (pgs. 88-90)
7. Wait time II (pgs. 229-231) to encourage more student-to-student interaction during question and answer sessions
8. Students are respectful of other students' responses (pg. 234)
9. Affirms responses with specific praise (pg. 232)
10. Checking understanding questions are invitational- students feel safe to ask questions or ask for assistance (pgs. 261 & 264)
11. Effective praise (pg. 232)
12. Develops healthy relationships with students (pgs. 344-346)
13. Creates a safe learning environment by maintaining consistent classroom management to ensure students know how to respond appropriately in all situations (pgs. 90-98; pgs. 117-129; pgs. 134-137)
14. Creates, supports and maintains effective, positive and healthy teacher-student relationships and ensures that all classroom adults do the same (pgs. 85-86)
15. Fosters a supportive classroom environment in which there are effective, healthy student – to – student interactions (pg. 87)



Component 2a: Creating an Environment of Respect and Rapport

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.	In addition to the characteristics of a level of performance 3, Teacher demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct towards classmates. There is no disrespectful behavior among students. The teacher's response to a student's incorrect response respects the student's dignity.	Teacher inquires about a student's soccer game last weekend Students say "Shhh" to classmates while the teacher or another student is speaking. Students clap enthusiastically for one another's presentations for a job well done. The teacher says: "That's an interesting idea, Student J, but you're 'forgetting....'" And others...
3	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Talk between teacher and students and among students is uniformly respectful. Teacher responds to disrespectful behavior among students. Teacher makes superficial connections with individual students.	Teacher greets students by name as they enter the class or during the lesson. The teacher gets on the same level with students, such as kneeling beside a student working at a desk. Students attend fully to what the teacher is saying. Students wait for classmates to finish speaking before beginning to talk. Students applaud politely following a classmate's presentation to the class. Students help each other and accept help from each other. Teacher and students use courtesies such as please/thank you, excuse me. Teacher says: "Don't talk that way to your classmates" and the insults stop. And others...
2	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. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	Students attend passively to the teacher, but tend talk, pass notes, etc. when other students are talking. A few students do not engage with others in the classroom, even when put together in small groups. Students applaud half-heartedly following a classmate's presentation to the class. Teacher says: "Don't talk that way to your classmates" but student shrugs his/her shoulders
1	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. Teacher does not respond to disrespectful behavior.	Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity. Students use disrespectful talk towards one another with no response from the teacher. Teacher displays no familiarity with or caring about individual students' interests or personalities.	A student slumps in his/her chair following a comment by the teacher. Students roll their eyes at a classmate's idea; the teacher does not respond. Many students talk when the teacher and other students are talking; the teacher does not correct them. Some students refuse to work with other students. Teacher does not call students by their names. I agree about the sequence; let's do this on the next pass.



DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2b: Establishing a Culture for Learning

“A culture for learning” refers to the atmosphere in the classroom that reflects the importance of the work undertaken by both students and teacher. It describes the norms that govern interactions among individuals about the activities and assignments, the look of the classroom and the general tone of the class. A classroom with a strong culture for learning is characterized by high cognitive energy, 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, and the classroom is a place where the teacher and students value learning and hard work.

The elements of component 2b are:

Importance of the content and of learning

- o In a classroom with a strong culture for learning, teachers convey the essential importance of what the students are learning.

Expectations for learning and achievement

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

Student pride in work

- o 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. They may undertake revisions on their own, or show a visitor a recent paper or project they have produced.

Indicators include:

1. Chapter 7 Raising Students' Intelligence and Motivation (including the seven components for increasing motivation listed on page 341)
2. Effective response to incorrect answer (pgs. 232-234)
3. Affirms correct responses with specific praise (pg. 232)
4. Cultivates an environment of student self advocacy (pgs. 574-578)
5. Checking understanding questions are invitational- students feel safe to ask questions or ask for assistance (pgs. 235-238; pg. 261))
6. Teacher is observed interacting with students in ways that assist students in understanding their levels of mastery on the information and skills being taught (see levels of mastery (pgs. 2-3)
7. Calling on pattern and prompts that includes all students in the Q and A (pg. 225)
8. “Inviting” student questions (pgs. 261 & 264-invitational questions)
9. Does not allow a single or small group of students to answer a disproportionate number of questions (pgs. 235-238)
10. Prompting that encourages students who don't volunteer (pg. 225), students who answer “I don't know” (pgs. 225-226), and prompting that pushes students to answer thoroughly (pg. 226).
11. Students are respectful of other students' responses (pg. 234)
12. No “happy talk” (pg. 226-227)
13. Learning styles inventory (pgs. 289-290)
14. Connecting to students' own lives and the real world (pgs. 61-62)
15. The teacher connects what the students will know and be able to do in the lesson to its real world application and the students' own lives early in the lesson, at appropriate times during the lesson, and at the end of the lesson. (pgs. 61-63)
16. Wait time I and II (pgs. 229-231) to avoid discouraging student participation from those who process more slowly or ELLs.



Component 2b: Establishing a Culture for Learning

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.	In addition to the characteristics of a level 3 of performance 3, The teacher communicates a genuine passion for the subject. Students indicate that they are not satisfied unless they have complete understanding. Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. Students recognize the efforts of their classmates. Students take initiative in improving the quality of their work.	The teacher says, "It's really fun to find the patterns for factoring polynomials." Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation. Students question one another on answers A student asks the teacher whether s/he can redo a piece of work since s/he now sees how it could be strengthened. Students work even when the teacher isn't working with them or directing their efforts. And others...
3	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The teacher communicates the importance of learning and that with hard work all students can be successful in it. The teacher demonstrates a high regard for student abilities. The teacher expects student effort and recognizes it. Students put forth good effort to complete work of high quality.	The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job." The teacher says, "This idea is really important! It's central to our understanding of history." The teacher says, "Let's work on this together. It's hard, but you all will be able to do it well." The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint. Students get to work right when an assignment is given or after entering the room. And others...
2	The classroom culture is characterized by little commitment to learning by the teacher or students. 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." 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.	The teacher's energy for the work is neutral, indicating neither a high level of commitment nor "blowing it off." The teacher conveys high expectations for only some students. Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work. Many students indicate that they are looking for an easy path to completing the work.	The teacher says, "Let's get through this." The teacher says, "I think most of you will be able to do this." Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking. The teacher does not encourage students who are struggling. Some students get to work after an assignment is given or after entering the room. And others...
1	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy in the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The teacher conveys that the reasons for the work are external. The teacher conveys to at least some students that the work is too challenging for them. The teacher trivializes the learning goals and assignments. Students exhibit little or no pride in their work. Class time is devoted more to socializing than to learning	The teacher tells students that they're doing a lesson because it's on the test; in the book, or is district- directed. The teacher says to a student, "Why don't you try this easier problem?" Students turn in sloppy or incomplete work. Students don't engage in work and the teacher ignores it. Students have not completed their homework and the teacher does not respond Almost all of the activities are busy work.



DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers who demonstrate strengths in this component 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 students work productively in instructional groups even when not under the direct supervision of the teacher, non-instructional tasks are completed efficiently, and management of transitions between activities and of materials and supplies is skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.” At the highest level of performance, the students themselves contribute to the use of these routines.

The elements of component 2c are:

Management of instructional groups

- o Much work in classrooms occurs in small groups; small-group work enables students to work with their classmates, to discuss possible approaches to a problem, and to benefit from one another’s thinking. But students cannot be expected to automatically know how to work productively in small groups. These skills, like others, must be taught, and in a well-run classroom, students are able to work independently in groups, with little supervision from the teacher.

Note: Grouping of students is also an element for 3c: Engaging Students in Learning. In that component, however, the focus is on use of student groups to maximize student engagement in learning. In other words, 3c deals with the nature of what students are doing in the small group; this component centers on the procedures students have been taught for working productively independent of direct teacher supervision.

