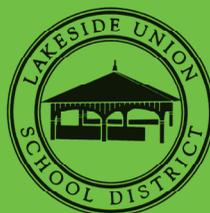


Teacher Effectiveness Framework

Lakeside Union School District



VERSION 2.0



Introduction

The Lakeside Union School District (LUSD) and the Lakeside Teachers Association (LTA) agree the single most important factor in student learning is an effective teacher in every classroom. We also agree that all students can achieve to high standards. These core beliefs provided us the unique opportunity to collaboratively create a path for all teachers to become highly effective teachers. Both, the Lakeside Union School District and the Lakeside Teachers Association see the need to provide high quality professional learning supported by on-going coaching to the teachers of Lakeside. In order to provide this high quality professional learning, the Lakeside district and the LTA decided to utilize the Teacher Effectiveness Framework (TEF). We agree that the TEF should accomplish collaborative problem-solving and reflective conversations about student learning and instructional practice leading to professional growth.

The Teacher Effectiveness Framework will serve as a professional growth tool as well as an evaluation framework.

Purpose of this Document

The purpose of this document is to serve as a resource to support LUSD teachers and administrators in professional goal setting and learning. It will provide structures and processes for continual growth based upon the Interstate Teacher Assessment and Support Consortium (InTASC) standards for K-12 educators.

Educators will use the Framework to set personalized, professional goals, to support their learning, and track their own growth.

The TEF will provide the teachers and administrators of Lakeside the tools to develop their teaching practices by providing common language and common observable evidence of effective teaching practices.

We now have a reference manual at our fingertips that defines the teaching and learning practices that will lead to students' growth in the Common Core State Standards and competencies necessary to meet 21st century learning skills.

New Leadership Roles for Teachers and Administrators

These core teaching standards set forth high expectations for teaching and learning. Integrated across the standards are the teachers' and administrators' responsibility for the learning of all students, with the expectation that they will see themselves as leaders from the beginning of their career and advocate for each student's needs, and the obligation to actively investigate and consider new ideas that will improve teaching and learning and advance the profession.

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PLANNING (P) 1

Subdimension One: To Address Learner Needs

Teacher plans instruction based on information from formative and summative assessments and other sources, and adjusts plans for individuals and whole groups when necessary.

P-1 1

P-2 2

P-3 3

Subdimension Two: For Experiences to Support Learning

Teacher plans learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards.

P-4 4

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DIMENSION TWO

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Subdimension One: Safe and Respectful Learning Community

Teacher collaborates with others to build an inclusive and engaging learning environment marked by respect, rigor, and responsibility.

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Subdimension Two: Classroom Management

Teacher manages time, space, resources, and students' attention to support students and to advance their learning.

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Teacher uses multiple methods of assessment to monitor progress and to guide teacher's and learners' decision-making.

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Subdimension Two: Differentiates Instruction

Teacher understands and uses a variety of instructional strategies and make learning accessible to all learners.

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Subdimension Three: Ensures Mastery of Content

Teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content. (InTASC)

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Teacher encourages learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways. (InTASC)

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Teacher engages in meaningful and ongoing professional learning, uses data to evaluate his/her practice, and adapts practice to meet the needs of all learners.

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Teacher seeks appropriate opportunities to model ethical and effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles in the school, the district, the profession, and the community. (InTASC)

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Teacher Effectiveness Framework Overview

DIMENSION	SUBDIMENSION		TEACHER INDICATOR For complete description, go to full document	LEARNER INDICATORS
Planning	To Address Learner Needs	P-1	Plans using formative and summative assessment results	
		P-2	Plans to meet individual learning needs	
		P-3	Collaborates to meet individual learning needs	
	For Experiences to Support Learning	P-4	Alignment of objective, learning experience and assessment task	
		P-5	Plans to use critical thinking and cross-disciplinary skills	
		P-6	Develops collaborative & self-directed learning	
Learning Community	Safe and Respectful Learning Community	LC-1	Nurtures respectful and supportive learning environment	Shows respect to others and values quality work
		LC-2	Values and promotes diversity	Shows respect for cultural differences
	Classroom Management	LC-3	Collaboratively establishes classroom procedures	Knows and follows classroom procedures
		LC-4	Management of time, space, and resources	Maximizes instructional time
Instructional Practices	Assessment to Guide Teachers' and Learners' Decision Making	IP-1	Checks for understanding to plan next steps	Demonstrates understanding and seeks help
		IP-2	Helps learners assess progress & determine quality work	Understands criteria for assessment/assignments
		IP-3	Provides timely & constructive feedback	Uses relevant feedback to transform learning
	Differentiates Instruction	IP-4	Modifies instruction & resources to meet needs of all	Feels included and supported
		IP-5	Incorporates tools of language development into instruction	Advances in language proficiency & content
	Ensures Mastery of Content	IP-6	Connects new knowledge to prior knowledge, experiences and real-world applications	Understands connections to new concepts
		IP-7	Uses a variety of strategies, explanation and representations to guide through learning pathway	Move forward in the learning pathway
		IP-8	Uses a variety of evidence based strategies	
	Ensures Application of Content	IP-9	Promotes problem-solving and critical thinking	Critically thinks to seek solutions /new ideas
		IP-10	Promotes student-driven learning	Create products/performances aligned to interests
Leading Professional Learning & Ethical Practice	Professional Learning	PL-1	Engages in and leads ongoing learning	
		PL-2	Collaborates with stakeholders to ensure learner growth	
	Leadership & Ethics	PL-3	Acts in an ethical and professional manner	
		PL-4	Seeks leadership roles	

The School Improvement Network Teacher Effectiveness Framework is based on the diligent work of the Council of Chief State School Officers (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC), April 2011. The educator evaluation process is based on the work of School Improvement Network and the Lakeside Union School District. The following is an alignment of the two frameworks and the collaboration of School Improvement Network and Lakeside Union School District.

