

**CEL 5D+™ Teacher Evaluation Rubric 2.0 by Washington State Criteria
For Use in the 2013-14 School Year – Version 1.1**

Criterion 1: Centering instruction on high expectations for student achievement.

P1 Purpose – Standards: Connection to standards, broader purpose and transferable skill

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.</p>	<p>The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.</p>	<p>The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.</p>	<p>The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is consistently linked to broader purpose or a transferable skill.</p>
<p>Possible Teacher Observables: A 6th grade teacher presents a lesson on the American Revolution. Content and skills are 5th grade standards. A 6th grade teacher presents a lesson on African geography that meets 6th grade standards. Lesson is not connected to a broader purpose such as how African geography is important to the current economics of the continent or how the skills learned will apply to a subsequent geography lesson. There is no learning target.</p>	<p>Possible Teacher Observables: A 6th grade teacher presents a lesson on revolutions in Africa. Content and learning target(s) are 6th grade standards. A 6th grade teacher only explains how geography skills are used at the beginning of the unit. Learning target(s) come from the teacher’s manual and are aligned to standards.</p>	<p>Possible Teacher Observables: In addition to Basic: Teacher explains at the beginning and close of each lesson how the study of African geography will help students understand current events in Africa. This is repeated each week of the unit. When reviewing the week, teacher explains how the skills learned in the current lesson will be used in subsequent geography lessons.</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher explains at the beginning, middle and end of the lesson how the study of African geography is relevant to American students. When teaching African geography, teacher reminds students that they will approach the current geography lesson using the same skills learned in the study of Asia.</p>

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P4 Purpose – Learning Target: *Communication of learning target(s)*

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never states or communicates with students about the learning target(s).</p>	<p>Teacher states the learning target(s) at the beginning of each lesson.</p>	<p>Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of what the target(s) are.</p>	<p>Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of what the target(s) are and references the target throughout instruction.</p>
<p>Possible Teacher Observable: Teacher gives students an article about whale migration and asks students to take notes.</p> <p>Possible Student Observable: A student asks, “What are we learning today?” Teacher asks the student to get started on the reading.</p>	<p>Possible Teacher Observable: Teacher states the learning target at the beginning of the lesson before giving out an article about whale migration. Teacher states, “After reading and taking notes on your article, you will learn three ways scientists study the migration pattern of whales and how their method changed over the past 10 years.”</p> <p>Possible Student Observable: A student asks, “What are we learning today?” Teacher repeats the learning target for the student.</p>	<p>Possible Teacher Observable: In addition to Basic: At the beginning of the lesson, teacher states as well as writes the learning target on the board and asks students to turn to a partner and explain the learning target in their own words.</p> <p>Possible Student Observable: Students turn to each other before starting the task and accurately explain the learning target in their own words.</p>	<p>Possible Teacher Observables: In addition to Proficient: As students read the article, teacher asks, “What are the three things we are trying to learn by reading this article?” “Are you finding this information?” At the end of the lesson, teacher asks students to share with a partner what they were focused on learning and their evidence from the reading.</p> <p>Possible Student Observable: A student explains to another student three ways scientists study the migration pattern of whales but does not talk about how the method has changed over the past 10 years. Another student says, “That is part of what we were supposed to learn. Here is what I found out about how the method has changed over the past 10 years.”</p>



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P5 Purpose – Learning Target: Success criteria and performance task(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The success criteria for the learning target(s) are nonexistent or aren't clear to students.</p>	<p>The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria in a limited manner.</p>	<p>The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria.</p>	<p>The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria. Students refer to success criteria and use them for improvement.</p>
<p>Possible Teacher Observable: Teacher states what students will learn by writing personal narratives, but does not share what successful narratives look like.</p> <p>Possible Student Observable: A student asks teacher, "Is this good enough?" Teacher says, "You're getting close. Just keep trying."</p>	<p>Possible Teacher Observable: Teacher explains a four-point rubric for personal narratives and states that the success criteria is to meet level 4 on the rubric.</p> <p>Possible Student Observable: During independent writing time 5 or 6 students in the class ask teacher if their writing meets the expected success criteria. Teacher tells them to look at their rubric.</p>	<p>Possible Teacher Observable: Teacher shows students examples of exemplary personal narratives and has students describe why the writing is exemplary. Teacher states that the success criteria is to meet level 4 on the rubric.</p> <p>Possible Student Observable: Students create a four-point rubric for effective personal narratives. After their independent writing time, students are asked to compare their writing to the rubric they created.</p>	<p>Possible Teacher Observable: In addition to Proficient: The rubric with samples of student writing is posted in the front of the room. In the middle of independent writing, students are asked to reread the rubric before continuing. During the last five minutes of the lesson, students are handed an exit slip that each student has to complete before leaving class.</p> <p>Possible Student Observable: At the end of the lesson all students write about one aspect of their writing they need to improve in order to reach the exemplary level.</p>



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SE3 Student Engagement – Engagement Strategies: High cognitive demand

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher expectations and strategies engage few or no students in work of high cognitive demand.</p>	<p>Teacher expectations and strategies engage some students in work of high cognitive demand.</p>	<p>Teacher expectations and strategies engage most students in work of high cognitive demand.</p>	<p>Teacher expectations and strategies engage all students in work of high cognitive demand.</p>
<p>Possible Teacher Observable: Teacher writes a problem on the board about finding the surface area of an irregular shape. Teacher poses questions such as, “What is the hypotenuse?” “What is the answer?”</p> <p>Possible Student Observable: The same two or three students call out answers to teacher’s questions.</p>	<p>Possible Teacher Observables: Teacher writes a problem on the board about finding the surface area of an irregular shape and asks students to work independently to solve the problem. Teacher pulls popsicle sticks out of a jar, calls on five students randomly to explain how they solved the problem, and the other students are asked to pose questions to the five students.</p> <p>Possible Student Observable: Students work independently to solve the problem and respond to teacher’s questions when called upon. Some students pose questions to their classmates.</p>	<p>Possible Teacher Observable: Teacher writes a problem on the board about finding the surface area of an irregular shape, asks students to work independently to solve the problem, and then asks students to turn to a partner and explain how they solved it.</p> <p>Possible Student Observable: Students work independently to solve the problem and all turn to a partner to explain how they solved it.</p>	<p>Possible Teacher Observables: Teacher writes a problem on the board about finding the surface area of an irregular shape. Students work independently to solve the problem. Teacher asks students to use their “A/B” partners. “A” partners are asked to turn to their partner and explain how they solved the problem. “B” partners are asked to restate what “A” said and whether they agree or not and why. Teacher monitors for student participation while partners share.</p> <p>Possible Student Observable: Students work independently to solve the problem and all turn to a partner to explain how they solved it. Students restate their partner’s’ reasoning, whether or not they agree, and why.</p>



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CEC3 Classroom Environment & Culture – Classroom Routines & Rituals: Discussion, collaboration and accountability

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Routines for discussion and collaborative work are absent, poorly executed or do not hold students accountable for their work and learning.</p>	<p>Routines for discussion and collaborative work are present, but may not result in effective discourse. Students are held accountable for completing their work but not for learning.</p>	<p>Routines for discussion and collaborative work have been taught, are evident, and result in effective discourse related to the lesson purpose. With prompts, students use these routines during the lesson. Students are held accountable for their work and learning.</p>	<p>Routines for discussion and collaborative work have been explicitly taught, are evident, and result in effective discourse related to the lesson purpose. Students independently use the routines during the lesson. Students are held accountable for their work, take ownership for their learning and support the learning of others.</p>
<p>Possible Teacher Observables:</p> <p>Teacher has posted sentence stems and invitations such as: “What do you think about that?” or “Do you agree?” or “What is your evidence?” but has never formally introduced them to students.</p> <p>Teacher has set few expectations for partner conversations.</p> <p>Teacher shouts or says “shhhh” to small groups to be quiet.</p> <p>Possible Student Observables:</p> <p>Students are content to have teacher dominate classroom conversations.</p> <p>Individual students focus on socializing with their peers.</p>	<p>Possible Teacher Observables:</p> <p>Teacher has posted and introduced sentence stems and invitations such as: “What do you think about that?” or “Do you agree?” or “What is your evidence?” but students seem artificial when using them.</p> <p>Teacher occasionally prompts students to use A-B partners, prompts one to go first, then the other, and has set times for the conversation.</p> <p>Teacher tells small groups to “stay on task” but does not provide guidelines for participation.</p> <p>Possible Student Observables:</p> <p>Students robotically use phrases like “I agree with ...” or “I disagree with...,” but neglect to listen to one another, therefore making the discourse flat and artificial.</p> <p>Students perform closing procedures that include materials/assignment management.</p>	<p>Possible Teacher Observables:</p> <p>Teacher has posted and refers to sentence stems and invitations such as: “What do you think about that?” or “Do you agree?” or “What is your evidence?” Teacher prompts students to use the sentence stems during their discussion.</p> <p>With teacher prompting, students use an A-B partner structure for their conversation. Students keep track of their own air time.</p> <p>Teacher monitors group work and ensures use of participation protocol.</p> <p>Possible Student Observables:</p> <p>With coaching from teacher, students use phrases like “I agree with ...” or “I disagree with...” as a routine to listen to and build discourse around a topic.</p> <p>Students perform closing procedures that include individual reflection and materials/ assignment management.</p>	<p>Possible Teacher Observables:</p> <p>In addition to Proficient: Teacher has posted, refers to and expects students to use sentence stems and invitations such as: “What do you think about that?” or “Do you agree?” or “What is your evidence?” Students do so naturally and without teacher prompting.</p> <p>Teacher and students monitor group work and ensure use of participation protocols.</p> <p>Possible Student Observables:</p> <p>Students consistently use phrases like “I agree with ...” or “I disagree with...” as a routine to listen to and build discourse around a topic.</p> <p>Students perform closing procedures that include individual/joint reflection and materials/assignment management.</p>



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Criterion 2: Demonstrating effective teaching practices.