Management of transitions

- o Many lessons engage students in different types of activities – large group, small group, independent work – and in a well-run classroom transitions between these different activities and grouping patterns proceed easily and smoothly. Little time is lost as students move from one activity to another; they know the drill and execute it seamlessly.

Management of materials and supplies

- o A clear indication of a teacher’s skill lies in the procedures for the distribution and collection of materials; experienced teachers have all necessary materials at hand, and have taught students to implement with a minimum of disruption to the flow of instruction.

Performance of non-instructional duties

- o Accomplished teachers are masters of multitasking; they take attendance, for example, while students are beginning a task that has been written on the board. Furthermore, where appropriate, students themselves contribute to the design and execution of routines for other non-instructional matters, such as the lunch count or the return of permission slips for a class trip. Overall, little instructional time is lost in activities.

Indicators include:

1. Establishes clear rules, routines, and expectations related to academic expectations (pgs. 90-109)
2. Provisioning materials (pg. 95)
3. Consistency in classroom management (pgs. 90-99; 121-129)
4. Demonstrates all nine components of effective classroom management (Chapter 3)
5. Effective rewards and consequences (pgs. 117-120)
6. Clear directions (pgs. 64-65)
7. Flexible grouping (pg. 309)
8. Cultivates and supports all 11 components of effective group work (pgs. 95-98)
9. Little or no loss of instructional time
10. Effective use of agendas in class (pgs. 46-48)



DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 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 business-like 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.

The elements of component 2d are:

Expectations

- o 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

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

Response to student misbehavior

- o 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 and provides students with an indication of how seriously the teacher takes the behavior standards. 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 respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.

Indicators include:

1. Establishes clear rules, routines, and expectations related to academic expectations (pgs. 90-109)
2. Consistency in classroom management (pgs. 90-99; 121-129)
3. Clear expectations and student self-assessment of behavior (pgs. 112-117)
4. Effective rewards and consequences (pgs. 117-120)



Component 2d: Managing Student Behavior

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher's monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs, respects student dignity.	In addition to the characteristics of a level of performance 3, Student behavior is entirely appropriate; there is no evidence of student misbehavior. The teacher monitors student behavior without speaking, just moving about the classroom. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.	A student suggests a revision in one of the classroom rules. The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops. The teacher asks to speak to a student privately about misbehavior. A student reminds his/her classmates of the class rule about chewing gum. And others...
3	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. The teacher's response to student misbehavior is consistent, appropriate and respectful to students, and effective.	Standards of conduct have been established. Student behavior is generally appropriate. The teacher frequently monitors student behavior. The teacher's response to student misbehavior is effective. The teacher acknowledges good behavior.	Upon a non-verbal signal from the teacher, students correct their behavior. The teacher moves to every section of the classroom, keeping a close eye on student behavior. The teacher gives a student a hard look, and the student stops talking to his/her neighbor. And others...
2	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	The teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. Teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent; sometimes very harsh, other times lenient.	Classroom rules are posted, but neither teacher nor students refer to them. The teacher repeatedly asks students to take their seats; some ignore him/her. 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." And others...
1	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to student misbehavior is repressive, or disrespectful of student dignity.	The classroom environment is chaotic, with no apparent standards of conduct. The teacher does not monitor student behavior. Some students violate classroom rules, without apparent teacher awareness. When the teacher notices student misbehavior, s/he appears helpless to do anything about it.	Students are talking among themselves, with no attempt by the teacher to silence them. An object flies through the air without the teacher appearing to notice. Students are running around the room, resulting in chaos. Students are using their phones and other electronics; the teacher doesn't do anything And others...



DOMAIN 3: INSTRUCTION

Component 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 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; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to student interests and prior knowledge. 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. The teacher presents complex concepts in ways that provide scaffolding and access to students.

The elements of component 3a are:

Expectations for learning

- o Classrooms are business-like places, with important work taking place. This is not to suggest that they are somber; indeed, they may be joyful, but still business-like. The goals for learning are communicated clearly to students. Even if these goals are not conveyed at the outset of a lesson (for example, during an inquiry lesson in science), by the end of the lesson students are clear about what they have been learning.

Directions and procedures

- o Students must be clear about what they are expected to do during a lesson, particularly if they are working independently or with classmates without direct teacher supervision. Directions and procedures for the lesson activities may be provided orally, in writing, or in some combination of the two. Some teachers use a board or projection device to good effect; students can refer to it without requiring the teacher's attention.

Explanations of content

- o Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to student interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions.

Use of oral and written language

- o 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 include:

1. Mastery objectives (pgs. 10-13; 45-46) and their communication
2. Mastery objectives clearly posted, in mastery form (student friendly, observable, measureable). Plans for bringing them to students' attention at the outset of the lesson, at appropriate times during the lesson, and at the end of the lesson. Students can tell you what they are learning and why.
3. Effective use of agendas in class (pgs. 46-48)
4. Impact of use of visuals on learning (pgs. 58-59)
5. Clear directions (pgs. 64-65)
6. Effective turn-and-talk and processing partners (pgs. 222-223, 236: embedded and monitored)
7. Questioning strategies that lead to students interacting with one and other during Q and A sessions. (processing partners, wait time)
8. Flexible grouping (pg. 309)
9. Differentiated instruction lesson planning (pgs. 283-287) including planning for special education, ELL, and other special population students (essays on special education and ELL at the end of each chapter)



Component 3a: Communicating with Students

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with student interests. Students contribute to extending the content and explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.	In addition to the characteristics of a level of performance 3, The teacher points out possible areas for misunderstanding. The teacher explains content clearly, using metaphors and analogies to bring content to life. All students seem to understand the presentation. The teacher invites students to explain the content to the class or to a small group of classmates. The teacher uses rich language and offers brief vocabulary lessons where appropriate.	The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully." The teacher asks a student to explain the task to other students. When needed, a student offers clarification about the learning task to classmates. 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 temperature of water in a hose that has been sitting in the sun. The teacher says, "Who would like to explain this idea to us?" The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in-, as in inequality, means "not," and the prefix un- also means the same thing. And others...
3	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. The teacher's explanation of content is well scaffolded, clear and accurate, and connects with student knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher states clearly, at some point during the lesson, what the students are learning. If appropriate, the teacher models the process to be followed in the task. Students engage with the learning task, indicating that they understand what they are to do. The teacher makes no content errors. Teacher's explanation of content is clear, and invites student participation and thinking. Vocabulary and usage are correct and completely suited to the lesson. Vocabulary is appropriate to students' ages and levels of development.	"By the end of today's lesson, you're all going to be able to factor different types of polynomials." During a presentation of content, the teacher asks of students, "Can anyone think of an example of that?" The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention. And others...
2	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. The teacher's explanation of the content may contain minor errors; some portions are clear, while other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. The teacher's spoken language is correct; however, vocabulary is limited or not fully appropriate to students' ages or backgrounds.	The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. Teacher must clarify the learning task so students can complete it. The teacher makes no serious content errors, but may make a minor error. The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students. Vocabulary and usage are correct but unimaginative. Vocabulary is too advanced or juvenile for the students.	The teacher mispronounces the word phonemes. The teacher says, "And oh, by the way, today we're going to factor polynomials." A student asks, "What are we supposed to be doing?" and the teacher clarifies the task. Students ask "What do I write here?" in order to complete a task. The teacher says, "Watch me while I show you how to solve the equation" with students asked only to listen. A number of students do not seem to be following the explanation. Students are inattentive during the teacher's explanation of content. And others...
1	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	At no time during the lesson does the teacher convey to the students what they will be learning. Students indicate through their questions that they are confused as to the learning task. The teacher makes a serious content error that will affect student understanding of the lesson. Students indicate through body language or questions that they don't understand the content being presented. The teacher's communications include errors of vocabulary or usage. Vocabulary is inappropriate to the age or culture of the students.	A student asks: "What are we supposed to be doing?" but the teacher ignores the question. The teacher states that to add fractions, they must have the same numerator. Students have a quizzical look on their faces; some may withdraw from the lesson. Students become disruptive, or talk among themselves in an effort to follow the lesson. The teacher uses technical terms without explaining their meanings. The teacher uses the word ain't. Most students ask what they are to do or look around for clues from others. And others...



DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning/Prompts and Discussion Techniques

Questioning and discussion is the only instructional strategies specifically referred to in the Framework for Teaching; this reflects their central importance to teachers' practice. In the framework, questioning and discussion are used as techniques to deepen student understanding, rather than serving merely as recitation, or a verbal "quiz." Good questions use divergent, as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions to which they do not know the answers. Asking questions, even when the question has a limited number of correct responses, is likely to promote student thinking. Effective questioning and discussion techniques lead to animated class discussions that engage all students in considering important issues and in using their own language to deepen and extend their understanding. Discussions may be based around questions formulated by the students themselves.

Not all questions must be at a high cognitive level on order for a teacher's performance to be rated at a high level; however, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is on board. Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In lessons involving small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component.

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

The elements of component 3b are:

Quality of questions/prompts

- o 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 they 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 review. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen student understanding.

Discussion techniques

- o Some teachers report that "we discussed x" when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as explanation is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and also enables students to engage in discussion directly with one another, not always mediated by the teacher.

Student participation

- o In some classes a few students tend to dominate the discussion,, other students, recognizing this pattern, hold back their contributions. Experienced teachers use a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.

Indicators include:

1. Chooses questions prior to the start of the lesson based on the purposes of the questions (pgs. 214-216)
2. Appropriate mix of recall, comprehension, and H.O.T.S (pgs. 219-222) to check and develop higher order thinking
3. Checking understanding questions are invitational- students feel safe to ask questions or ask for assistance (pg. 235-238)
4. Wait time I and II (pgs. 229-231)
5. Dipsticking (pgs. 216-217)
6. Manages space and proximity to check understanding (pgs. 88-90)
7. Avoiding multiple questions in quick succession (pg. 227)
8. Extra wait time and/or pre-alerts for ELL students or special education students who have auditory processing issues (264-265)
9. Effective response to incorrect answer (pgs. 232-234)
10. Affirms correct responses with specific praise (pg. 232)
11. Calling on pattern and prompts that includes all students in the Q and A (pgs. 225-229)
12. Does not allow a single or small group of students to answer a disproportionate number of questions (pgs.235-238)
13. Prompting that pushes students to answer thoroughly (pg. 226), students who don't volunteer (pg. 225), students who answer "I don't know" (pgs. 225-226).
14. Students are respectful of other students' responses (pg. 234)
15. No "happy talk" (pgs. 226-227)
16. Avoids repeating students' responses (unless to clarify or if the teacher believes other students did not hear the response) (pg. 232)

Component 3b: Using Questioning/Prompts and Discussion Techniques

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	In addition to the characteristics of a level of performance 3, Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion.	A student asks, "How many ways are there to get this answer?" A student says to a classmate, "I don't think I agree with you on this, because..." A student asks other students, "Does anyone have another idea as to how we might figure this out?" A student asks "What if...?" And others...
3	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. The teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. The teacher makes effective use of wait time. The teacher builds on and uses student responses to questions effectively. Discussions enable students to talk to one another, without ongoing mediation by the teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion.	The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?" The teacher uses plural the form in asking questions, such as, "What are some things you think might contribute to...?" The teacher asks, "Student M, can you comment on Student T's idea?" and Student M responds directly to Student T. The teacher asks a question and asks every student to write a brief response and share it with a partner; the teacher then invites a few students to offer their ideas to the entire class. And others....
2	The teacher's questions lead students along a single path of inquiry, with answers seemingly determined in advance. Or the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	The teacher frames some questions designed to promote student thinking, but only a few students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number actually participate in the discussion.	Many questions are of the "recitation" type, such as, "How many members of the House of Representatives are there?" In a lesson on plot structure in a Dickens novel, the teacher asks, "Where was Shakespeare born?" The teacher asks, "Who has an idea about this?" but the same three students offer comments. The teacher asks, "Student M, can you comment on Student T's idea?" but Student M does not respond, or makes a comment directly to the teacher. And others...
1	The teacher's questions are of low cognitive challenge, with single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Questions are rapid-fire, and convergent, with single correct answers. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few students dominate the discussion.	All questions are of the "recitation" type, such as, "What is 3×4 ?" The teacher asks a question for which the answer is on the board; students respond by reading it. The teacher only calls on students who have their hands up. And others...



DOMAIN 3: INSTRUCTION

Component 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 discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive 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, has done or has planned.

The elements of component 3c are:

Activities and assignments

- o 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 those that require student thinking, that emphasize depth over breadth, and that may allow students to exercise some choice.

Grouping of students

- o 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 they could be formed randomly. Whatever the arrangement, skilled teachers decide it purposefully.

Note: Grouping of students is also an element for 2c: Managing Classroom Procedures. In that component, however, the focus is on the procedures students have been taught for working independently of teacher supervision; this component, on the other hand, centers on the use of student groups to maximize student engagement in learning.

Instructional materials and resources

- o The instructional materials a teacher selects to use in the classroom can have an enormous impact on student experience. While 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

- o Neither adults nor students like to be either bored or rushed in completing a task. Keeping things moving within a well-defined structure is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:

1. Differentiated instruction lesson planning (pgs. 283-287), including planning for special education, ELL, and other special population students (essays on special education and ELL at the end of each chapter- pgs. 332-337)
2. Mastery objectives (pgs. 10-13, 45-46) and their communication
3. Mastery objectives clearly posted, in mastery form (student friendly, observable, measureable). Plans for bringing them to students’ attention at the outset of the lesson, at appropriate times during the lesson, and at the end of the lesson. Students can tell you what they are learning and why
4. Activators (pgs. 49-55)
5. Summarizers (pgs. 67-73)
6. All 11 components of effective group work (pgs. 95-98)
7. Flexible grouping (pg. 309)
8. Provisioning materials (pg. 95)
9. Uses appropriate technology to increase student motivation and mastery (pg. 275)
10. Utilizes effective pacing and engaging teaching (pgs. 120-121; 343-344)



Component 3c: Engaging Students in Learning

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	<p>Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p>	<p>In addition to the characteristics of a level of performance 3, Virtually all students are highly engaged in the lesson. Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. Students suggest modifications to the grouping patterns used. Students have extensive choice in how they complete tasks. Students suggest modifications or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Students are asked to write an essay “in the style of Hemmingway.” A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. Students identify or create their own learning materials. Students summarize their learning from the lesson. And others...</p>
3	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Most students are intellectually engaged in the lesson. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. Students have some choice in how they complete learning tasks. There is a mix of different types of groupings, suitable to the lesson objectives. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged.</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. Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. There is a clear beginning, middle, and end to the lesson. The lesson is neither rushed nor does it drag. Five students (out of 27) are playing video games, texting, etc. And others...</p>
2	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and recall. Student engagement with the content is largely passive, learning primarily facts or procedures. Students have no choice in how they complete tasks. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. The pacing of the lesson is uneven; it is suitable in parts, but rushed or dragging in others.</p>	<p>In three of the five small groups, students are figuring out an answer to the assigned problem. Students are asked to fill in a worksheet, following an established procedure. There is a recognizable beginning, middle, and end to the lesson. The teacher lectures for 20 minutes, and provides 15 minutes for the students to write an essay; most students are able to complete it during this time. And others...</p>
1	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>	<p>Few students are intellectually engaged in the lesson. Learning tasks require only recall or have a single correct response or method. The materials used ask students only to perform rote tasks. Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed.</p>	<p>Most students are playing video games during the lesson. Students are able to fill out the lesson worksheet by copying words from the board. The teacher lectures for 45 minutes. Most students don’t have time to complete the assignment, but the teacher moves on in the lesson anyways. And others...</p>



DOMAIN 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Assessment of student learning plays an important role in instruction; it no longer signals the end of instruction; but 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 they 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 their finger on the pulse of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

Although a teacher's actions in monitoring student learning may superficially look the same as those for monitoring student behavior, monitoring learning has a fundamentally different purpose. When teachers are monitoring behavior, they are alert to students who may be passing notes, or bothering their neighbors; when teachers monitor 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 the purpose in doing so is quite different in the each situation.