Process and Timeline for LUSD Educator Evaluation

In order to provide support in the growth process model, the administrator shall utilize, as appropriate, the following steps throughout the year:

1. Review the Evaluation Process and Documents with Educator. (To be completed by September 30)

- Likert scale definitions
- Timelines
- Assign educator to complete the Educator Self-Assessment Evaluation Worksheet (Step 1 Form 1)

2. Conduct Goal Setting Conference. (To be completed by October 15)

- Jointly review administrator and educator Self-Assessment (Step 1, Form 1)
- Review and agree on goals (Step 2, Form 2)*
- Identify a maximum of two goals (Two goals may be in the same Dimension/Indicator)
- Jointly identify key strategies, actions, timelines, and evidence/method to illustrate progress*

3. Conduct Observations (i.e. scheduled, invited, and/or drop in) using Step 3, Form 3 (ongoing)

- Frequency and type of observations to be determined during goal setting conference
- Conduct a follow-up conference after each observation whenever Form 3 is used

4. Provide Coaching Sessions (ongoing)

- To assess progress towards goals
- To provide feedback on **proficiency** of dimensions

5. Review Anecdotal Notes (both educator and administrator)

- Evidence review discussions (formal or informal)
- Documents review

6. Conduct Mid-Year Progress Conference Using Step 4, Form 4 (Due by February 15)

- Provide an explanation of progress/accomplishments
- Determine any modifications as appropriate for goals

7. Conduct End-of-Year Summary Conference (Due by June 15)

End-of-Year Summary Evaluation (Step 5, Form 5) The administrator determines in collaboration with the educator whether he/she has made acceptable progress toward indicator goal(s) identified in Step 2. If the teacher has made satisfactory progress and is rated “developing” or higher, no further action is required. If the teacher is rated “not meeting standard” on one or more of the goals, he/she will be required to participate in the Peer Assistance and Review (PAR) program. The administrator shall notify the panel in writing of those teachers being required to participate in PAR. The administrator shall provide both an explanation and recommendations/ accomplishments for both goals.

End-of-Year Summary Evaluation (Step 5, Form 6) A rating of “Not Meeting Standard” or “Developing” on one or more of the “overall dimensions” on the Summary Evaluation (Form 6) does not initiate a second year evaluation, but may be used for ongoing coaching. If during the teacher’s next formal evaluation cycle, he/she continues to be rated “developing” or below in the same overall dimension(s) as indicated in the prior formal evaluation cycle, he/she will be required to participate in the Peer Assistance and Review (PAR) program. The administrator shall notify the panel in writing of those teachers being required to participate in PAR. The administrator shall provide both an explanation and recommendations/accomplishments for the overall dimensions rated “developing” or below.

A permanent teacher with ten or more years of service in LUSD who is “highly qualified” under NCLB may be evaluated every five years if the teacher was rated “proficient” or above in all dimensions in the previous evaluation.

Probationary teachers will be evaluated every year.

* If mutual agreement cannot be reached, the principal and his/her designee and the educator and the site designee shall meet to reach mutual agreement.

Teacher Indicator: Teacher plans instruction based on information from formative and summative assessments and other sources, and adjusts plans for individuals and whole groups when necessary.