SE1 Student Engagement – Intellectual Work: Quality of questioning

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never asks questions to probe and deepen students' understanding or uncover misconceptions.</p>	<p>Teacher occasionally asks questions to probe and deepen students' understanding or uncover misconceptions.</p>	<p>Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.</p>	<p>Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.</p>
<p>Possible Teacher Observables:</p> <p>Teacher's questions are at the knowledge level such as, "Where did the Civil War start?" "What states seceded from the Union during the Civil War?"</p> <p>If a student answers incorrectly, teacher "corrects" the student and quickly moves to another knowledge question.</p> <p>Possible Student Observables:</p> <p>One student raises her hand and responds to teacher's question with a one-word answer.</p> <p>Another student answers teacher's next question with another one-word answer.</p>	<p>Possible Teacher Observables:</p> <p>Teacher's questions are primarily at the knowledge level, and occasionally at an application level such as, "Describe in your own words what Lincoln meant by ____" or "Why was Lincoln's speech at Gettysburg significant?"</p> <p>If a student answers incorrectly, teacher provides a brief explanation of why the answer is incorrect.</p> <p>Possible Student Observable:</p> <p>One student states, "Oh that makes sense, I now see why that answer is incorrect."</p>	<p>Possible Teacher Observables:</p> <p>The majority of teacher's questions are at the application, analysis, synthesis or evaluation level such as, "How does what occurred during the final stages of the Civil War compare with what happened during the Revolutionary War?" or "What could have been the outcome of the war if the North had not won the battle at Gettysburg?"</p> <p>If a student has faulty thinking or does not provide enough evidence for their response, teacher asks the entire class to discuss in their table groups and come up with other ideas.</p> <p>Possible Student Observable:</p> <p>At the end of a discussion in response to open-ended questions, students write down how their thinking has changed as a result of the discussion.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Proficient: Teacher spends the beginning of a lesson explaining the difference between low and high level questions along with a process for students to question and respond to one another.</p> <p>Possible Student Observables:</p> <p>In addition to Proficient: A student states to another student, "I do not agree with your analysis of the situation because ..."</p> <p>Another student responds, "That could be correct, but..."</p> <p>One student says to another, "I used to think this way, but you brought up some good points, so now I think..."</p>



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SE5 Student Engagement – Engagement Strategies: *Expectation, support and opportunity for participation and meaning making*

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never uses engagement strategies and structures that facilitate participation and meaning making by all students. Few students have the opportunity to engage in quality talk.</p>	<p>Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in quality talk.</p>	<p>Teacher sets expectation and provides support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in quality talk.</p>	<p>Teacher sets expectation and provides support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in quality talk. Routines are often student-led.</p>
<p>Possible Teacher Observables:</p> <p>Students are asked to write in response to the question, “What is the mood the author creates in the story?” and when finished, write a response to the second question, “How do you know?”</p> <p>Teacher asks students to hand their responses to a neighbor to read.</p> <p>Possible Student Observables:</p> <p>Half of the students work quietly on the assigned task.</p> <p>Half of the students are reading a book quietly.</p>	<p>Possible Teacher Observables:</p> <p>Teacher states, “How did this author create the mood for the story?” and calls on students with their hands raised.</p> <p>One time during the whole group lesson teacher asks students to turn and talk to each other for 30 seconds and then calls on those with their hands raised.</p> <p>Possible Student Observables:</p> <p>There are 9 students out of 30 who respond to all of teacher questions</p> <p>When asked to turn and talk, half of the students in the class have something to say to each other.</p>	<p>Possible Teacher Observables:</p> <p>Teacher states, “Think about the ways the author created the mood for this story, write down your ideas, and then turn to a partner and share your thinking.” Teacher monitors the level of conversations of students as well as how many are talking to each other.</p> <p>Teacher calls on students randomly to share their thinking.</p> <p>Teacher states, “I noticed that most of you were talking to each other. Please jot down in your notebook what you could do next time to increase the quality of talk in your partnerships.”</p> <p>Possible Student Observables:</p> <p>When asked to talk, there are 6 students in the back who just listen to the thinking of their partner. When asked what they could do to improve the level of their talk, all 6 write down at least one idea.</p>	<p>Possible Teacher Observables:</p> <p>In addition to Proficient: Teacher listens in on student conversations and picks students to share based on the qualities of their conversations with each other that teacher would like to highlight for the entire class.</p> <p>Possible Student Observables:</p> <p>When asked to talk together, students quickly get into pairs and begin to share their thinking. One student says to another, “That is a great idea, why don’t you share that out with the others.”</p> <p>If a student was not participating, another student asks them to share their thinking.</p>



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SE6 Student Engagement – Talk: Substance of student talk

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Student talk is nonexistent or is unrelated to content or is limited to single-word responses or incomplete sentences directed to teacher.</p>	<p>Student talk is directed to teacher. Talk associated with content occurs between students, but students do not provide evidence for their thinking.</p>	<p>Student-to-student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their thinking.</p>	<p>Student-to-student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their arguments and new ideas.</p>
<p>Possible Teacher Observables:</p> <p>The question, “What were the effects of WWII on Japanese society?” is posted on the board when students walk in.</p> <p>Teacher gives students 10 minutes to respond to the question.</p> <p>Teacher gives a 30-minute lecture on his/her response to the question and asks students to take notes.</p> <p>Possible Student Observable:</p> <p>If asked a question, three students raise their hand or call out a one-word response.</p>	<p>Possible Teacher Observables:</p> <p>Teacher asks students to write down a response to the question: “What were the effects of WWII on Japanese society?”</p> <p>Teacher asks the question to the whole class and students raise their hands to respond. Teacher calls on students and rephrases what students say before calling on other students.</p> <p>If students do not provide evidence for their thinking, teacher supplies the evidence.</p> <p>Possible Student Observable:</p> <p>After the question–answer period, students are asked to go back to their initial response and add evidence for their thinking. Half the class adds evidence.</p>	<p>Possible Teacher Observables:</p> <p>Before discussion on the effects of WWII on Japanese society, students are reminded to cite evidence for their thinking. Teacher reminds students to talk to each other, not to teacher.</p> <p>Possible Student Observable:</p> <p>During group discussions, the same students cite evidence for their thinking, noting page numbers and quotes from resource materials. If a student does not cite evidence, teacher will sometimes ask for evidence, but if it is not provided will ask another student if they have some evidence to share.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Proficient: Before discussion on the effects of WWII on Japanese society, teacher asks students to review the chart they created on what it looks like and sounds like when they are providing evidence for their arguments as well as new ideas.</p> <p>Possible Student Observables:</p> <p>Students write in their notebooks a goal they have set to ensure that quality discussions occur.</p> <p>During discussion students cite evidence for their thinking noting page numbers and quotes from resource materials. If a student does not cite evidence, another student asks, “What is your evidence?”</p> <p>A student states, “Based on (three key pieces of evidence), I believe that ...”</p>



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CP6 Curriculum & Pedagogy – Scaffolds for Learning: Scaffolds the task

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never scaffolds tasks for group or individual learning needs or teacher uses strategies that are generic and/or not relevant to the concepts and/or skills to be learned.</p>	<p>Teacher provides limited scaffolds for individual or group learning needs. Strategies may or may not be relevant to the concepts and/or skills to be learned.</p>	<p>Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills.</p>	<p>Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills. Students use scaffolds across tasks with similar demands.</p>
<p>Possible Teacher Observable:</p> <p>Teacher asks students to write a five-paragraph essay on the topic of their choice. Teacher explains that there is a paragraph for the introduction, a paragraph for each of three ideas and a paragraph for the conclusion.</p> <p>Possible Student Observable:</p> <p>Students listen to directions and work independently on their writing. There is no writing plan or pre-writing activity. Students do not use wall charts or they are not available.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Unsatisfactory: Teacher explains how to plan for and write a five-paragraph essay. Teacher models each type of paragraph separately. Teacher provides wall chart(s) with descriptors for each type of paragraph.</p> <p>Possible Student Observable:</p> <p>Students turn and tell their partners what teacher modeled and/or what they will be working on.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Basic: Teacher provides students with exemplary models of each type of paragraph. Teacher models how to use wall chart(s) to assist their thinking.</p> <p>Possible Student Observable:</p> <p>Students turn and tell their partners what was exemplary about each model. Students can explain how wall charts can be used.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Proficient: Teacher provides students with a range of models for each type of paragraph and asks students to revise them so they are exemplary.</p> <p>Possible Student Observable:</p> <p>Students revise models accurately. They use the wall charts and consult each other for assistance during revision.</p>



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CP7 Curriculum & Pedagogy – Scaffolds for Learning: Gradual release of responsibility