On the surface, questions asked of students to 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. Indeed, for the purpose of monitoring, many teachers create questions specifically meant to elicit the extent of student understanding, and they use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students to monitor their own learning against clear standards (and actually teaching them the necessary skills to do so) is demonstrated by teachers at high levels of performance in this component.

In addition to monitoring of student learning and providing feedback to students, a teacher's skill is greatly strengthened by the capacity to make mid-course corrections when needed, to seize on a teachable moment or enlist students' particular interests to enrich an explanation.

The elements of component 3d are:

Assessment Criteria

- o Teachers can't incorporate assessment strategies into their teaching, nor can students monitor their own learning, if the criteria for assessment are not clear to teachers and publicly known by students. At its highest level, students themselves have had a hand in articulating the criteria (for example, a clear oral presentation).

Monitoring of student learning

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

Feedback to students

- o Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to 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

- o The culmination of student assumption of responsibility for learning is monitoring their own learning and taking appropriate action. Of course, students can do this only if the criteria for learning are clear and if they have been taught the skills of checking their work against those criteria.

Lesson adjustment

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

Indicators include:

1. Chooses questions prior to the start of the lesson based on the purposes of the questions (pgs. 214-215)
2. Implements the use of student self-assessments as a way of increasing student ownership and initiative over their use of reading, writing, speaking, and listening (pgs. 164-179)
3. Checking understanding questions are invitational- students feel safe to ask questions or ask for assistance (pg. 235-238)
4. Does not allow a single or small group of students to answer a disproportionate number of questions (pgs. 235-238)
5. Prompting that pushes students to answer thoroughly (pgs. 225-226): students who don't volunteer, (pg. 225), students who answer "I don't know" (pgs. 225-226)
6. Appropriate mix of recall, comprehension, and H.O.T.S (pgs. 219-222) to check and develop higher order thinking (H.O.T.)
7. Calling on pattern and prompts that includes all students in the Q and A (pg. 225; pgs. 235-238)
8. "Inviting" student questions (pg. 237; pg. 261: invitational questions)
9. Manages space and proximity to check understanding (pgs. 88-90)
10. Avoiding multiple questions in quick succession (pg. 227)
11. Effective response to incorrect answer (pgs. 232-234)
12. No "happy talk" (pg. 226-227)
13. Dipsticking (pgs. 216-217)
14. Wait time I and II (pgs. 229-231)

Component 3d: Using Assessment in Instruction

LEVEL	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES	
4	<p>In addition to the characteristics of a level of performance 3, 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 class's pulse.</p> <p>The teacher makes frequent use of strategies to elicit information about individual student understanding.</p> <p>Feedback to students 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> <p>The teacher's adjustments to the lesson are designed to assist individual students.</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 and provides specific feedback to individual students.</p> <p>The teacher uses popsicle sticks or 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> <p>And others...</p>	
3	<p>Students indicate that they clearly understand the characteristics of high-quality work.</p> <p>Feedback includes specific and timely guidance on how students can improve their performance.</p> <p>The teacher elicits evidence of individual student understanding during the lesson, for at least some groups of students.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</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>And others...</p>	
2	<p>There is little evidence that the students understand how their work will be evaluated.</p> <p>The teacher monitors understanding through a single method, or without ensuring that all students understand.</p> <p>The teacher requests global indications of student understanding.</p> <p>Feedback to students is not uniformly specific, not oriented toward future improvement of work.</p> <p>The teacher makes only minor attempts to engage students in self- or peer-assessment.</p> <p>The teacher's attempts to adjust the lesson are partially successful.</p>	<p>The 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>After receiving a correct response from one student, the teacher continues without ascertaining whether all students understand the concept.</p> <p>And others...</p>	
1	<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. There is no attempt to adjust the lesson as a result of assessment.</p>	<p>The teacher gives no indication of what high-quality work looks like.</p> <p>Assessment is used only for grading.</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>The teacher makes no attempt to adjust the lesson based on student confusion.</p>	<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>And others...</p>



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Appendix 5: Teacher Professional Foundations Rubric

THE RUBRIC AT A GLANCE

DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION	DOMAIN 2: PROFESSIONALISM	DOMAIN 3: PLANNING
<p>PF1: Understand and participates in school/district – based initiatives and activities</p> <ul style="list-style-type: none"> • Knowledge of school and district initiatives and activities • Involvement in school and district initiatives and activities <p>PF2: Solicits, maintains records of, and communicates appropriate information about students’ behavior, learning needs, and academic progress</p> <ul style="list-style-type: none"> • Teacher interactions with parents • Teacher interactions with colleagues • Student or personnel records <ul style="list-style-type: none"> • Grade books • Specialists referrals 	<p>PF3: Acts on the belief that all students can learn and advocates for students’ best interests</p> <ul style="list-style-type: none"> •Teacher interactions with students •Teacher interactions with parents •Course offerings •Support services offerings •Student advocacy meetings or call notes •After school support logs <p>PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions</p> <ul style="list-style-type: none"> •Teacher interactions with students •Teacher interactions with colleagues •Teacher interactions with parents or other community members <p>PF5: Acts ethically and with integrity while following all school, district, and state policies</p> <ul style="list-style-type: none"> •Required personnel file documentation of behavior •Interactions with school leadership •Interactions with colleagues <p>PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators</p> <ul style="list-style-type: none"> •Professional Growth Plans •Involvement in district or school-sponsored professional development 	<p>PF7: Plans effectively based on accurate knowledge of how children learn and develop</p> <ul style="list-style-type: none"> • Lesson and unit plans • Classroom materials and learning activities <ul style="list-style-type: none"> • Assessments <p>PF8: Uses data appropriately to plan instruction for a diverse group of learners</p> <ul style="list-style-type: none"> • Lesson and unit plans • Classroom materials and learning activities <ul style="list-style-type: none"> • Assessments



PROFESSIONAL FOUNDATIONS DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PF1: *Understands and participates in school/district-based initiatives and activities*

Beyond instruction, teachers are responsible for understanding new initiatives in the district and school. In addition, the professional educator engages meaningfully in activities and initiatives that support the efforts of other colleagues, show appreciation to community members and recognize the academic and non-academic accomplishments of students. Any activities that may support the operation of the school and advance the knowledge and skills of adults in the school community are taken seriously and, when appropriate, led by teachers.