Rating	Teacher Observable Evidence
Distinguished	Additionally, teacher uses assessment data to proactively support learners in their understanding of more difficult concepts and to guide learners along individual pathways.
Possible Evidence	<p>In addition to Proficient.</p> <ul style="list-style-type: none"> <input type="checkbox"/> From previous experiences and/or resources, teacher identifies common misconceptions and more difficult concepts to influence planning. <input type="checkbox"/> Teacher plans to engage students in assessing their own learning and in using the data to develop/modify their plans to reach their individual learning goals.
Proficient	Teacher uses aggregated and disaggregated data to plan instruction for the class as well as for individual learners.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher plans instruction using formative and summative data, as well as additional information about individual learners (developmental levels, prior learning, experiences, and interests). <input type="checkbox"/> Teacher aggregates and disaggregates formative and summative assessment data, identifies patterns, and uses the data to inform planning for the class as a whole, as well as for individual learners. <input type="checkbox"/> Teacher uses data from daily formative assessments (assignments, quizzes, exit cards, anecdotal observations, etc.) to identify needs and to plan instruction for the following lesson, re-teaching concepts as needed. <input type="checkbox"/> Teacher uses formative assessment data to plan for additional support or increase challenge for individuals and groups of learners.
Developing	Teacher uses aggregated data to plan instruction for the class as a whole.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher plans instruction for the class as a whole using aggregated formative and summative data. <input type="checkbox"/> Teacher uses data from daily formative assessments (assignments, quizzes, exit cards, etc.) to determine areas of need. However, re-teaching may not occur in a timely manner (i.e., prior to teaching the next concepts).
Not Meeting Standard	Teacher does not use assessment data to influence instructional plans.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Plans do not reflect the use of assessment data to plan instruction or to make adjustments in planning. <input type="checkbox"/> Plans do not reflect use of assessment data to plan for individual learner’s needs.
Questions	Extended Questions
<ol style="list-style-type: none"> 1. What is your approach to lesson planning? How do you go about it? 2. In what ways do data inform your lesson planning? What forms of data are most helpful to you? 3. What does success look like for you in a well-executed lesson plan? 4. What are your most utilized formative assessment tools? How do you incorporate that data into your planning for the next day’s lesson? 5. What makes you think that the formative assessment tool you had the students using today will result in students better understanding their own misconceptions about the concept or skill you were teaching? 6. What, if anything, has been challenging for you about using formative assessment tools in the past with your students? 	<ol style="list-style-type: none"> 1. What trends, if any, have you noticed in your summative assessment data? What concepts or skills do students tend to struggle with most? What impact do those trends have on your unit and lesson planning? 2. In what ways do you set academic learning goals with your students? 3. In what ways do your students use assessment data? How do they know they are reaching their individual learning goals?

Teacher Indicator: Teacher plans how to achieve individual’s rigorous learning goals, choosing appropriate strategies, accommodations, resources, and materials to differentiate instruction.

Rating	Teacher Observable Evidence
Distinguished	Additionally, teacher collaborates with learners to plan and identify needed support.
Possible Evidence	In addition to Proficient <input type="checkbox"/> Teacher collaborates with learners to identify the learning pathways to help them pursue challenging goals.
Proficient	Teacher plans appropriate strategies, accommodations, resources and materials to support and challenge all learners.
Possible Evidence	<input type="checkbox"/> Teacher plans to challenge all learners by adapting, scaffolding, enriching, accelerating instruction and by modifying resources and materials. <input type="checkbox"/> Teacher modifies assessments to meet the needs of the learners and/or plans multiple ways for learners to demonstrate their knowledge and skills. <input type="checkbox"/> Teacher organizes flexible grouping and plans differentiated learning goals and tasks for each group. <input type="checkbox"/> Plans reflect culturally responsive teaching strategies. <input type="checkbox"/> Plans incorporate support for language learners, including strategies for making content accessible (i.e., modification of materials, materials in native language, cooperative learning, learning partners, visuals, graphics). <input type="checkbox"/> Teacher plans language learning objective relative to the concept to support language acquisition.
Developing	Teacher plans appropriate strategies, accommodations, resources, and materials to support some learners.
Possible Evidence	<input type="checkbox"/> Teacher designs experiences and modifies materials and resources to support learners with IEPs, 504s and other legal requirements. <input type="checkbox"/> Teacher identifies learner strengths and/or needs and groups them for small group instruction, although plans reflect similar goals and learning experiences for each group. <input type="checkbox"/> Teacher occasionally plans to incorporate modified tasks, instruction, materials, and resources for language learners.
Not Meeting Standard	Teacher’s plans do not support differentiation of instruction or modification of resources and materials.
Possible Evidence	<input type="checkbox"/> Plans do not reflect modification of instruction or materials for individuals or groups of learners, including learners with IEP’s, 504’s and other legal requirements. <input type="checkbox"/> Plans do not reflect forethought to meet with individuals and/or small groups of learners for additional instruction or support. <input type="checkbox"/> Plans do not reflect instruction in language acquisition skills and/or to sheltering of instruction to make content accessible for language development.
Questions	Extended Questions
<ol style="list-style-type: none"> 1. What is your experience with differentiating instruction? What differentiations have been most successful in your experience? 2. What differentiation strategies have you found to be most useful in accelerating the learning for students that are struggling? In challenging the high-performing students? 3. What are the different forms of assessments that you use most often? Which forms do you feel would best help students demonstrate their knowledge and skills? 4. What is your vision for how class time is best structured? What is the ratio between teacher talk time vs. student talk time in most of your lessons? 5. What does culturally responsive instruction look like in your classroom? 6. What have you found out about how your most marginalized students think? How do they make meaning of the concepts and skills that you need them to learn? What metaphors do they use to make their own meaning? 7. How do you typically support your English language learners? What do you find are the most common struggles of your English language learners? 8. What support would be most helpful in improving your planning and instruction as it relates to differentiation? 9. Where do you feel you have the most to learn about differentiating instruction? 	<ol style="list-style-type: none"> 1. How do you collaborate with students? 2. What is your approach to student-teacher goal setting meetings? 3. Who do you know that collaborates really well with students?

Teacher Indicator: Teacher plans instruction by collaborating with colleagues, specialists, community organizations, families and learners to meet individual learning needs.