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.</p>	<p>Teacher occasionally uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.</p>	<p>Teacher frequently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.</p>	<p>Teacher consistently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence. Students expect to be self-reliant.</p>
<p>Possible Teacher Observable:</p> <p>Teacher assigns students a science article to read on their own. No routines or structures are in place to support independent work.</p> <p>Possible Student Observable:</p> <p>Students are uncertain as to how to successfully complete the reading and depend on teacher for assistance.</p>	<p>Possible Teacher Observable:</p> <p>Teacher instructs students on how to “skim and scan” a science article by modeling how to “skim and scan” and then inviting students to try the new strategy on their own. “Skim and scan” routine is posted on the wall.</p> <p>Possible Student Observable:</p> <p>Students work independently with some teacher assistance. Some students use the “skim and scan” routine, some do not.</p>	<p>Possible Teacher Observable:</p> <p>Teacher instructs students on how to “skim and scan” a science article by modeling, then providing guidance and feedback as students try the same strategy, and finally inviting students to try the new strategy on their own. “Skim and scan” routine is posted on the wall. Teacher periodically prompts students to use the routine.</p> <p>Possible Student Observable:</p> <p>Students work independently with some teacher assistance. Students respond to teacher prompting by using the “skim and scan” routine.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Proficient: Teacher tells students they will be using “skim and scan” routine when reading the science article. Students use the “skim and scan” routine without additional prompting from teacher.</p> <p>Possible Student Observable:</p> <p>Students commence using the “skim and scan” routine independently and successfully without teacher assistance.</p>



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Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

P3 Purpose – Teaching Point: *Teaching point(s) are based on students' learning needs*

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never bases the teaching point(s) on students' learning needs – academic background, life experiences, culture and language.</p>	<p>Teacher bases the teaching point(s) on limited aspects of students' learning needs – academic background, life experiences, culture and language.</p>	<p>Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for some groups of students.</p>	<p>Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for groups of students and individual students.</p>
<p>Possible Teacher Observable:</p> <p>The teaching point(s) are copied from a teacher's manual.</p>	<p>Possible Teacher Observable:</p> <p>The teaching point(s) address students' prior knowledge of the content.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Basic: The teaching point(s) address students' prior understanding, experiences, and skills with the content. Teaching point(s) address students' ability to work together.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Proficient: The teaching point(s) take into account the language proficiency levels of ELL students. There are teaching point(s) for specific language functions.</p>



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SE2 Student Engagement – Intellectual Work: Ownership of learning

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never provides opportunities and strategies for students to take ownership of their own learning to develop, test and refine their thinking.</p>	<p>Teacher occasionally provides opportunities and strategies for students to take ownership of their learning. Locus of control is with teacher.</p>	<p>Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support students' learning.</p>	<p>Teacher consistently provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support students' learning.</p>
<p>Possible Teacher Observables:</p> <p>During a unit of study on realistic fiction, teacher provides students the same books to read during independent reading time. Students are expected to read the same number of pages per day and answer the same, mostly knowledge or comprehension, questions.</p> <p>Possible Student Observables:</p> <p>Students all read the same realistic fiction book during independent reading time. Students answer the questions with one- or two-word responses and check off in a reading log that they completed the task.</p>	<p>Possible Teacher Observables:</p> <p>During a unit of study on realistic fiction, teacher provides students with a choice of three different titles that they can read during independent reading time. Students in the same books are expected to read the same number of pages per day and answer the same, mostly knowledge or comprehension, questions and share their answers with each other.</p> <p>Possible Student Observables:</p> <p>Students reading the same realistic fiction book during independent reading time answer questions and check with each other to see if they have the same answers. Students answer the questions with one- or two-word responses and check off in a reading log that they completed the task.</p>	<p>Possible Teacher Observables:</p> <p>During a unit of study on realistic fiction, teacher has the librarian give book talks on 10 different titles. Students are taught how to choose a book at their level and all students read the realistic fiction book of their choice during independent reading time. At the end of each independent reading time, students are asked to reflect on what they are learning about the genre of realistic fiction.</p> <p>Possible Student Observable:</p> <p>After reflecting on their own book, students meet as a whole group to discuss what their books have in common and what they are learning about the genre of realistic fiction.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Proficient: Teacher prompts students to begin literature circle discussions.</p> <p>Possible Student Observable:</p> <p>Students meet in book groups to discuss what their books have in common and what they are learning about the genre of realistic fiction.</p>



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SE4 Student Engagement – Engagement Strategies: Strategies that capitalize on learning needs of students

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never uses strategies based on the learning needs of students – academic background, life experiences, culture and language of students.</p>	<p>Teacher uses strategies that capitalize and are based on learning needs of students – academic background, life experience and culture and language of students – for the whole group.</p>	<p>Teacher uses strategies that capitalize and are based on learning needs of students – academic background, life experiences, culture and language of students – for the whole group and small groups of students.</p>	<p>Teacher uses strategies that capitalize and build upon learning needs of students – academic background, life experiences, culture and language of students – for the whole group, small groups of students and individual students.</p>
<p>Possible Teacher Observables:</p> <p>Student groups are determined by where the student is sitting in the classroom, not by what teacher knows about students.</p> <p>Students are never allowed to discuss their thinking or how they arrived at their answers.</p> <p>Possible Student Observable:</p> <p>Students work individually on assigned tasks even though they are seated in groups.</p>	<p>Possible Teacher Observables:</p> <p>Student groups are created based upon their scores on the previous assessment.</p> <p>Students are encouraged to work together to share their thinking.</p> <p>Teacher asks students how they could apply the concept of perimeter in their own life. Teacher refers to the information when providing math examples.</p> <p>Possible Student Observable:</p> <p>Students talk to each other about how to solve math problems.</p>	<p>Possible Teacher Observables:</p> <p>Student groups are intentionally designed based on the academic background and language of students.</p> <p>Students are asked to go home and gather additional ideas from their family on how perimeter and area could be used in their own life and teacher incorporates this information in future explanations.</p> <p>Teacher asks students to explain their thinking to each other before explaining their thinking to the class.</p> <p>Possible Student Observable:</p> <p>Together, pairs of students present their ideas to the entire class.</p>	<p>Possible Teacher Observables:</p> <p>In addition to Proficient: Students have choice in groupings.</p> <p>A new ELL student is assigned to a group with others who speak their language.</p> <p>Possible Student Observable:</p> <p>Students talk to each other about how to solve problems and then come up with ways to share their learning and make sure all in the group can give an explanation.</p>



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Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

CP5 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Differentiated instruction

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never uses strategies that differentiate for individual learning strengths and needs.</p>	<p>Teacher occasionally uses strategies that differentiate for individual learning strengths and needs.</p>	<p>Teacher frequently uses strategies that differentiate for individual learning strengths and needs.</p>	<p>Teacher consistently uses strategies that differentiate for individual learning strengths and needs.</p>
<p>Possible Teacher Observable: Teacher explains a math procedure and provides a single worksheet for all students to complete.</p> <p>Possible Student Observable: All students are working on the same math worksheet.</p>	<p>Possible Teacher Observable: Teacher explains a math procedure and provides a single worksheet for all students to complete that includes three different levels of math problems. Teacher has problem-solving strategies posted on the wall.</p> <p>Possible Student Observable: Students begin working on the worksheet at different places. Students use the problem-solving strategies when prompted by teacher.</p>	<p>Possible Teacher Observable: Teacher explains a math procedure, provides two or three different worksheets with varying levels of difficulty on each. Teacher gives each student one worksheet based on their recent assessment data. Teacher has problem-solving strategies posted on the wall.</p> <p>Possible Student Observable: Students are working on different worksheets. Some students use posted problem-solving strategies without prompting from teacher.</p>	<p>Possible Teacher Observable: In addition to Proficient: Teacher uses probing questions with targeted groups of students to encourage the development of specific problem-solving strategies.</p> <p>Possible Student Observable: In addition to Proficient: Students engage with teacher and each other about how and when to use specific problem-solving strategies.</p>



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Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

A6 Assessment for Student Learning – Adjustments: Teacher use of formative assessment data

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never uses formative assessment data to make instructional adjustments, give feedback to students or modify lessons.</p>	<p>Teacher uses formative assessment data to modify future lessons.</p>	<p>Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give general feedback aligned with the learning target.</p>	<p>Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.</p>
<p>Possible Teacher Observable: Teacher listens to partner turn-and-talk discussion. Teacher only clarifies student misconceptions when a student asks for direct assistance.</p> <p>Possible Student Observable: Students work on a task with minimal direction or feedback from teacher or fellow students.</p>	<p>Possible Teacher Observable: Teacher listens to partner turn-and-talk discussion. The next day, teacher addresses a misconception stated by a few students.</p> <p>Possible Student Observable: Students receive feedback from teacher or students, but do not adjust their activity or discussion. Students may focus on completing the final product.</p>	<p>Possible Teacher Observable: Teacher listens to partner turn-and-talk discussion. Teacher poses probing questions to partners to address a misconception. At the end of class, teacher talks about the next day’s learning targets, adjusting them based on today’s student feedback.</p> <p>Possible Student Observable: Students receive feedback from teacher or students and attempt to incorporate feedback into product or discussion.</p>	<p>Possible Teacher Observable: In addition to Proficient: Teacher monitors the kinds of questions students are asking to determine how to adjust current and future lessons. Teacher tells class how the next day’s learning targets will be adjusted based on today’s student feedback.</p> <p>Possible Student Observable: Students analyze feedback from teacher and strategize how to incorporate feedback into the final product.</p>



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Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Student Growth 3.1: Establish Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Critical Attributes

<ul style="list-style-type: none"> • Does not establish student learning goal(s) • Does not specify assessment(s) to monitor progress towards goal(s) 	<ul style="list-style-type: none"> • Identification of subgroups is partially aligned to data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable) • Goals may be missing one or more of the following qualities: specific, measurable and time-bound • Goals are not based on prior available student learning • Goals partially aligned to content standards • Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s) • Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals. 	<ul style="list-style-type: none"> • Identification of subgroups uses data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable) • Goals are specific, measurable and time-bound • Based on multiple sources of available data that reveal prior student learning • Goals aligned to content standards • Grain size of goal is appropriate for the context, instructional interval and content standard(s) • Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area • Identifies formative and summative measures aligned to learning targets to monitor progress towards goals 	<ul style="list-style-type: none"> • Proficient Attributes <i>and</i>: • Establishes multiple two-way communication paths to collaborate with , families, students and/or other staff to establish goals specific to individual learning needs • Students reflect on their own learning and articulate their understanding of their goals and progress toward goals
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Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Student Growth 3.2: Achievement of Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.