ELEMENTS: Knowledge of school and district initiatives and activities • Involvement in school and district initiatives and activities

INDICATORS: Attendance at school or district activities • Leadership roles in a school or district activities • Contributions to school or district activities

1. Support colleagues by following the principles of group success (pgs. 520-522),effective group norms when working with peer facilitated professional development groups (pgs. 522-523), Group Team Improvement Cycle pg.525)
2. Can describe the stages of group development for peer facilitated professional development groups (pg. 522) and help develop those stages when working in peer facilitated professional development groups.
3. Exhibits the characteristics of effective peer teams when working in a peer facilitated professional development groups (pgs. 534-535)
4. Maintains appropriate confidentiality when working in peer facilitated professional development groups (pg. 523)

PF1: *Understands and participates in school/district-based initiatives and activities*

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The teacher plays a leading role in the development or management of district and school initiatives and/or activities inside and outside of the classroom as well as those within the professional community of educators. The teacher has an awareness of the initiatives and activities led by his/her colleagues and support their work.	In addition to the criteria for “meets expectations,” <ul style="list-style-type: none"> •The teacher shares information with colleagues about particular district or school initiatives. •The teacher leads a district or school initiative or activity, if given the opportunity. 	<ul style="list-style-type: none"> •The teacher shares information with colleagues about particular district or school initiatives. •The teacher leads a district or school initiative or activity, if given the opportunity.
2	The teacher participates or has participated in the development or management of district and school initiatives and/or activities inside and outside of the classroom as well as those within the professional community of educators. The teacher has an awareness of the initiatives and activities led by his/her colleagues and supports their work.	<ul style="list-style-type: none"> •The teacher can speak knowledgeably about current district or school initiatives and activities. •The teacher attends school or district sponsored activities and participates in a constructive manner. •The teacher actively volunteers to participate in school or district related activities. •The teacher supports his or her colleagues when they lead activities. 	<ul style="list-style-type: none"> •The teacher is aware of and has read recent communications from district leadership. •The teacher attends a district – led information session •The teacher volunteers to assist a colleague with a school or district activity or initiative •The teacher participates in a school-organized food drive by encouraging students to bring in canned goods.
1	The teacher does not demonstrate awareness of district or school initiatives and activities. The educator avoids participating in one or more activities or initiative and does not demonstrate supportive behavior toward the work of his/her colleagues.	<ul style="list-style-type: none"> •When asked to support a district or school initiative, the teacher does not participate or participates in a non-constructive manner. •The teacher does not demonstrate knowledge or demonstrates inaccurate knowledge of district initiatives and activities. 	<ul style="list-style-type: none"> •When asked to attend a professional development session, the teacher is disengaged, does not complete the required work or is disruptive. •The teacher does not read materials provided to him or her related to a district or school initiative. •The teacher avoids assisting a colleague with a school or district activity when asked.

PROFESSIONAL FOUNDATIONS DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs and academic progress.

A key responsibility of teachers is keeping accurate records relating to student behavior, learning needs and academic progress. Record keeping should include artifacts of student work, formative and summative checks on the students' progress, grade books, records and non-instructional interactions having to do with student behavior or social skills. This data must be collected and tracked in a systematic way, making it easy to find and communicate student progress to other colleagues, parents or the students themselves. When this is done well, the teacher, colleagues, students and the students' families are clear on how well students are doing in school.

ELEMENTS: Teacher interactions with parents • Teacher interactions with colleagues • Student or personnel records • Grade books • Specialist referrals

INDICATORS: Seeking information about students' past performance • Seeking information about students' challenges, learning disabilities, or other individual needs
Maintaining records of and referencing IEPs, 504 plans, PLPs or other ILPs • Communicating student academic progress to students and families • Communicating non-instructional information about students in a timely manner to parents and colleagues • Sharing information professionally

1. Engages parent involvement with homework (pgs. 99-107)
2. Conducts successful curriculum nights (a.k.a. back to school nights or coffees, etc.) for parents (pgs. 436-440)
3. Uses newsletters and/or websites to communicate expectations to parents (pgs. 440-448)
4. Uses student portfolios as a means of communicating expectations and achievement to parents (pg. 449)
5. Effectively uses email for parents communication (pgs. 449-450)
6. Supports and facilitates student lead parent conferences for special education teachers and general education teachers (pgs. 453-454)
7. Informs parents of their impact on student learning by explaining the impact of year around learning on student achievement (pgs. 433-434)
8. Informs parents of the top 10 List or How Can I Help My Child Keep Learning This Summer strategies (pgs. 434-435)
9. Communicates impact of home and family on learnable intelligence (pgs. 350-353)
10. Conducts effective parent conferences (pgs. 420-426)
11. Uses strategies to involve the uninvolved parent (pgs. 427-429)
12. Uses the stages of listening to increase parent involvement (pgs. 429-430)
13. Uses strategies for difficult parent conferences (including case studies) (pgs. 431-432)
14. Provides resources to parents for successful conferences and school-family collaboration (Tips for Success for Parents) (pgs. 432-433)
15. Provides and explains to parents the appropriate rubrics and criteria sheets used to assess student performance (pgs. 437-450)



PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs and academic progress.

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	<p>The teacher goes above and beyond to ensure that students and their families understand how each student is performing. Materials are tailored to individual student and family needs and students systematically take part in tracking and communicating their progress to others. All data and records are accurate, up-to-date, and reflect input from a variety of sources, as necessary.</p>	<p>In addition to the criteria for "meets expectations,"</p> <ul style="list-style-type: none"> • Students take the lead role in tracking and communicating their performance • Additional attempts are made to communicate student performance to colleagues and families • Student progress is communicated in a variety of ways 	<ul style="list-style-type: none"> • After reviewing answers to a quiz, students record their scores on a graph used to track their own progress and the graph is initialed by parents each week. • Regular progress reposts showing all assignment scores are sent home and returned signed by a guardian; when they are not returned signed, the educator follows up with a call to the parents. • The teacher meets with other grade level educators to compile a master list of missing assignments for a particular student that will be discussed during a conference with the student.
2	<p>The teacher has a system for collecting and maintaining information about student progress academically and non-academically. The teacher regularly coordinates with grade level or subject matter colleagues, solicits appropriate information from parents, and uses this information to inform instruction. Records of student performance are accurate and up-to-date. Students and families have a clear understanding of the student's performance.</p>	<ul style="list-style-type: none"> • Student records are updated as appropriate. • Students and parents are aware of the student's performance • The teacher uses student records as a means of regularly communicating progress to students. • Parents understand how well their students are doing. 	<ul style="list-style-type: none"> • The teacher maintains a comprehensive record or appropriate modifications and accommodations for students. • The teacher has copies of required student accommodations on file. • Grade books are updated weekly and students receive a regular report of their progress in the class. • Students have copies of individual progress reports for their performance in the educator's class. • Parents receive regular communications regarding student progress in addition to report cards.
1	<p>Communication may not occur regularly with parents or colleagues. The teacher may assume information about student performance without seeking out actual records. Students do not have a clear understanding of their current performance.</p>	<ul style="list-style-type: none"> • Records of communications with parents or colleagues are incomplete or demonstrate inconsistent communication. • The teacher is unaware of the required accommodations necessary for individual students or accommodations are not being made appropriately due to a lack of information. • Student records are not accurate or up-to-date. 	<ul style="list-style-type: none"> • Grade books have not been updated for several weeks. • When asked, the teacher is unaware of which students require accommodations or the accommodations they receive. • The teacher expresses concern about a student's continual lack of progress but reports not having contacted a parent to discuss it. • Parents cannot articulate their student's progress or status.

PROFESSIONAL FOUNDATIONS DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PF₃: *Acts on the belief that all students can learn and advocates for students' best interests*

Fundamental to effective public education is the unwavering belief that all students, no matter what their circumstances, are capable of learning and worth the effort to ensure they succeed in their studies. Teachers who demonstrate a belief that all students can learn stop at nothing to provide educational opportunities for their students, look out for students health and safety, and advocate for community access to social services and other events and activities central to families' well-being.