Rating	Teacher Observable Evidence
Distinguished	Additionally, teacher collaborates with others to develop a network of support for individual learners.
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher collaborates with a broad range of colleagues and community organizations to address each learner’s needs (e.g., developmental, exceptional, linguistic). <input type="checkbox"/> Teacher collaborates with community members to build a network of support for learners.
Proficient	Teacher collaborates with others and consistently uses the information to guide instruction.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher collaborates with families to further meet the needs of the learners and to incorporate family resources. <input type="checkbox"/> Teacher collaborates with colleagues and/or specialists and consistently uses the information when planning.
Developing	Teacher collaborates with others, but does not consistently use the information when planning.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher interacts with families, but inconsistently uses the information when planning. <input type="checkbox"/> Teacher collaborates with colleagues and/or specialists, but inconsistently uses the information when planning.
Not Meeting Standard	Teacher does not collaborate with others to meet the needs of individual learners.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not collaborate with families and/or does not use the information when planning. <input type="checkbox"/> Teacher does not collaborate with colleagues and/or specialists to meet unique needs of learners.
Questions	Extended Questions
<ol style="list-style-type: none"> 1. What does collaboration look like for you? When collaboration is at its best, what does that look like? With parents? With colleagues? 2. What are some of the challenging aspects of collaboration for you? With parents? With colleagues? To what support do you turn to address those challenges? 3. How do you feel about collaborating with some of your colleagues who have more expertise than you in particular areas? 4. What might you learn from colleagues that have more expertise than you? How do you incorporate new learning from your colleagues that have more expertise than you? 	<ol style="list-style-type: none"> 1. How do you build relationships with community members to support your students? 2. Who do you know that has a strong network of support for students outside of the school? 3. In what ways does the school support you to build that network? How do you support the school to build that network? 4. How has your instruction or approach to students changed as a result of what you have learned from a broader network of community support?

Teacher Indicator: Teacher develops appropriate sequencing of learning experiences aligned to the learning objective and to the assessment task.

Rating	Teacher Observable Evidence
Distinguished	Additionally, teacher plans with learners to support them in accomplishing their long-term goals.
Possible Evidence	In addition to Proficient <input type="checkbox"/> Teacher plans with students to identify personalized learning objectives and experiences to support them in reaching their long-term goals.
Proficient	Teacher plans a logical sequence of learning experiences aligned with the objective and assessment task that is relevant to learner needs.
Possible Evidence	<input type="checkbox"/> Learning objective(s) is aligned to state or local curriculum standards, reflects rigorous and relevant learning, and is written in student-friendly language. <input type="checkbox"/> Teacher identifies specific goals (related to the objective) based on understanding of learning progressions and his/her students' development along the pathway. <input type="checkbox"/> Teacher develops a logical sequence of learning experiences and assessments (aligned with the objective) that reflect an understanding of learners' prior knowledge and experiences as well as the necessary background knowledge for subsequent concepts. <input type="checkbox"/> Teacher structures time in the plan to build prerequisite skills, to support steady progress, and to extend or enrich learning. <input type="checkbox"/> Teacher anticipates more difficult concepts and plans multiple explanations and representations, as well as the necessary time to support learning.
Developing	Teacher plans a logical sequence of learning experiences aligned with the learning objective.
Possible Evidence	<input type="checkbox"/> Learning objective(s) is based on state or local curriculum standards. <input type="checkbox"/> Learning objective(s) is stated in the form of an activity, rather than student learning. <input type="checkbox"/> Teacher plans activities based on the learning objective and considers the assessment task.
Not Meeting Standard	Plans do not reflect a logical sequence of learning experiences and/or alignment with the objective or assessment task.
Possible Evidence	<input type="checkbox"/> Learning objective is not apparent and/or aligned to state or local curriculum standards. <input type="checkbox"/> Plans do not show a logical sequence of learning. <input type="checkbox"/> Experiences are not aligned to the learning objective and/or to the assessment task.
Questions	Extended Questions
<ol style="list-style-type: none"> How do you think about the learning objective when you are doing your lesson planning? In what way does it guide your planning? How do you know whether students have met the identified learning objective? How do students know that they have met the learning objective? How do you communicate your identified goals and how do you measure progress toward the learning objective during a lesson? What does a rigorous learning experience look like for you and your students? When are you most successful in providing rigorous learning experiences? What are the most engaging learning experiences for students, particularly your most marginalized and struggling students? What is your vision for how students will take up the most difficult concepts of the lesson? How do you use students' own explanations and meaning about aspects of the lesson to connect to the most difficult concepts of the lesson? When faced with a limited amount of time in class and a large amount of content to cover, what is your strategy for teaching the concepts? What do you do to assure that students understand the key concepts/learning objective? 	<ol style="list-style-type: none"> How do you help students set long-term goals? Are you willing to have goal-setting meetings with your students? What would you need to make that happen? What are some of your strategies for supporting students to set long-term goals that are both connected to their vision of the future and provide alternatives to their vision that they can still understand? What are some of your success stories with students reaching their long-term goals?

Teacher Indicator: Teacher creates opportunities for learners to use critical thinking skills, as well as cross-disciplinary skills and knowledge.