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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

P2 Purpose – Standards: Connection to previous and future lessons

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The lesson is rarely or never linked to previous and future lessons.</p>	<p>The lesson is clearly linked to previous and future lessons.</p>	<p>The lesson is clearly linked to previous and future lessons. Lessons build on each other in a logical progression.</p>	<p>The lesson is clearly linked to previous and future lessons. Lessons build on each other in ways that enhance student learning. Students understand how the lesson relates to previous lesson.</p>
<p>Possible Teacher Observable:</p> <p>After a writing lesson on interesting words, teacher has students work on a spelling worksheet on adding <i>-ing</i> to words.</p> <p>Possible Student Observable:</p> <p>Students complete a worksheet.</p>	<p>Possible Teacher Observable:</p> <p>After a writing lesson on interesting words, teacher has students work on the spelling of interesting words but does not tell them when or how they will be using the words.</p> <p>Possible Student Observable:</p> <p>Students complete a worksheet.</p>	<p>Possible Teacher Observable:</p> <p>Before a lesson on interesting words, teacher reminds students what they studied previously. Students work on adding interesting words to their writing. After the lesson, teacher tells students how they will be using interesting words the next day.</p> <p>Possible Student Observable:</p> <p>Students add interesting words to the spelling notebook they keep on an ongoing basis.</p>	<p>Possible Teacher Observable:</p> <p>Before a lesson on interesting words, teacher reviews the learning targets of the lesson, showing students what they studied previously and how the lesson on interesting words fits into their unit of study on revision. Students work on adding interesting words to their writing. After the lesson teacher reviews how today’s learning will be used in future lessons.</p> <p>Possible Student Observable:</p> <p>Students go back to a prior piece of writing and revise to incorporate interesting words.</p>



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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

CP1 Curriculum & Pedagogy – Curriculum: Alignment of instructional materials and tasks

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Instructional materials and tasks rarely or never align with the purpose of the unit and lesson.</p>	<p>Instructional materials and tasks align with the purpose of the unit and lesson.</p>	<p>Instructional materials and tasks align with the purpose of the unit and lesson. Materials and tasks frequently align with student’s level of challenge.</p>	<p>Instructional materials and tasks align with the purpose of the unit and lesson. Materials and tasks consistently align with student’s level of challenge.</p>
<p>Possible Teacher Observable: Teacher uses materials that have a lower reading level than grade level standard.</p> <p>Possible Student Observable: Some students finish task early. Many students indicate boredom with the materials.</p>	<p>Possible Teacher Observable: Teacher uses materials with a grade level standard reading level.</p> <p>Possible Student Observable: All students are using the same materials.</p>	<p>Possible Teacher Observable: In addition to Basic: Teacher supplements core texts and materials with materials at higher and lower reading levels several times a week.</p> <p>Possible Student Observable: Several times a week students have a range of reading and interest level materials available to select from.</p>	<p>Possible Teacher Observable: In addition to Proficient: Teacher supplements core texts and materials with materials at higher and lower reading levels in each lesson.</p> <p>Possible Student Observable: For each lesson, students have a range of reading and interest level materials available to select from.</p>



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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

CP2 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Discipline-specific conceptual understanding

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.</p>	<p>Teacher occasionally uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.</p>	<p>Teacher frequently uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.</p>	<p>Teacher consistently uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.</p>
<p>Possible Teacher Observable: Teacher asks students to memorize and recite the Gettysburg Address.</p> <p>Possible Student Observable: Student recites the Gettysburg Address.</p>	<p>Possible Teacher Observable: Teacher asks students to identify the purpose and goals of the Gettysburg Address.</p> <p>Possible Student Observable: Using a text as a resource, students are asked to discuss and write about the purpose and goals of the Gettysburg Address.</p>	<p>Possible Teacher Observable: Teacher asks students to compare and contrast the Gettysburg Address and speeches from other American presidents during time of war.</p> <p>Possible Student Observable: Students research primary source documents then use Venn diagrams or T-charts to compare and contrast purpose and goals of presidents' speeches during time of war.</p>	<p>Possible Teacher Observable: In addition to Proficient: Teacher asks students to identify another country engaged in civil war and write a speech with purpose and goals that match the needs of that country.</p> <p>Possible Student Observable: In addition to Proficient: Students research, write and give a speech. Students defend the rationale for the speech.</p>



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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

CP3 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Pedagogical content knowledge

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Instruction is rarely or never consistent with pedagogical content knowledge and does not support students in discipline-specific habits of thinking.</p>	<p>Instruction is occasionally consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.</p>	<p>Instruction is frequently consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.</p>	<p>Instruction is always consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.</p>
<p>Possible Teacher Observable:</p> <p>Teacher regularly assigns writing prompts, accompanied by isolated writing lessons.</p> <p>Possible Student Observables:</p> <p>Students write to the prompt. They do not consistently incorporate learning from previous lessons into their writing. There is little or no conferencing with teacher or peers.</p> <p>Students primarily answer questions assigned by teacher from a science textbook.</p>	<p>Possible Teacher Observable:</p> <p>Teacher occasionally encourages students to “live like a writer” by going through one cycle of the writing process, but instruction primarily consists of isolated writing lessons.</p> <p>Possible Student Observables:</p> <p>Students engage in the writing process through one cycle. Feedback comes primarily from teacher.</p> <p>Students analyze data during a science assignment, but are not fully aware of how analysis fits into the inquiry process.</p>	<p>Possible Teacher Observable:</p> <p>Teacher frequently encourages students to “live like a writer,” as demonstrated through cycles of daily lessons and conferences that embody the writing process.</p> <p>Possible Student Observables:</p> <p>Students engage in multiple cycles of the writing process. Feedback comes from teacher and from students when prompted.</p> <p>With guidance and support, students exercise their understanding of the inquiry process by analyzing data and drawing conclusions from observations during a lab experiment.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Proficient: Conferences give specific feedback to each writer. Students conference with teacher and each other.</p> <p>Possible Student Observables:</p> <p>In addition to Proficient: Students and teacher initiate the feedback process. Feedback is specific to the individual writer.</p> <p>Students independently exercise their understanding of the inquiry process by analyzing data and drawing conclusions from observations during lab experiments.</p>



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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

CP4 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Teacher knowledge of content

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher demonstrates a lack of knowledge of discipline-based concepts by making content errors.</p>	<p>Teacher demonstrates a basic knowledge of how discipline-based concepts relate to or build upon one another.</p>	<p>Teacher demonstrates a solid understanding of how discipline-based concepts relate to or build upon one another. Teacher identifies and addresses student misconceptions in the lesson or unit.</p>	<p>Teacher demonstrates an in-depth understanding of how discipline-based concepts relate to or build upon one another. Teacher identifies and addresses student misconceptions that impact conceptual understanding over time.</p>
<p>Possible Teacher Observable:</p> <p>Teacher tells students learning to subtract that the larger number goes on top, the smaller on the bottom or that the larger number always goes first in the equation.</p> <p>Possible Student Observable:</p> <p>Students complete subtraction problems by procedurally “plugging in the numbers” and checking to see if their answers are correct.</p>	<p>Possible Teacher Observable:</p> <p>Teacher models for students various ways to set up subtraction equations based on the language in the problem.</p> <p>Possible Student Observable:</p> <p>Students correctly explain several ways to set up and solve a subtraction problem.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Basic:</p> <p>Teacher listens to student talk describing how to set up a subtraction problem. Teacher asks probing questions until students can identify their mistake.</p> <p>Possible Student Observable:</p> <p>In partner talk, students describe how to put the larger number on top when setting up a subtraction problem. In response to teacher’s questions, they can state why a certain number should go on top based on the text of the problem.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Proficient:</p> <p>Teacher explains to students that when they get older they will be learning about something called negative numbers, so it’s important now to understand how subtraction problems are set up.</p> <p>Possible Student Observable:</p> <p>No student observable required. Teacher is explaining future concepts, not something that will be used now.</p>



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Criterion 5: Fostering and managing a safe, positive learning environment.