ELEMENTS: Teacher interactions with students • Teacher interactions with parents • Course offerings • Support services offerings • Student advocacy meeting or call notes • After school support logs

INDICATORS: Addressing student needs beyond those of the traditional classroom • Advocating for student health services • Enforcement of individual learning plans and other development tracking tools • Communicating information about students' needs and available services to students and families • Holding oneself and colleagues accountable for all students' learning • Posting hallway and classroom messages indicating all students can learn

1. Cultivates an environment of student self advocacy (pgs. 573-578)
2. Affirms responses with specific praise (pg. 232)
3. Checking understanding questions are invitational- students feel safe to ask questions or ask for assistance (pgs. 235-238)
4. Teacher is observed interacting with students in ways that assist students in understanding their levels of mastery on the information and skills being taught (pgs. 2-5)
5. Demonstrates the characteristics of effective communication and conferencing with parents and guardians (see pgs. 420-432).
6. Impact of cultivating student relationships (pgs. 344-346)
7. Strategies for leveraging relationships (pgs. 85-88)
8. Develops healthy relationships with students (pgs. 344-346)
9. Collaborates with mental health and school-based support staff to ensure all students have necessary support to be successful (pgs. 471-472; pgs 483-484; pg. 522)
10. Creates a safe learning environment by maintaining consistent classroom management to ensure students know how to respond appropriately in all situations (pgs. 90-99; pgs. 117-129; pgs. 134-138)

PF₃: *Acts on the belief that all students can learn and advocates for students' best interests*

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The teacher pushes the school community to continuously increase academic learning and proficiency for all students. Teachers hold themselves accountable for all students' learning and development. Students with non-academic needs are identified and fully served through school or additional services. The teacher sets high academic goals and achieves them.	In addition to the criteria for "meets expectations," <ul style="list-style-type: none"> • The teacher acts with purpose on the conviction that all students can learn with conviction and purpose and /or inspires others to act on the belief that all students can learn • The teacher frequently advocates for students' best interests with persistence and conviction, including students' individualized needs 	<ul style="list-style-type: none"> • After The teacher has a shared sense of responsibility for students' learning • Students take pride in their learning and are able to focus on academic pursuits • The teacher expects students to achieve on or above grade – level • The teacher takes responsibility for students making up for learning not achieved in previous courses
2	The teacher is focused on ensuring all students achieve their maximum potential. The teacher holds him or herself accountable for all students' learning and development. The teacher identifies students with non-academic needs and works to receive appropriate assistance from the school or additional services. The educator sets high academic goals for all students.	<ul style="list-style-type: none"> • The teacher acts on the belief that all students can learn • The teacher advocates for students' best interests, including students' individualized needs 	<ul style="list-style-type: none"> • The teacher reports feeling responsible for student learning • The teacher expects each student to either achieve on grade level or learn at a pace of one academic year of growth per year • Students' basic needs are met • Students who demonstrate non-academic need receive appropriate services
1	The teacher accepts less than full proficiency for all students and believes others are responsible for students' learning and development. Students with non-academic needs are not identified or they are not effectively assisted by the school or additional services. The teacher may believe some groups of students or individual students are unable to learn course material. The teacher does not set goals or sets low academic goals for some students.	<ul style="list-style-type: none"> • The teacher infrequently and/or inappropriately advocates for students' best interests, including students' individualized needs. • The teacher acts on the belief that only some students or groups of students can learn. 	<ul style="list-style-type: none"> • Students who experience non-academic challenges suffer academically as a result • The teacher routinely allows some students to consistently fall far below grade level or fails to ensure that all students make appropriate academic progress • Parents or students are blamed for students' poor academic performance • The teacher believes s/he cannot be held accountable for student learning

PROFESSIONAL FOUNDATIONS DOMAIN 2: PROFESSIONALISM

PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions

Strong school community is characterized by mutual support and respect and by the recognition that all community members contribute to the school environment. Strong culture means educators have high expectations for themselves and others, maintain a commitment to physical and emotional safety, and ultimately support students, adults and stakeholders in realizing the mission and vision for the school.

ELEMENTS: Interactions with colleagues • Interactions with parents or other community members

INDICATORS: Respectful communication • Body language • Professional manner • Encouragement • Active listening • Clear and accessible written communication

1. Exhibits the characteristics of effective peer teams when working in a peer facilitated professional development groups (pg. pg. 534-535)
2. Maintains appropriate confidentiality when working in peer facilitated professional development groups (pg. 523)
3. Seeks out and is open to feedback from colleagues (pgs. 532-562) administrators, students, and families (pgs. 429-430)
4. When communicating with colleagues, demonstrates the characteristics of the team norms (see sample team norms on pg. 522), engages in ongoing improvement cycle for collaborative groups (pg. 525), and works to bring the group to the highest stages (pg. 522) of Collegial Professional Development Groups.

PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	Interactions between the teacher and other adults reflect a high degree of respect. The teacher is admired by his or her colleagues' and community members interact with him or her in a positive and respectful manner. The teacher models good leadership behaviors for students and colleagues.	In addition to the criteria for "meets expectations," <ul style="list-style-type: none"> •Is often approached by colleagues to discuss work-related and non-related topics. •Is respectful and supportive of colleagues in challenging times. •Maintains a positive attitude in the face of challenges. •Leads the development of a safe, supportive, collaborative culture, including the interaction between the school and the community. 	<ul style="list-style-type: none"> •A variety of educators seek advice from him or her. •The teacher convenes groups of educators to solve a problem. •The teacher is a role model of respectful and direct interactions. •Other educators seek counsel when they face difficult conversations.
2	Interactions between the teacher and other adults reflect a commitment to positivity. The teacher is respected by others and is supportive of other staff members. Community members feel comfortable speaking with the teacher.	<ul style="list-style-type: none"> •Interactions between the teacher and other adults are uniformly respectful. •Connections with colleagues are genuine and mutually sincere. •The teacher cares about the success of his or her colleagues. •Maintains a neutral to positive attitude in the face of challenges. •The teacher works toward a safe, supportive, collaborative, culture including the interaction between the school and the community. •Examines personal assumptions, values, beliefs, and practice to achieve the mission, vision, and goals for students learning. 	<ul style="list-style-type: none"> •The teacher works well with all colleagues. •The teacher greets colleagues and other adults by name. •The teacher regularly communicates with families and establishes a sense of accessibility and openness.
1	Interactions between the teacher and other adults reflect some negativity. The teacher is not respected by others because he or she is unsupportive of other staff members. Community members do not feel comfortable speaking with the teacher.	<ul style="list-style-type: none"> •The teacher communicates disrespectfully with his or her colleagues. •In the face of challenges, the teacher is negative. •The teacher fails to contribute or contributes inappropriately to the development of a safe, supportive, collaborative culture. 	<ul style="list-style-type: none"> •The teacher refuses to work with some colleagues. •The teacher does not call colleagues by their names. •The teacher does not reply to colleague's emails of other communications.

PROFESSIONAL FOUNDATIONS DOMAIN 2: PROFESSIONALISM

PF5: *Acts ethically and with integrity while following all school, district and state policies*

Great teachers demonstrate professionalism by using sound professional judgment in all situations. They advocate for students' best interests, even if that means challenging traditional views. They follow school and district policies and procedures, but may suggest ways to update those that are out of date. Interactions with colleagues are always professional and reflect a high level of integrity. The teacher is trusted by others and commits to solving problems or addressing misunderstandings before they become a larger issue. In addition, the teacher intervenes on a student or colleague's behalf if they may be in danger or are being treated unfairly by their peers.