Rating	Teacher Observable Evidence
Distinguished	Additionally, teacher plans to support learners as they identify authentic issues or problems and use cross-disciplinary knowledge and critical thinking skills to explore possible solutions.
Possible Evidence	In addition to Proficient <input type="checkbox"/> Teacher develops experiences to foster learners’ abilities to independently identify issues or problems in or across content areas that engage learners in using critical thinking and content knowledge to explore solutions.
Proficient	Teacher plans to foster learner use of cross-disciplinary knowledge and critical thinking skills to explore both content related and real world issues.
Possible Evidence	<input type="checkbox"/> Teacher plans learning experiences to guide learners in applying inter-disciplinary knowledge and critical thinking skills (i.e., making inferences, comparing and contrasting) to explore content-related or real-world issues or problems. <input type="checkbox"/> Planned tasks include a majority of higher-order cognitive demands. <input type="checkbox"/> Teacher plans a progression of effective questions. <input type="checkbox"/> Teacher develops higher-order questions to be used during discussions. <input type="checkbox"/> Teacher plans experiences that will foster learner development of higher-order questions (i.e., analyzing, evaluating, creating, communication, collaboration, critical thinking, and problem solving) to drive exploration of problems and issues.
Developing	Teacher plans to guide learners in using critical thinking skills to explore content related issues only.
Possible Evidence	<input type="checkbox"/> Teacher plans to introduce learners to problems or issues in the content area only rather than connecting to real world issues. <input type="checkbox"/> Teacher does not plan for learners to use cross disciplinary skills. <input type="checkbox"/> Planned tasks include some higher-order questions. <input type="checkbox"/> Teacher develops mainly lower-order questions to be used during discussions.
Not Meeting Standards	Teacher’s plans do not reflect use of cross-disciplinary knowledge or higher order critical thinking skills.
Possible Evidence	<input type="checkbox"/> Planned experiences do not require learners’ use of cross-disciplinary knowledge or critical thinking skills. <input type="checkbox"/> Planned tasks include only lower-order questions. <input type="checkbox"/> Teacher’s plans do not provide opportunity for group discussions and contain mostly lower-order questions (i.e., remembering, understanding) to be used during discussions.
Questions	Extended Questions
<ol style="list-style-type: none"> 1. What has been your experience planning and teaching interdisciplinary lessons? What, in your mind, is a successful interdisciplinary lesson? 2. How do you support students to make connections between the content and skills being taught and the real-world application? What lesson do you currently teach or have seen taught that made this connection explicitly clear for students? 3. What do you believe higher-order thinking questions and processes do for your students? Why is it important to create essential questions ahead of time? 4. How are higher-order thinking questions and processes used in your lessons? What do you notice about how well students, particularly marginalized and struggling students, respond to them? 5. What support would you need to begin to make the use of higher-order thinking questions and processes a more regular part of your lesson planning and instruction? 	<ol style="list-style-type: none"> 1. What is your theory of action for setting up students to learn independently? A theory of action is an “If/then” statement. 2. What have you noticed about what causes students to shift from a compliance-based learning experience to engaging them in their own autonomous learning? How could you make this happen more regularly?

Teacher Indicator: Teacher develops learning experiences that engage students in collaborative and self-directed learning that extend student interaction with ideas and people locally and globally. (InTASC)

Rating	Teacher Observable Evidence
Distinguished	Additionally, teacher plans to collaborate with learners as they explore authentic ideas, problems, or issues and to support their search for local and global people and resources.
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher plans for learners to independently identify a real-world issue or problem, carry out a design for a solution, and to communicate their work to an authentic audience. <input type="checkbox"/> Teacher plans for learners to identify resources both locally and globally through responsible use of interactive technologies.
Proficient	Teacher plans to facilitate experiences that engage learners in collaborative and self-directed learning and extend learner interactions with ideas and people locally and globally.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher plans to facilitate collaborative and student driven learning experiences. <input type="checkbox"/> Teacher plans experiences that allow learners to explore problems or issues, design solutions, and communicate their findings. <input type="checkbox"/> Teacher plans for learners' choice about topics and formats for major projects. <input type="checkbox"/> Teacher plans experiences that will engage students in collaborative learning with their peers and with people outside of the classroom. <input type="checkbox"/> Teacher plans to support learners in using interactive technologies and to assist them in identifying and connecting with local and global people and resources.
Developing	Teacher plans for collaborative experiences focused on content related ideas and issues.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Plans reflect teacher-driven instruction. <input type="checkbox"/> Teacher plans experiences that will engage learners in collaborative learning experiences focused on the content area only. <input type="checkbox"/> Teacher plans for collaboration, but plans do not reflect structures for effective collaboration. <input type="checkbox"/> Teacher plans resources relevant to an issue or question in the content area only. <input type="checkbox"/> Teacher plans limited opportunities for learners to responsibly use interactive technologies.
Not Meeting Standard	Teacher's plans do not reflect collaboration or student-directed learning experiences.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Plans do not reflect student-driven learning experiences. <input type="checkbox"/> Plans do not reflect learner participation in collaborative learning experiences. <input type="checkbox"/> Plans do not reflect forethought to connect learners to resources outside of the classroom. <input type="checkbox"/> Plans do not reflect opportunity for learners to use interactive technologies.
Questions	Extended Questions
<ol style="list-style-type: none"> 1. What is your vision for student-driven learning? What would need to change for this to be the norm in your classroom? 2. In your experience, what types of units have been most successful in creating project-based learning or student-driven learning? 3. How do you set up student choice in your lesson plans? What do you notice about students' engagement levels, particularly marginalized and struggling students, as a result of having choice as a part of the lesson? 4. How do your students understand what effective collaboration looks/sounds like? How do you explicitly teach peer collaboration? 5. In what ways do you support students to collaborate with each other across differences? (gender, racial, cultural, academic level, etc.) What strategies do you use to collaborate with people who are different from you? What would you need to prepare yourself to do that for your students as well as yourself? 6. What are some strategies that you currently use or could use to support students to connect with and learn from people outside of the classroom? 7. How do you currently incorporate interactive technology into your daily lessons? 8. What are some innovative ways that you could use interactive technologies in your lessons? What would you need to prepare yourself to do that? 	<ol style="list-style-type: none"> 1. What fears, if any, come up when you think about leading this kind of learning experience for students? 2. What would you need to do to prepare yourself for leading this level of an independent learning experience? 3. What outcome would you be looking for from yourself? From the students? 4. What would success look like for you? For the students?