CEC1 Classroom Environment & Culture – Use of Physical Environment: Arrangement of classroom

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Physical environment of the room is unsafe and the arrangement gets in the way or distracts from student learning and the purpose of the lesson.</p>	<p>The physical environment is safe but the arrangement neither supports nor distracts from student learning or the purpose of the lesson.</p>	<p>The physical environment is safe, and the arrangement supports student learning and the purpose of the lesson.</p>	<p>The physical environment is safe, and the arrangement supports student learning and the purpose of the lesson. Teacher and students use the physical arrangement for learning.</p>
<p>Possible Teacher Observables:</p> <p>The document camera is ready and set up for use, but is positioned in a way that most students cannot see what is projected.</p> <p>Teacher has arranged the classroom to accommodate independent work. Furniture is difficult to adjust for group work.</p> <p>Teacher tends to remain stationary in the front of the classroom.</p> <p>There are few to no public records of student work on the walls. The walls are decorated with permanent posters.</p> <p>Possible Student Observables:</p> <p>Students are unfamiliar with the concept of a “meeting area” because it does not exist in the classroom.</p> <p>Students are unaware of any charts that teacher might have created for their reference.</p>	<p>Possible Teacher Observables:</p> <p>The document camera is ready and set up for use, but is positioned in a way that some students cannot see what is projected.</p> <p>Teacher has arranged the classroom to accommodate small group work and independent work. Furniture can be moved easily.</p> <p>Teacher tends to remain in a certain portion of the classroom.</p> <p>There are some public records of student work on the walls, some of which are outdated. Students are working on personal essays and the posters are on literary analysis.</p> <p>Possible Student Observables:</p> <p>With prompting and support, some students can transition to the “meeting area,” while others struggle to find a space to do their best thinking.</p> <p>Students are unsure of where charts are located for their reference.</p>	<p>Possible Teacher Observables:</p> <p>The document camera is ready and set up for use, and optimally positioned so that all students can see what is projected.</p> <p>Teacher has arranged the classroom to ideally accommodate whole group teaching, small group work, and independent work. Furniture in the room is organized for different configurations.</p> <p>Teacher is able to circulate through the classroom to monitor, observe and confer.</p> <p>There are public records of student work on the walls that include written feedback from teacher. Personal essays are posted and rated on a 1–4 rubric.</p> <p>Possible Student Observables:</p> <p>Most students can transition to the “meeting area” so that each student has personal space.</p> <p>Students know where charts are located for their reference.</p>	<p>Possible Teacher Observables:</p> <p>In addition to Proficient: Teacher strategically circulates through the classroom to monitor, observe and confer.</p> <p>There are current public records of student work on the walls that include constructive, written feedback from teacher and students. Personal essays are posted and scored and include student comments.</p> <p>Possible Student Observables:</p> <p>All students smoothly transition to the “meeting area” and know where to sit so they have personal space.</p> <p>Students know where co-constructed charts are located for their reference. Students can be seen going to a chart when stuck.</p>



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Criterion 5: Fostering and managing a safe, positive learning environment.

CEC2 Classroom Environment & Culture – Use of Physical Environment: Accessibility and use of materials

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The resources, materials and technology in the classroom do not relate to the content or current units studied, or are not accessible to all students to support their learning during the lesson.</p>	<p>The resources, materials and technology in the classroom relate to the content or current unit studied and are accessible to all students but are not referenced by teacher.</p>	<p>The resources, materials and technology in the classroom relate to the content or current unit studied, are accessible to all students and are intentionally used by teacher to support learning.</p>	<p>The resources, materials and technology in the classroom relate to the content or current unit studied, are accessible to all students and are intentionally used by both teacher and student to support learning. Students are familiar and comfortable with using the available resources.</p>
<p>Possible Teacher Observable:</p> <p>Books, materials, charts, technology, and tools are on shelves where students cannot reach them.</p> <p>Possible Student Observables:</p> <p>Students are unaware of materials and how to use them.</p> <p>Students only use resources that are typically stored in their desks.</p>	<p>Possible Teacher Observable:</p> <p>Books, materials, charts, technology and tools are available, but not referenced by teacher.</p> <p>Possible Student Observables:</p> <p>Students are not sure where certain materials are kept. When they go to get materials they take a lot of time sorting through them to find what they are looking for.</p> <p>Students choose from a collection of resources for learning, but the resources do not necessarily help them with the assigned task.</p>	<p>Possible Teacher Observable:</p> <p>Books, materials, charts, technology, and tools are well organized, labeled and easy to find.</p> <p>Possible Student Observables:</p> <p>Students know where materials are kept and access them with ease. They quickly get what they need, causing minimal interruption to the rest of the class.</p> <p>Students choose from a collection of resources for learning, but teacher reminds them that these resources are available and which ones may work the best for the assigned task.</p> <p>Students find materials that help them with their tasks.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Proficient: Teacher encourages students to get materials they need to support their learning.</p> <p>Possible Student Observable:</p> <p>In addition to Proficient: Students choose from a collection of resources for learning without reminders or prompts from teacher as to which materials may be the most helpful.</p>



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Criterion 5: Fostering and managing a safe, positive learning environment.

CEC4 Classroom Environment & Culture – Classroom Routines & Rituals: Use of learning time

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher or students frequently disrupt or interrupt learning activities, which results in loss of learning time. Transitions are disorganized and result in loss of instructional time.</p>	<p>Teacher or students occasionally disrupt or interrupt learning activities, which results in some loss of learning time. Some transitions are disorganized and result in loss of instructional time.</p>	<p>Learning time is mostly maximized in service of learning. Transitions are teacher-dependent and maximize instructional time.</p>	<p>All available time is maximized in service of learning. Transitions are student-managed, efficient, and maximize instructional time.</p>
<p>Possible Teacher Observables:</p> <p>Teacher does not allow time for student questions or reflection.</p> <p>Teacher provides an inexplicit signal to reconvene in the whole group meeting area, and students are either confused or indifferent.</p> <p>Possible Student Observables:</p> <p>Students enter the classroom and rarely engage in entry tasks due to multiple distractions.</p> <p>Students have never practiced changing the room configuration efficiently to support different groupings.</p> <p>Students have difficulty engaging in learning after a long, belabored transition.</p>	<p>Possible Teacher Observables:</p> <p>Teacher often runs out of time for student questions and reflection.</p> <p>Teacher provides a signal to reconvene in the whole group meeting area, and students eventually transition with teacher monitoring.</p> <p>Possible Student Observables:</p> <p>Students enter the classroom and eventually engage in entry tasks due to momentary distractions.</p> <p>Students are uncertain of their responsibilities when changing the room configuration efficiently to support different groupings.</p> <p>Students eventually engage in learning after a long, belabored transition.</p>	<p>Possible Teacher Observables:</p> <p>Teacher reserves time for student questions and reflection.</p> <p>Teacher provides a signal to reconvene in the whole group meeting area, and students successfully transition quickly with teacher monitoring.</p> <p>Possible Student Observables:</p> <p>Students enter the classroom and immediately engage in entry tasks.</p> <p>With guidance and reinforcement, students change the room configuration efficiently to support different groupings.</p> <p>Students engage in learning shortly after a transition.</p>	<p>Possible Teacher Observables:</p> <p>In additional to Proficient:</p> <p>Teacher consistently provides ample time for inquiry and exploration.</p> <p>Teacher provides a signal to reconvene in the whole group meeting area, and students successfully transition quickly and quietly.</p> <p>Possible Student Observables:</p> <p>In additional to Proficient:</p> <p>Students change the room configuration quickly and efficiently to support different groupings.</p> <p>Students engage in learning immediately after a transition.</p>



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Criterion 5: Fostering and managing a safe, positive learning environment.

CEC5 Classroom Environment & Culture – Classroom Routines & Rituals: Managing student behavior

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never responds to student misbehavior by following classroom routines and/or building discipline procedures. Student behavior does not change or may escalate.</p>	<p>Teacher responds to student misbehavior by following classroom routines and/or building discipline procedures, but with uneven student behavior results.</p>	<p>Teacher responds to student misbehavior by following classroom routines and building discipline procedures. Student misbehavior is rare.</p>	<p>Teacher responds to student misbehavior by following classroom routines and building discipline procedures. Student behavior is appropriate. Students manage themselves, assist each other in managing behavior, or there is no student misbehavior.</p>
<p>Possible Teacher Observable:</p> <p>After teacher cue, misbehaving student continues poor behavior, and teacher fails to follow through with the appropriate consequence.</p> <p>Possible Student Observables:</p> <p>Students do not adhere to classroom routines and behavioral expectations, and are therefore unpredictable at times.</p> <p>Students often try to lay blame on everyone except themselves.</p> <p>With a prompt from teacher, few students remind each other about classroom behavior routines.</p>	<p>Possible Teacher Observable:</p> <p>After teacher cue, misbehaving student stops poor behavior, and with guidance, becomes passively compliant.</p> <p>Possible Student Observables:</p> <p>With prompting and monitoring, some students follow classroom routines and behavioral expectations.</p> <p>Students know that they are responsible for their own work and own behavior, but they do not necessarily agree with these expectations.</p> <p>With a prompt from teacher, some students remind each other about classroom behavior routines.</p>	<p>Possible Teacher Observable:</p> <p>After teacher cue, misbehaving student stops poor behavior and, with guidance, attends to the task at hand.</p> <p>Possible Student Observables:</p> <p>With prompting and monitoring, most students follow classroom routines and behavioral expectations.</p> <p>Students know that they are responsible for their own work and behavior.</p> <p>With a prompt from teacher, students remind each other about classroom behavior routines.</p>	<p>Possible Teacher Observable:</p> <p>After teacher cue, misbehaving student stops poor behavior and uses the agreed-upon strategies to attend to the task at hand.</p> <p>Possible Student Observables:</p> <p>Most students independently follow classroom routines and behavioral expectations.</p> <p>Students know and can articulate that they are responsible for their own work and own behavior.</p> <p>Students remind each other about classroom behavior routines.</p>



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Criterion 5: Fostering and managing a safe, positive learning environment.