ELEMENTS: Required personnel file documentation of behavior • Interactions with school leadership • Interactions with colleagues

INDICATORS: Ethical behavior • Adherence to school, district and state policies • Advocacy

PF5: *Acts ethically and with integrity while following all school, district and state policies*

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	Other educators look to the teacher as a role model who makes a concerted effort to challenge negative attitudes or practices and ensures that all students, particularly those traditionally underserved, are respected in the school. Her or she complies fully with school or district policies taking a leadership role in with colleagues ensuring that such decisions are based on professional standards. The teacher interacts with students, colleagues, parents, and others in an ethical and professional manner that is fair and equitable.	<p>In addition to the criteria for "meets expectations,"</p> <ul style="list-style-type: none"> •Is considered a leader in terms of honesty, integrity, and confidentiality. •Makes a concerted effort to ensure that opportunities are available for all students to be successful. •Takes a leadership role in team and departmental decision-making. •Leads the development or revision of codes of professional conduct. 	<ul style="list-style-type: none"> •The teacher notices when mistakes have been made on a student's progress report and ensure they are corrected. •The teacher asks to meet directly with the principal when a misunderstanding arises between the two.
2	The teacher acts ethically and with integrity, whether in a situation related to his own conduct or the conduct of peers or students. The teacher complies with school and district policies. The educator interacts with students, colleagues, parents, and others in a professional manner that is fair and equitable.	<ul style="list-style-type: none"> •The teacher acts ethically and makes decisions that reflect a strong moral code. •The teacher develops and maintains an understanding of current state, district, and school policies and initiatives. •The teacher maintains professional standards guided by legal and ethical principles. •The teacher appropriately informs others regarding critical safety information. •The teacher is guide by codes of conduct adopted by their professional organization. 	<ul style="list-style-type: none"> •The teacher recognizes when he/she or a colleague has done something wrong and is committed to making it right. •The teacher consults district/school/state policy handbooks when faced with a situation related to a district/school policy. •If a student reports being in trouble outside of school, the educator makes this known to the proper authorities.
1	The teacher acts unethically or does not follow district/school/state policies.	<ul style="list-style-type: none"> •The teacher may act unethically at times or makes decisions that do not reflect a strong moral code. •The teacher demonstrates a lack of functional understanding of, or compliance with, current state, district, and school policies and initiatives. •The teacher fails to consistently maintain professional standards guided by legal and ethical principles. 	<ul style="list-style-type: none"> •The teacher lets wrongdoings go unaddressed. •The teacher does not follow all school/district/state rules or expresses that policies should not apply to him or her. •The teacher does not convey information about students to the proper administrator and authorities. •The teacher is frequently late to school, late to meetings or does not come to work prepared.

PROFESSIONAL FOUNDATIONS DOMAIN 2: PROFESSIONALISM

PF6: *Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning.*

All professionals, especially educators, require continued development and growth to remain current in their field. Strong teachers are committed to lifelong learning and often rely on colleagues and other stakeholders to reflect on their practice, stay current with knowledge and skills and use this knowledge to improve. Students often provide the best feedback on practice and the best educators wisely use information from students to improve their practice and grown as a professional.

ELEMENTS: Professional Growth Plans • Involvement in district or school-sponsored professional development

INDICATORS: Collaboration with colleagues (seeks assistance and provides assistance to other educators)• Setting and working toward meaningful Professional Growth Goals •Taking advantage of available district/school resources to advance professional growth

1. Is able to design and carry out peer facilitated action research (chapter 11 pg 517; chapter 11 pgs. 535-541; with special education students pgs. 508-512 and with ELL students pgs. 513-515.)
2. Is able to design and carry out peer facilitated lesson study (pgs. 542-544)
3. Is able to effectively implement peer observations as either the observer or the teacher being observed (pgs. 544-562).
4. Is able to design and carry out peer facilitated examining student work study groups (pgs. 564-569)
5. Is able to design and carry out peer facilitated professional reading study groups (pg. 569)
6. Is able to explain to colleagues the reason why working with colleagues in peer facilitated professional development groups is a very effective means of professional development. (Chapter 11)
7. When appropriate, is able to implement peer facilitated professional development group activities into the action plan of his or her educator plan (pgs. 532-533).
8. Support colleagues by following the principles of group success (pgs. 520-522; effective group norms when working with peer facilitated professional development groups (pgs. 522-523; ongoing improvement cycle for collaborative inquiry groups pg. 525)
9. Can describe the stages of group development for peer facilitated professional development groups (pg. 522) and help develop those stages when working in peer facilitated professional development groups.
10. Exhibits the characteristics of effective peer teams when working in a peer facilitated professional development groups (pgs. 532-533)
11. Maintains appropriate confidentiality when working in peer facilitated professional development groups (pg. 523)

PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning.

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	<p>The teacher assumes responsibility for his or her own development, setting ambitious Professional Growth Goals aligned with the cutting edge of his/her discipline that will significantly advance his or her skills. The teacher regularly collaborates with colleagues, taking a leadership role and pushing everyone to improve their practice together. The teacher makes the most of all development opportunities, including those that are independent.</p>	<p>In addition to the criteria for “meets expectations,”</p> <ul style="list-style-type: none"> •Fosters collaborative work among colleagues and challenges them to improve their own practice in order to improve outcomes for students. •Commits to learning about changes in his or her discipline. •Uses feedback from colleagues, students, families and other stakeholders to improve practice. 	<ul style="list-style-type: none"> •The teacher works with at least one other colleague to advance his or her professional growth. •The teacher regularly surveys students in the classroom and uses these results in tandem with student assessment results to improve instruction. •The teacher takes initiative to explore the application of new instructional approaches and strategies, including technology, and reflects on their effectiveness.
2	<p>The teacher aligns Professional Growth Goals to generally agree with best practices or recent developments in his or her discipline that will advance his or her skills. The teacher regularly collaborates with colleagues and uses them as a professional resource when possible.</p>	<ul style="list-style-type: none"> •The teacher works collaboratively with colleagues to examine educational practice, student work and student assessment results with the goal of improving instruction and achievement. •The teacher engages in the professional development process by setting required growth goals. •The teacher takes part in district or school sponsored development opportunities. •Professional Growth Plans and professional development include opportunities to collaborate with other educators as appropriate. 	<ul style="list-style-type: none"> •The teacher sets required professional growth goals and works toward their completion throughout the year. •The teacher records participating in a Professional Learning Community with another staff member.
1	<p>The teacher does not set growth goals or goals are superficial, unspecific or not aligned to appropriate areas of development. The teacher often works in isolation even when colleagues have reached out to include him or her in development opportunities.</p>	<ul style="list-style-type: none"> •The teacher does not work collaboratively with colleagues. •The teacher does not select a meaningful goal or does not make an attempt to meet the professional growth goal. •The teacher does not collaborate with colleagues to meet his or her professional growth goal. •The teacher purposefully resists discussing performance with evaluators. 	<ul style="list-style-type: none"> •The teacher’s Professional Growth Goal(s) is/are incomplete. •Steps to complete the Professional Growth Goals are vague and not well thought out.

PROFESSIONAL FOUNDATIONS DOMAIN 3: PLANNING

PF7: *Plans effectively based on accurate knowledge of how children learn and develop*

Effective teachers plan for student learning. Thoughtful planning requires understanding how students use prior knowledge to construct knowledge and acquire skills. The teacher who plans effectively must understand the cognitive, social-emotional and personal needs of his or her students and uses this to determine the most important objectives and how students will best demonstrate mastery of those objectives. Finally, when planning, the effective teacher will carefully sequence age appropriate lessons and activities that allow all students to meet the specific learning objectives.