(LC1) Learning Community 1: Safe and Respectful Learning Community Dimension 2

Teacher Indicator: Teacher models and nurtures a respectful and supportive learning environment marked by rigor and responsibility.

Learner Indicator: Learners interact with the teacher and other learners in a positive, respectful manner and accept responsibility for quality work.

Rating	Teacher Observable Evidence	Learner Observable Evidence: To Understand Impact of Teaching Practice <i>Used to Contribute to Teacher Rating</i>
Distinguished	<p>Additionally, teacher encourages sharing of thoughts and ideas and individual responsibility for learning in the classroom and throughout the school.</p> <p>Additionally, learners openly share ideas and consider the ideas of others. Learners work together to assure that all classmates produce quality work.</p>	
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher shares in the development and enforcement of school-wide norms and values related to respectful interaction, rigorous discussions, and individual and group responsibility for quality work. <input type="checkbox"/> Teacher encourages learners to recognize their own successes, as well as the successes of their peers. <input type="checkbox"/> Teacher guides learners in taking responsibility for their own learning through individualized goal setting and progress monitoring. <input type="checkbox"/> Teacher provides structures and time for learners to share and discuss each other's ideas and thoughts about the concept or curriculum. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most learners work together to ensure that all learners produce quality work <input type="checkbox"/> Most learners actively listen to each other during group work, ask for input from all members of the group, and equally consider all ideas and thoughts. <input type="checkbox"/> Most learners feel safe in openly sharing thoughts and ideas.
Proficient	<p>Teacher models respectful, supportive interactions. Teacher facilitates the implementation of norms related to positive, supportive collaboration, as well as quality work.</p> <p>Learners demonstrate respect for each other and the teacher. They collaborate and support each other to produce quality work.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher guides the development of classroom norms and values related to respectful interactions, rigorous academic discussions (thoughtful listening, building on one another's ideas, asking clarifying questions), and personal and group responsibility for quality work. <input type="checkbox"/> Teacher's interactions with learners are positive, warm, and encouraging, giving specific praise for learners' successes throughout the lesson. <input type="checkbox"/> Teacher actively seeks ideas and thoughts from learners. <input type="checkbox"/> Teacher provides structures for learners to support each other in their learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners speak respectfully to each other and to the teacher. They demonstrate positive enforcement through praise, nodding of head, smiles, etc. <input type="checkbox"/> Most learners produce quality work. <input type="checkbox"/> During group work, learners are typically cooperative and work effectively to accomplish quality work. <input type="checkbox"/> Learners frequently work together to assure that all classmates have an understanding of the concept, tasks, and materials.
Developing	<p>Teacher inconsistently models respectful, supportive interactions. Teacher inconsistently facilitates the implementation of norms related to positive, supportive collaboration, as well as quality work. Learners are not always respectful to each other and/or the teacher. With reminders, learners work cooperatively and offer assistance to their peers.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher articulates, but inconsistently enforces an expectation for respectful interactions, quality work, and personal responsibility. <input type="checkbox"/> Teacher actively listens, demonstrates warmth toward learners, and occasionally offers general praise for learners' successes. <input type="checkbox"/> Teacher accepts learners' thoughts and ideas, but does not encourage learners to share. <input type="checkbox"/> Teacher inconsistently permits learning-focused interactions among learners. <input type="checkbox"/> Teacher articulates, but inconsistently enforces expectations for respectful discussions that include thoughtful listening, building on one another's ideas, and asking clarifying questions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners generally speak respectfully to each other and to the teacher, but need frequent reminders. <input type="checkbox"/> Learners speak when called on by the teacher, but generally are not listening when others are speaking. <input type="checkbox"/> Learners assist peers with understanding of the concept or task only when directed by the teacher (no release of responsibility). <input type="checkbox"/> Learners generally work well in groups with some reminders from the teacher about cooperation and respect.

Teacher Indicator: Teacher models and nurtures a respectful and supportive learning environment marked by rigor and responsibility.

Learner Indicator: Learners interact with the teacher and other learners in a positive, respectful manner and accept responsibility for quality work.