CEC6 Classroom Environment & Culture – Classroom Culture: Student status

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher does not develop appropriate and positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.</p>	<p>Teacher demonstrates appropriate teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students may send messages that some students' contributions are more valuable than others.</p>	<p>Teacher and students demonstrate appropriate teacher-student and student-student relationships that foster students' well-being and adapt to meet individual circumstances. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.</p>	<p>Teacher and students demonstrate appropriate teacher-student and student-student relationships that foster students' well-being and adapt to meet individual circumstances. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for students' status to be elevated.</p>
<p>Possible Teacher Observables:</p> <p>Teacher models “the only correct way” to think about a problem, and only praises students who answer according to these expectations.</p> <p>Teacher belittles students who get the wrong answer.</p> <p>Possible Student Observables:</p> <p>Students are unwilling to share for fear of being embarrassed or ridiculed in front of others.</p> <p>Students are fearful of asking for help for fear of appearing “stupid” or “uncool.”</p>	<p>Possible Teacher Observables:</p> <p>Teacher models “the only correct way” to think about a problem.</p> <p>Teacher uses a wrong answer as an example of why it is so important to get the correct answer.</p> <p>Possible Student Observables:</p> <p>Students will only share their thinking if they are confident they have the correct answer.</p> <p>Students are reluctant to ask for help for fear of appearing “dumb” or “uncool.”</p>	<p>Possible Teacher Observables:</p> <p>Teacher models another way of thinking about a problem.</p> <p>Teacher uses a wrong answer to uncover a common misconception and how to avoid it.</p> <p>Possible Student Observables:</p> <p>Student says, “I’m not sure if this is correct, but here is my idea.”</p> <p>With prompting from teacher, student brings a problem to the document camera and teacher leads a discussion on how to solve it.</p>	<p>Possible Teacher Observables:</p> <p>Teacher models alternative ways of thinking about problems.</p> <p>Teacher uses a wrong answer to uncover a common misconception and invites students to discuss how to avoid it.</p> <p>Possible Student Observables:</p> <p>Student says, “I’m not sure if this is correct, but here is my idea. And I welcome feedback on my idea.”</p> <p>Student brings a problem to the document camera and says, “I need help with this!”</p>



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Criterion 5: Fostering and managing a safe, positive learning environment.

CEC7 Classroom Environment & Culture – Classroom Culture: Norms for learning

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Classroom norms are not evident and/or do not address risk taking, collaboration, respect for divergent thinking or students' culture.</p>	<p>Classroom norms are evident and encourage risk taking, collaboration, respect for divergent thinking and students' culture. Teacher and student interactions occasionally align with the norms.</p>	<p>Classroom norms are evident and encourage risk taking, collaboration, respect for divergent thinking and students' culture. Teacher and student interactions frequently align with the norms.</p>	<p>Classroom norms are evident and encourage risk taking, collaboration, respect for divergent thinking and students' culture. Teacher and students refer to the norms and/or interactions consistently align with the norms. Students remind one another of the norms.</p>
<p>Possible Teacher Observables:</p> <p>Teacher sets the norms for the class with no input from students or “norms” are actually behavioral rules.</p> <p>Teacher displays the written norms, and occasionally refers to them when interacting with students, but students have no ownership in the norms.</p> <p>Possible Student Observables:</p> <p>With direction from teacher, students attempt to engage in a debate over an issue, but the conversation and tone is strained and disrespectful. Students are unfamiliar with discussion/behavioral norms.</p>	<p>Possible Teacher Observables:</p> <p>Teacher dominates the discussion during a norm-setting activity for the class.</p> <p>Teacher displays the written norms, and occasionally refers to them when interacting with students.</p> <p>Possible Student Observables:</p> <p>With intervention from teacher, students engage in a debate over an issue in a controlled manner. Students occasionally refer to discussion/behavioral norms on a chart or in their notebook to redirect a student behavior.</p>	<p>Possible Teacher Observables:</p> <p>Teacher engages students in a norm-setting activity for the class.</p> <p>Teacher displays the written norms and refers to them when interacting with students.</p> <p>Possible Student Observables:</p> <p>With support from teacher, students engage in a debate over an issue in a respectful manner. Students refer to discussion/behavioral norms on a chart or in their notebook to redirect a student behavior when prompted by teacher.</p>	<p>Possible Teacher Observables:</p> <p>In addition to Proficient: Teacher and students provide the class with feedback on adhering to the norms.</p> <p>Possible Student Observables:</p> <p>In addition to Proficient: Students can independently engage in a debate over an issue in a respectful manner. Students regularly refer to discussion/behavioral norms on a chart or in their notebook to redirect a student behavior.</p>



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Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

A1 Assessment for Student Learning – Assessment: Self-assessment of learning connected to the success criteria

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Students are rarely or never given an opportunity to assess their own learning in relation to the success criteria for the learning target.</p>	<p>Students are occasionally given an opportunity to assess their own learning in relation to the success criteria for the learning target.</p>	<p>Students frequently assess their own learning in relation to the success criteria for the learning target.</p>	<p>Students consistently assess their own learning in relation to the success criteria and can determine where they are in connection to the learning target.</p>
<p>Possible Teacher Observables:</p> <p>Teacher states the learning target at the beginning of the lesson.</p> <p>At the end of the class session, teacher reminds students about homework, but does not ask students to reflect on their learning.</p> <p>Possible Student Observables:</p> <p>Students write the learning target on their paper.</p> <p>Students document their work in a notebook during the lesson, but teacher rarely checks their notebooks.</p>	<p>Possible Teacher Observables:</p> <p>Several times a week, teacher reminds students of the success criteria, provides an exit slip or journal prompt connected to the success criteria, and reads what students wrote at the end of each week.</p> <p>Teacher uses a “thumbs up” strategy to assess what students know about the learning target at the end of the class. Multiple students’ thumbs are down. Teacher states that they will return to the learning target tomorrow.</p> <p>Possible Student Observables:</p> <p>Students document their work and some reflections about their learning in a notebook during or after the lesson.</p> <p>All students engage in the thumbs up process. Multiple students have their thumbs down.</p>	<p>Possible Teacher Observables:</p> <p>At the end of each class session, teacher reminds students of the success criteria, provides an exit slip or journal prompt connected to the success criteria, and reads what each student wrote on a daily basis.</p> <p>Teacher uses a “thumbs up” strategy at the beginning and end of the lesson to gauge progress towards the learning target.</p> <p>Possible Student Observable:</p> <p>Students’ exit slips describe either what they learned that day connected to the success criteria or how close they are to meeting the success criteria.</p>	<p>Possible Teacher Observables:</p> <p>In addition to Proficient: Teacher prompts students before, during and after the lesson to reflect upon and assess their own learning in relation to the success criteria.</p> <p>Students identify if and to what extent they have met the learning target.</p> <p>Possible Student Observable:</p> <p>In addition to Proficient: Individual students can describe what they need to improve in order to meet the learning target.</p>



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Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

A2 Assessment for Student Learning – Assessment: Demonstration of learning

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Assessments are not aligned with the learning targets.</p>	<p>Assessment tasks are partially aligned with the learning targets, allowing students to demonstrate some understanding and/or skill related to the targets.</p>	<p>Assessment tasks are aligned with the learning targets, allowing students to demonstrate their understanding and/or skill related to the learning targets.</p>	<p>Assessment tasks are aligned with the learning targets and allow students to demonstrate complex understanding and/or skill related to the learning targets.</p>
<p>Possible Teacher Observable:</p> <p>The learning target states that students will demonstrate double-digit subtraction. The assessment asks students to demonstrate single-digit subtraction.</p> <p>Possible Student Observable:</p> <p>Students are unclear what the learning target is or why they are doing the work they are doing.</p>	<p>Possible Teacher Observable:</p> <p>The learning target states that students will demonstrate double-digit subtraction. The assessment asks students to complete three double-digit subtraction problems correctly.</p> <p>Possible Student Observable:</p> <p>Students complete the three problems. Students are able to explain how their work is connected to the learning target.</p>	<p>Possible Teacher Observable:</p> <p>The learning target states that students will demonstrate double-digit subtraction. The assessment asks students to complete three double-digit subtraction problems correctly and explain their thinking to a peer.</p> <p>Possible Student Observable:</p> <p>Students complete the three problems and explain their thinking to a peer. Students are able to explain how their work is connected to the learning target.</p>	<p>Possible Teacher Observable:</p> <p>The learning target states that students will demonstrate double-digit subtraction. The assessment asks students to complete three double-digit subtraction problems correctly, explain their thinking to a peer, and determine the most efficient method for completing the problem.</p> <p>Possible Student Observable:</p> <p>Students complete the three problems, explain their thinking to a peer and identify a method they believe is most efficient. Students are able to explain how their work is connected to the learning target.</p>



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A3 Assessment for Student Learning – Assessment: Formative assessment opportunities