ELEMENTS: Lesson and unit plans • Classroom materials and learning activities • Assessments

INDICATORS: Identification of the most important concepts/standards/skill for that grade • Specific, student –focused and outcome-based objectives • Appropriate sequencing of information • Developmentally appropriate content activities and resources

1. (Chapter 1) Standards-Based Planning and Teaching
2. Differentiated instruction lesson planning (pgs. 283-287), including planning for special education (pgs. 332-334), and ELL /subgroups of ELL populations (pgs. 334-337).
3. Mastery objectives (pgs. 10-14; pgs 45-46) and their communication
4. Mastery objectives clearly posted, in mastery form (student friendly, observable, measureable). Plans for bringing them to students' attention at the outset of the lesson, at appropriate times during the lesson, and at the end of the lesson. Students can tell you what they are learning and why (pgs. 10-14; pgs. 45-46)
5. Activators (pgs. 49-55)
6. Summarizers (pgs. 67-73)
7. All 11 components of effective group work (pgs. 95-98)
8. Flexible grouping (pg. 309)
9. Provisioning materials (pg. 95)
10. Uses appropriate technology to increase student motivation and mastery (pg. 275)
11. Blooms taxonomy action verbs (pg. 320)
12. (Chapter 8) The Brain and Student Learning
13. Uses Questioning Practices That Improve Student Performance (Chapter 5)
14. Connecting to students' own lives and the real world the teacher connects what the students will know and be able to do in the lesson to its real world application and the students' own lives early in the lesson, at appropriate times during the lesson, and at the end of the lesson (pgs. 61-63)

PF7: Plans effectively based on accurate knowledge of how children learn and develop

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	Lesson and unit plans are clearly linked to the priority learning standards. Plans include specific learning objectives that are student-centered, outcome-based and are mapped back to relevant standards. Information and activities are ordered appropriately in such a way that students build on their prior knowledge within a single lesson and from one lesson to another. Plans reflect the cognitive, social-emotional and persona needs of both individual and groups of students, including anticipation of areas in which students may struggle and plans for addressing those areas.	<p>In addition to the criteria for “meets expectations,”</p> <ul style="list-style-type: none"> •Plans reflect an appropriately high level of rigor for all students. •Plans allow for students to have choices in their learning. •Plans demonstrate a deliberate use of student groupings in order to develop students both academically and socially. 	<ul style="list-style-type: none"> •Plans include higher order questions such as “Describe the importance of _____” or “Explain your thinking to the class about _____.” •Plans demonstrate ways for students to hold themselves accountable for mastering the learning objective(s). •Student work in cooperative groups, organized by interest where each student has a specific role in the group.
2	Lesson and unit plans are clearly linked to priority learning standards. Plans have specific learning objectives that are student-centered and outcome-based. Information and activities are ordered appropriately and in such a way that students can build on their prior knowledge. Plans include the expected standards-aligned outcomes, are sequentially organized and anticipate the next lesson.	<ul style="list-style-type: none"> •Plans are clearly linked to the most important standard’s/concepts/skills of that grade/subject. •Appropriate outcomes have been selected and plans are aligned to those outcomes. •Information is sequenced appropriately such that students have already been exposed to the information they need in order to access the next concept/skill. 	<ul style="list-style-type: none"> •Lesson plan objectives are phrased as “Students will be able to X” where “X” is an outcome aligned to standards such as “calculate the area of different types of triangles”. •Lesson plans highlight a concept that needs to be re-taught to come students while others move on to new content. •Students have a choice of whether to use a graphic organizer, illustrate key events of the story or create a written timeline in order to create a study guide for the key plot elements of a story.
1	Lesson and unit plans do not consistently address a broad range of standards or address standards that are not the most important for that grade or content. Plan objectives may not have student-centered learning objectives. Information and activities may not follow a logical pattern.	<ul style="list-style-type: none"> •Plans are more focused on learning activities than outcomes. •Activities or materials are identified for instruction that may not be age-appropriate or beneficial for students given their cognitive levels. •Plans are divided into discrete parts, but those parts tend to jump around without a clear sense of how one part flows to the next. 	<ul style="list-style-type: none"> •Sample objective: “Students will work in groups to complete practice worksheets on determining area of a parallelogram”. •Students are asked to solve a 2-varibale equation without first mastering the ability to solve a single variable equation. •1st grade students are selecting texts from the class library that are not appropriate for their individual reading level.

PROFESSIONAL FOUNDATIONS DOMAIN 3: PLANNING

PF8: *Uses data appropriately to plan instruction for a diverse group of learners.*

Teachers must plan for individual student needs and differences. Such differences may be: stage of development, learning style, English language proficiency, cultural background or disability status. Planning for a variety of learning needs requires a deliberate and systematic use of data, excellent record keeping, and knowledge of required modifications and accommodations. When differentiation is done well, all students are appropriately challenged while still being able to access and master the curriculum.

ELEMENTS: Lesson and unit plans • Classroom materials and learning activities • Assessments

INDICATORS: Demonstrated knowledge of students' skills, knowledge and language proficiency • Knowledge of student backgrounds and interests • Appropriate differentiation • Use of relevant data • Selection of appropriate resources

1. Knows which assessments should be analyzed to better understand student performance and the impact of his or her teaching on student performance. (Chapter 4)
2. Is able to explain the assessment data for individuals and groups of students for whom he or she is responsible and explain specific actions he or she can take to improve student performance. (Chapter 4)
3. When communicating with colleagues about student assessment data, demonstrates the characteristics of the team norms (see sample team norms on pg. 522 and ongoing improvement cycle for collaborative inquiry groups pg.525), and works to bring the group to the highest stages (pg. 522) of Collegial Professional Development Groups.
4. Essays on teaching English language learners at the end of each chapter
5. Essays on teaching students with special needs at the end of each chapter
6. (Chapter 6) Differentiating instruction
7. (Chapter 8)The Brain and Learning
8. Wait time I and II (pgs. 229-231) for students who need more time to process
9. Strategies for closing the achievement gap (pgs. 297-299)
10. English language learners (pgs. 299-300)
11. Gender differences (pgs. 291-293)
12. The gifted learner (pgs. 300-301)

PF8: Uses data appropriately to plan instruction for a diverse group of learners.

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	<p>The teacher 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 used deliberately when planning for and assessing student learning. Plans account for accommodations and modifications for individual students and specialists are consulted on the best ways to address the needs of students requiring additional support.</p>	<p>In addition to the criteria for "meets expectations,"</p> <ul style="list-style-type: none"> •Plans and assessments are differentiated according to student data such as language proficiency, IEP/504 status, etc. •The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. •Students have structured choices in how they accomplish the learning objective. 	<ul style="list-style-type: none"> •Students are in three groups according to their RTI level, each with a different activity targeted at their individual mastery of prior objectives. •Students on IEPs are assessed on the same standards and skills as their peers, but assessments are modified to be shorter, while other students are able to complete the assessment in a different setting or have questions read to them by a special education resource teacher. • The general education teacher and special education teacher work together to modify a classroom assessment for several students receiving special education services.
2	<p>The teacher seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and uses this information to craft plans that support the learning of all students. The teacher plans for and effectively integrates all required modifications and accommodations in to lesson.</p>	<ul style="list-style-type: none"> •The teacher knows groups of students' levels of cognitive development. •The teacher has a good idea of the range of interest of students in the class. •The teacher has identified accurate groupings of students within the class based on recent relevant data. •The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. •The teacher is aware of the special needs represented by students in the class and addresses those needs as required by law. 	<ul style="list-style-type: none"> •In communications with colleagues, the teacher accurately relates information about different students' needs. •When a student is struggling, the teacher emails previous educators and/or service providers to find out if he or she identified any learning challenges for the student and learn about successful solutions.
1	<p>The teacher demonstrates little or no knowledge of individual student backgrounds, cultures, skills, language proficiency, and special needs or does not effectively seek such an understanding. Knowledge of students' abilities or individual needs is not evident in planning. The teacher does not account for or adequately plan to address students' needed modifications or accommodations in lessons.</p>	<ul style="list-style-type: none"> •The teacher does not try to ascertain varied ability levels among students in the class. •Plans and assessments reflect a practice of teacher to the "whole group". •The teacher is not aware of students' interests or cultural heritages or is aware of them but rarely differentiates materials to accommodate those differences. •The teacher takes no responsibility to learn about students' medical or learning disabilities, or is aware of such issues but does not act responsibility on that knowledge. 	<ul style="list-style-type: none"> •In communications with colleagues, the teacher recognizes students not mastering content at the same pace, but does not seek information about why that may be the case. •Students with low English proficiency are given materials in all English without any accommodation or supporting materials. •Lesson plans treat all students as the same, with identical outcomes, activities ad assessments.