<p>Not Meeting Standard</p>	<p>Teacher interacts negatively with some learners and/or does not correct negative peer-to-peer interactions. Teacher discourages students from helping each other.</p> <p>Learners demonstrate disrespect to their peers and/or to the teacher. Learners do not work well together. Learners do not show progress in producing quality work.</p>	
<p>Possible Evidence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not interact positively with all learners. <input type="checkbox"/> Teacher does not correct learners when they speak disrespectfully to her/him or to their peers. <input type="checkbox"/> Teacher discourages learning-focused interaction among learners. <input type="checkbox"/> Teacher discourages input and ideas from learners <input type="checkbox"/> Teacher does not communicate an expectation for quality work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners frequently speak disrespectfully to their teacher and/or to their peers. <input type="checkbox"/> Learners do not show progress in producing quality work. <input type="checkbox"/> Learners frequently talk over or ignore their peers <input type="checkbox"/> Learners frequently resist working in groups or do not cooperate during group work. <input type="checkbox"/> Learners typically do not help peers who are struggling with the concept or task.
<p>Questions</p>		<p>Extended Questions</p>
<p>Teacher</p> <ol style="list-style-type: none"> 1. What is your approach to giving praise to students? How do you define student success? 2. Do your students perceive you as a safe academic partner in their learning? How do you know your students trust you? 3. What are your strategies for getting students to contribute ideas during the lesson? 4. What student discussion structures or protocols do you use to have class discussions? Small group discussions? 5. What has your experience been with setting classroom norms or agreements? <p>Learner</p> <ol style="list-style-type: none"> 1. What has your experience been with student collaboration? How do you prepare students to collaborate with each other? 2. What is your definition of respect? What are your students' definitions of respect? In what ways are they aligned and different? 3. What is your vision for quality and effective group work and student collaboration? 4. What does quality group work look like to you? 5. What are some of the challenges you believe exist that prevent effective group work and student collaboration? 		<p>Teacher</p> <ol style="list-style-type: none"> 1. How do you make clear to students your definition of success? How do you support students to identify success for themselves? 2. What has been your experience with student goal-setting meetings? How have you partnered with students to monitor progress toward those goals? 3. What is your vision for the best use of time during a lesson? 4. What structures or protocols do you believe work best to have students share and discuss their ideas with each other in small groups? <p>Learner</p> <ol style="list-style-type: none"> 1. How do you support students to be able to share ideas openly? 2. How is failure viewed by your students? Is it viewed as an example of lack of ability or as an opportunity for growth? Can students critique each other's ideas and experiences? What do you do to make feedback a healthy part of the collaboration process? How do you support students to validate each other's ideas? 3. What is your view on the difference between group work and a collection of individuals working together? 4. How do you foster a sense of collective identity and responsibility for your students?

(LC2) Learning Community 2: Safe and Respectful Learning Community Dimension 2

Teacher Indicator: Teacher fosters exploration and appreciation of diverse cultures and communities.

Learner Indicator: Learners demonstrate an interest in other cultures and communities.

Rating	Teacher Observable Evidence	Learner Observable Evidence: <i>To Understand Impact of Teaching Practice Used to Contribute to Teacher Rating</i>
Distinguished	Additionally, teacher encourages learners' exploration of cultures and communities both locally and globally. Additionally, learners make connections between learning concepts and their own culture and experiences.	
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher provides opportunities for learners to share and apply their cultural perspectives and experiences. <input type="checkbox"/> Teacher fosters learners' independent exploration of diverse cultures and communities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners openly share connections between learning concepts and other cultures. <input type="checkbox"/> Learners demonstrate interest and independence as they study other cultures.
Proficient	Teacher intentionally integrates diverse cultural and community exploration into lessons and activities. Learners demonstrate an interest in other learners' cultures and backgrounds.	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher demonstrates sensitivity to learners' cultural differences. <input type="checkbox"/> Teacher connects concepts to learners' interests, background knowledge, and real world applications. <input type="checkbox"/> Teacher exhibits cultural awareness by integrating learners' cultures into discussions (i.e., the history and current experiences of diverse groups), assignments (i.e., exploring family histories or sociocultural affiliations), resources and materials. <input type="checkbox"/> Teacher designs learning experiences that facilitate learners' understanding of diverse cultures within and outside of the community. <input type="checkbox"/> Teacher values students' native language as a means to preserve one's culture and identity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners share cultural knowledge and insight during teacher-facilitated experiences and/or discussions. <input type="checkbox"/> Learners encourage peers to discuss their culture or community. <input type="checkbox"/> Learners demonstrate curiosity about other cultures and may be heard asking others about their language. <input type="checkbox"/> Learners feel valued and encouraged in their native language.
Developing	Teacher integrates cultural and community awareness when it seems applicable. Learners are respectful when others share their cultural experiences and backgrounds.	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher assigns tasks that provide limited awareness of other cultures. <input type="checkbox"/> Teacher includes limited perspectives in the presentation and discussion of content that include each learners' personal, family, and cultural experiences. <input type="checkbox"/> Teacher does not consider students' native language as a means to preserve one's culture and identity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners share cultural or community experiences when assigned by the teacher. <input type="checkbox"/> Learners listen respectfully as others share their cultural or community experiences.
Not Meeting Standard	Teacher does not discuss cultural or community awareness nor integrate learner experiences into lessons. Learners do not appear interested in others backgrounds or experiences.	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence of cultural awareness is present in the classroom or throughout the lesson. <input type="checkbox"/> No evidence of learners' culture, community, or background experience is represented in the classroom. <input type="checkbox"/> Teacher does not allow learners to use their native language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners rarely share cultural items or experiences. <input type="checkbox"/> Learners appear disinterested or respond negatively when others share cultural items, or experiences, or discuss their home or community life.