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never provides formative assessment opportunities during the lesson.</p>	<p>Teacher only provides formative assessment opportunities to determine students' understanding of directions and task.</p>	<p>Teacher provides formative assessment opportunities that align with the learning target(s).</p>	<p>Teacher provides a variety of strategies for formative assessment that align with the learning target(s).</p>
<p>Possible Teacher Observable:</p> <p>Teacher uses a recall strategy, asking, "Who can tell me what we did yesterday?"</p> <p>Possible Student Observable:</p> <p>Students describe the process they should follow for the science lab but cannot describe the concept they are studying.</p>	<p>Possible Teacher Observable:</p> <p>Teacher uses a turn-and-talk strategy to assess understanding of the directions and task. Teacher listens to student talk to ensure they understand the task.</p> <p>Possible Student Observable:</p> <p>All students engage in the turn-and-talk and discuss what they are being asked to do.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Basic: Teacher uses a turn-and-talk strategy during the lesson to assess students' current understanding of the task and the concept.</p> <p>Possible Student Observable:</p> <p>All students engage in the turn-and-talk. Responses address conceptual understanding.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Proficient: Teacher uses an exit slip at the end of the lesson to assess students' current understanding of the concept.</p> <p>Possible Student Observable:</p> <p>Students complete the exit slip. Students' responses on exit slips describe what they do and do not understand about the concept.</p>



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Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

A4 Assessment for Student Learning – Assessment: Collection systems for formative assessment data

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never uses an observable system and/or routines for recording formative assessment data.</p>	<p>Teacher has an observable system and routines for recording formative assessment data and occasionally uses the system for instructional purposes.</p>	<p>Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and frequently uses the system for instructional purposes.</p>	<p>Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.</p>
<p>Possible Teacher Observables:</p> <p>Teacher confers with students, but does not write anything down.</p> <p>Teacher is unaware of or indifferent to the purpose of using exit slips.</p>	<p>Possible Teacher Observables:</p> <p>Teacher occasionally takes notes while conferring to document students' progress, but the notes are not necessarily filed or revisited.</p> <p>Teacher rarely reads exit slips to check for understanding.</p>	<p>Possible Teacher Observables:</p> <p>Teacher uses a note taking system while conferring to document students' progress and next steps. The system is used to differentiate the lesson the next day.</p> <p>Teacher reads exit slips to check for understanding. The learning target or success criteria for the next day are adjusted accordingly.</p>	<p>Possible Teacher Observables:</p> <p>Teacher uses a note taking system to document students' progress and next steps while conferring, listening to turn-and-talk responses, and reading responses from exit slips. The system is used to adjust the next day's lesson, to differentiate for individuals, and for future planning.</p> <p>Teacher reads exit slips to check for understanding, and responds to ones that require further attention.</p>



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Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

A5 Assessment for Student Learning – Assessment: Student use of assessment data

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Students rarely or never use assessment data to assess their own learning.	Students occasionally use assessment data to assess their own learning, determine learning goals and monitor progress over time.	Students frequently use assessment data to assess their own learning, determine learning goals and monitor progress over time.	Students consistently use assessment data to assess their own learning, determine learning goals and monitor progress over time.
<p>Possible Teacher Observable:</p> <p>Teacher does not provide assessment data and/or an opportunity for students to set goals.</p> <p>Possible Student Observable:</p> <p>Students do not have learning goals or do not monitor progress towards learning goals.</p>	<p>Possible Teacher Observable:</p> <p>Teacher provides benchmark assessment data and supports students in setting and monitoring learning goals three or four times per year.</p> <p>Possible Student Observable:</p> <p>Students use benchmark assessments to set learning goals. Students monitor progress towards their goals only after benchmark assessments are given and scored.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Basic: Teacher uses classroom-based assessments as a source of data for students to set and monitor learning goals for each unit.</p> <p>Possible Student Observable:</p> <p>In addition to Basic: Students set and monitor learning goals at the beginning and end of each unit.</p>	<p>Possible Teacher Observable:</p> <p>In addition to Proficient: Teacher uses classroom-based assessments as a source of data for students to set and monitor learning goals weekly throughout each unit.</p> <p>Possible Student Observable:</p> <p>In addition to Proficient: Students set and monitor learning goals weekly throughout each unit.</p>



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Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Student Growth 6.1: Establish Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Critical Attributes

<ul style="list-style-type: none"> • Does not establish student learning goals • Does not specify assessment(s) to monitor progress towards goal(s) 	<ul style="list-style-type: none"> • Goals may be missing one or more of the following qualities: specific, measurable and time-bound • Goals are not based on prior available student learning • Goals partially aligned to content standards • Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s) • Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals. 	<ul style="list-style-type: none"> • Goals are specific, measurable and time-bound • Based on multiple sources of available data that reveal prior student learning • Goals aligned to content standards • Grain size of goal is appropriate for the context, instructional interval and content standard(s) • Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area • Identifies formative and summative measures aligned to learning targets to monitor progress towards goals 	<ul style="list-style-type: none"> • Proficient Attributes and: • Effort to Communicates (two-way)/Collaborates with other staff, families and/or students to establish goals specific to whole class learning needs • Students articulate their understanding of their goals and progress toward goals
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Student Growth 6.2: Achievement of Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.



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Criterion 7: Communicating and collaborating with parents and the school community.

PCC3 Professional Collaboration & Communication – Communication and Collaboration: Parents and guardians

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never communicates in any manner with parents and guardians about student progress.</p>	<p>Teacher occasionally communicates with all parents and guardians about goals of instruction and student progress, but usually relies on only one method for communication or requires support or reminders.</p>	<p>Teacher communicates with all parents and guardians about goals of instruction and student progress and uses multiple tools to communicate in a timely and positive manner. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.</p>	<p>Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.</p>
<p>Possible Teacher Observable:</p> <p>Even when prompted, teacher does not send required information to parents and guardians or is late in doing so.</p>	<p>Possible Teacher Observables:</p> <p>Teacher sends required progress reports and requires return with a signature.</p> <p>Teacher contacts parents and guardians over behavior problems.</p> <p>Teacher keeps electronic records (e.g., district data system) current for parent and guardian access.</p> <p>Teacher contacts parents and guardians in a timely manner when student begins to have academic problems.</p> <p>Teacher meets with parents and guardians at scheduled conference times and is fully prepared.</p> <p>Teacher provides timely responses to parent and guardian questions via phone or email.</p>	<p>Possible Teacher Observables:</p> <p>In addition to Basic:</p> <p>Teacher sends regular updates to parents and guardians about progress in the classroom using print and/or technology (e.g., backpack bulletins, email news flash).</p> <p>Teacher anticipates when content will become difficult for students and tells parents and guardians ahead of time how to support their student.</p> <p>Teacher is aware of potential barriers in language and technology and ensures that important learning documents are translated into the first language of parents and guardians as needed.</p>	<p>Possible Teacher Observables:</p> <p>In addition to Proficient:</p> <p>Teacher uses all available technology (e.g., social media) to communicate about class content, special events, and student progress.</p> <p>Teacher maintains web page, updated weekly.</p> <p>Teacher sets additional conference times with parents and guardians as needed.</p> <p>Teacher prepares and engages students in student-led conferences.</p> <p>Teacher develops individual communication plan (e.g., initialing assignment book daily) with specific students.</p>



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Criterion 7: Communicating and collaborating with parents and the school community.

PCC4 Professional Collaboration & Communication – Communication and Collaboration: Communication within the school community about student progress

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher maintains minimal student records. Teacher rarely communicates student progress information to relevant individuals within the school community.</p>	<p>Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).</p>	<p>Teacher maintains accurate and systematic student records. Teacher communicates student progress information to relevant individuals within the school community in a timely way, accurately, and in an organized manner, including both successes and challenges.</p>	<p>Teacher maintains accurate and systematic student records. Teacher communicates student progress information to relevant individuals within the school community in a timely way. Teacher and student communicate accurately and positively about student successes and challenges.</p>
<p>Possible Teacher Observable:</p> <p>Teacher’s records (print and electronic) are incomplete.</p>	<p>Possible Teacher Observables:</p> <p>Teacher must be prompted to complete student records and transmit information needed by colleagues and administrators.</p> <p>Teacher has an effective system for tracking student learning progress and can describe each student’s status in relationship to current learning goals, but does not initiate student referrals in a timely manner.</p>	<p>Possible Teacher Observables:</p> <p>Teacher shares succinct and relevant information about student progress at an intervention meeting.</p> <p>Teacher presents students in best possible light at all times.</p> <p>Teacher responds accurately and positively to request from special education teacher about student experiences in the classroom.</p> <p>Teacher requests additional information from support staff in order to assist a student.</p>	<p>Possible Teacher Observables:</p> <p>Teacher communicates with students, colleagues, parents, administrators and support services.</p> <p>Students also know their status related to learning goals.</p> <p>Teacher communicates with grade level team accurately and positively about successes and challenges for students.</p>



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Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

PCC1 Professional Collaboration & Communication – Professional Learning and Collaboration:

Collaboration with peers and administrators to improve student learning

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never collaborates with peers or engages in reflective inquiry for the purpose of improving instructional practice or student learning.</p>	<p>Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.</p>	<p>Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.</p>	<p>Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work.</p>
<p>Possible Teacher Observables:</p> <p>Teacher attends only required professional development activities and does not attempt to apply new learning.</p> <p>Teacher does not reflect on his/her teaching or is not accurate about its effectiveness.</p> <p>Teacher avoids interaction with administrators or indicates that they are only welcome on the formal evaluation cycle.</p>	<p>Possible Teacher Observables:</p> <p>Teacher engages in continuing education to maintain certification and attempts to apply new learning.</p> <p>Teacher reflects on his/her teaching with colleagues, recognizes aspects that were not effective and attempts to change instructional practice accordingly.</p> <p>Teacher is respectful to administrators but does not discuss instruction and student learning.</p>	<p>Possible Teacher Observables:</p> <p>Teacher seeks and takes advantage of opportunities for continuous growth.</p> <p>Teacher reflects on his/her teaching with colleagues, recognizes aspects that were not effective and identifies ways to improve.</p> <p>Teacher shares lessons and asks for feedback.</p> <p>Teacher can demonstrate improved student learning as a result of his/her changed practices.</p> <p>Teacher welcomes administrators into the classroom and engages in reflective conversation about students and their learning.</p>	<p>Possible Teacher Observables:</p> <p>Teacher pursues specific goals and identifies relevant ways to learn, including action research, networking and professional organizations.</p> <p>Teacher reflects on his/her teaching with colleagues, recognizes aspects that were not effective, and incorporates improvements.</p> <p>Teacher works with peers on a lesson, asks for a peer to observe, and participates in a reflective conversation.</p> <p>Teacher works with a colleague to set professional goals related to student achievement.</p> <p>Teacher works with administration to share instructional leadership and improvement throughout the school.</p>



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Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

PCC2 Professional Collaboration & Communication – Professional Learning and Collaboration: Professional and collegial relationships

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher rarely or never develops or sustains professional and collegial relationships for the purpose of student, staff or district growth. Teacher may subvert professional and collegial relationships.</p>	<p>Teacher develops limited professional and collegial relationships for the purpose of student, staff or district growth.</p>	<p>Teacher develops and sustains professional and collegial relationships for the purpose of student, staff or district growth.</p>	<p>Teacher develops and sustains professional and collegial relationships for the purpose of student, staff or district growth. Teacher serves as a mentor for others' growth and development.</p>
<p>Possible Teacher Observable:</p> <p>Teacher works in isolation, only attends required staff meetings, and/or avoids conversations about his/her students' learning.</p>	<p>Possible Teacher Observables:</p> <p>Teacher participates in formal and informal meetings about teaching and learning.</p> <p>Teacher acknowledges differences in evidence of student learning.</p> <p>Teacher shares resources with other members of the department or grade level.</p> <p>Teacher focuses on student achievement during collaboration time.</p>	<p>Possible Teacher Observables:</p> <p>Teacher initiates conversations with colleagues and shares challenges of student learning.</p> <p>Teacher knows how to communicate with peers in a way that is honest about practice but respects the individual.</p> <p>In a team setting, teacher gives fair air time, participates, shares ideas and workload, and helps teammates.</p> <p>Teacher works with a colleague to set professional goals related to student achievement.</p>	<p>Possible Teacher Observables:</p> <p>Teacher sets and works towards common instructional practice goals with colleagues.</p> <p>Teacher is able to pose inquiry questions to peers that stimulate professional dialogue.</p> <p>Teacher deprivatizes practice by inviting colleagues to visit, observe and provide feedback.</p>



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Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

PCC5 Professional Collaboration & Communication – Professional Responsibilities: Supports school, district, and state curriculum, policy and initiatives

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher is unaware of or does not support school, district, or state initiatives. Teacher violates a district policy or rarely or never follows district curriculum/pacing guide.</p>	<p>Teacher supports and has a basic understanding of school, district, and state initiatives. Teacher follows district policies and curriculum/pacing guide.</p>	<p>Teacher supports and has solid understanding of school, district, and state initiatives. Teacher follows district policies and implements district curricula and policy. Teacher makes pacing adjustments as appropriate, to meet whole group needs without compromising an aligned curriculum.</p>	<p>Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district, and state initiatives. Teacher follows district policies and implements district curricula and policy. Teacher makes pacing adjustments as appropriate to meet whole group and individual needs, without compromising an aligned curriculum.</p>
<p>Possible Teacher Observables</p> <p>Teacher questions and comments indicate lack of awareness of major initiatives at the school, district and state level, or complains about mandates and changes.</p> <p>Teacher rarely or never follows district curriculum /pacing guide.</p> <p>Teacher does not follow district policies when bringing in supplemental materials.</p> <p>Teacher spends additional time on some topics and ignores others based on personal preference.</p> <p>Teacher chooses supplemental materials from personal collections or uses materials designated for other courses/grade levels.</p>	<p>Possible Teacher Observables</p> <p>Teacher can describe the nature and rationale of new initiatives in the school, district and state.</p> <p>Teacher follows district curriculum / pacing guide, but either goes too quickly in order to cover the curriculum, or goes too slowly to adequately meet student learning needs on the key concepts and skills.</p> <p>Teacher follows district policy when bringing in supplemental materials.</p>	<p>Possible Teacher Observables</p> <p>Teacher is able to fluently describe the instructional programs and interventions available in the school.</p> <p>Teacher can describe the nature and rationale of new initiatives in the school, district and state and how he/she is implementing them.</p> <p>Teacher follows district curriculum in the core classroom program, uses the district pacing guide and makes adjustments as appropriate to meet whole group needs.</p> <p>Teacher follows district policy when bringing in supplemental materials.</p>	<p>Possible Teacher Observables</p> <p>Teacher asks thoughtful questions about new initiatives to clarify purpose and expectations.</p> <p>Teacher helps colleagues connect current successful practice to new initiatives.</p> <p>Teacher follows district curriculum in the core classroom program, uses the district pacing guide and makes adjustments as appropriate to meet whole group and individual needs.</p> <p>Teacher follows district policy when bringing in supplemental materials.</p> <p>Teacher participates in district committees to develop curriculum and/or select materials.</p>



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Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

PCC6 Professional Collaboration & Communication – Professional Responsibilities: Ethics and advocacy

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher’s professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.</p>	<p>Teacher’s professional role toward adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved.</p>	<p>Teacher’s professional role toward adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.</p>	<p>Teacher’s professional role toward adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.</p>
<p>Possible Teacher Observables:</p> <p>Teacher goes without speaking to another adult all day. When others initiate conversation, teacher is curt and/or too busy.</p> <p>Teacher shows preferential treatment to some students.</p> <p>Teacher is over-friendly and/or inappropriately affectionate with some students.</p> <p>Teacher shares no or too much personal information.</p> <p>Teacher blames lack of student learning on the characteristics of students or makes pejorative comments about groups of students.</p>	<p>Possible Teacher Observables:</p> <p>Teacher complies with all school and district policies and procedures.</p> <p>Teacher extends ordinary courtesies and positive nonverbal behavior to all adults and students.</p> <p>Teacher is honest and reliable.</p> <p>Teacher is genuinely concerned about all students, but may lack cultural awareness that affects relationships in the school setting.</p>	<p>Possible Teacher Observables:</p> <p>In addition to Basic:</p> <p>Teacher actively seeks experiences that will enhance understanding of student backgrounds.</p> <p>Teacher shares knowledge of students’ backgrounds and life experiences to help colleagues focus on positive assets and appropriate supports.</p> <p>Teacher encourages all students to participate in academic and non-academic activities of the school.</p>	<p>Possible Teacher Observables:</p> <p>In addition to Proficient:</p> <p>Teacher reflects on school programs and extracurricular activities, recognizes barriers to participation, and advocates to increase students’ opportunities through strategies such as changes in scheduling and transportation.</p> <p>Teacher recognizes a student’s strengths or talents and personally connects student with coach or sponsor.</p> <p>Teacher recognizes implications of home language and advocates for responsive practices in school communications, parent conferences and school programs.</p>



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Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Student Growth 8.1: Establish Team Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.
Critical Attributes			
<ul style="list-style-type: none"> • Team does not establish goal(s) for student learning • Team does not specify assessments to monitor progress towards goal(s) and/or goal is neither specific or time-bound • Teacher does not communicate with team regarding team goals or plans • Teacher rarely shares student data, student work or suggestions for strategies to achieve team goal(s) • Teacher undermines team's ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment 	<ul style="list-style-type: none"> • Team goal(s) or measures are established without consensus • Team goal is missing one or more of the following qualities: specific, measurable, time-bound • Team goal is missing one or more of the following qualities: appropriate for the context, instructional interval or content standard(s) • Team goal is not connected to a significant impact on student learning of content • Teacher's communication with team is inconsistent regarding team goals and plans • Teacher occasionally shares student work or suggestions for strategies to achieve team goal(s) • Teacher rarely shares reflection on instruction to achieve team goal(s) • Teacher demonstrate inconsistent follow-through with team decisions regarding instruction and assessment 	<ul style="list-style-type: none"> • Team goal(s) and measures are decided collaboratively • Team goal(s) are specific, measurable and time-bound • Team goal(s) are appropriate for context, instructional interval and content standard(s) • Team goal(s) demonstrate significant impact on student learning of content (transferable skills) • Teacher communicates responsibly with team regarding team goals and plans for measuring and monitoring • Teacher consistently and actively contributes multiple sources of data to collectively determine evidence of student learning • Teacher engages in data-based reflection with team and adjusts practice accordingly • Teacher implements team decisions regarding instruction and assessment 	<ul style="list-style-type: none"> • Team goal(s) and measures are decided collaboratively • Team goal(s) are specific, measurable and time-bound • Team goal(s) are appropriate for context, instructional interval and content standard(s) • Goal(s) demonstrate significant impact on student learning of content (transferable skills) • Teacher helps develop other team members' capacity to be effective • Teacher regularly makes his/her practice public by sharing models and facilitating data processes • Teacher promotes reflective analysis among team • Teacher shares a wide range of resources to build and sustain support for team goals