Teacher Indicator: Teacher fosters exploration and appreciation of diverse cultures and communities.

Learner Indicator: Learners demonstrate an interest in other cultures and communities.

Questions	Extended Questions
<p>Teacher</p> <ol style="list-style-type: none"> 1. What ways have been most successful for you in connecting the skill or concept being taught to the students' personal cultural background knowledge? 2. What types of questions do you typically ask to understand what a student already knows about the skill or concept being taught? To understand how the student is making meaning of the skill or concept being taught? 3. How do you utilize students' experiences as a primary vehicle for teaching skills or concepts? 4. What types of hands-on learning experiences do you offer students that help them to connect to, work in, and learn in their own community? What fears, if any, come up for you when you think about doing those kinds of projects? 5. What's your vision for how to incorporate students' home languages into their school experience? What might be some of the challenges for you in creating opportunities for students to use their home languages in their learning? <p>Learner</p> <ol style="list-style-type: none"> 1. How do you share your own cultural identity with your students? 2. All learning is culturally bound; what are some cultural ways or metaphors that you use in your own learning? 3. How do you support students to identify or utilize their cultural experiences to make meaning of the skills and concepts being taught? How do you have students use each other's unique cultural lens as a way to simply understand the skill or concept, or as a way to understand the skill or concept from a different perspective? 	<p>Teacher:</p> <ol style="list-style-type: none"> 1. How have you thought about setting up independent learning opportunities for students? How do you help students to monitor their own growth through those opportunities? 2. How do you utilize students' own cultural metaphors to present content? What in the past has been challenging to you in doing this? <p>Learner</p> <ol style="list-style-type: none"> 1. During a lesson, when do students get an opportunity to share a cultural experience or idea as it relates to the skill or concept being taught with their peers? With you as the teacher? 2. How do you utilize students' "cultural meaning making" as the vehicle or model for teaching the skill or concept?

Teacher Indicator: Teacher collaborates with learners to create a clear set of learning environment norms and procedures and responds appropriately when necessary.
Learner Indicator: Learners know and follow behavioral expectations and learning environment procedures.

Rating	Teacher Observable Evidence	Learner Observable Evidence: To Understand Impact of Teaching Practice Used to Contribute to Teacher Rating
Distinguished	<p>Additionally, teacher facilitates learner reflection on personal and class behaviors and holds all learners accountable to high expectations.</p> <p>Additionally, learners independently make good use of instructional time and arrange learning environment to fit their needs. Learners work with the teacher to access needed materials.</p>	
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher provides opportunities for learners to reflect on their behavior, both personally and as a class. <input type="checkbox"/> Teacher holds all learners accountable to high behavior expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners reflect on their personal behavior and on the behavior and engagement of the class as a whole.
Proficient	<p>Teacher facilitates learner development of behavioral norms and consistently follows through.</p> <p>Learners collaborate to develop learner norms and follow routines and procedures.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher collaborates with learners in establishing norms and expectations for behavior and quality work. <input type="checkbox"/> Teacher reminds learners of routines and procedures prior to task, or learners habitually follow routines and procedures without reminders from teacher. <input type="checkbox"/> Teacher treats learners in a warm and friendly manner and communicates an expectation for high standards and mutual respect. <input type="checkbox"/> Teacher gives specific praise, reinforcing good behaviors. <input type="checkbox"/> Teacher effectively uses levels of intervention when correcting learner behavior (looking at learner or other visual cues, proximity, private reminder). <input type="checkbox"/> When a disruption occurs, teacher handles it quickly and respectfully, without interrupting the flow of instruction. <input type="checkbox"/> Teacher is fair and consistent from learner to learner. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners collaborate to develop behavioral norms. <input type="checkbox"/> Learners exhibit appropriate behavior most of the time. <input type="checkbox"/> Learners follow routines and procedures with few reminders from the teacher. <input type="checkbox"/> Learners rarely disrupt the flow of instruction.
Developing	<p>Teacher individually develops rules and procedures.</p> <p>Learners follow classroom procedures with frequent reminders from the teacher.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher articulates rules and behaviors and does not collaboratively set norms with students. <input type="checkbox"/> Teacher reminds learners of rules and procedures when learners misbehave. <input type="checkbox"/> Teacher does not correct misbehaviors in a quiet, private manner. <input type="checkbox"/> Teacher's expectations for behavior are generally consistent from learner to learner. <input type="checkbox"/> Teacher may ignore some inappropriate or passive disengagement from learners. <input type="checkbox"/> Teacher has difficulty with learners interrupting instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners follow routines and procedures, but require frequent reminders by the teacher. <input type="checkbox"/> Some learners disrupt the teacher's instruction. <input type="checkbox"/> Some learners are passively disengaged or behave inappropriately. Learners respond when reminded by the teacher.

Teacher Indicator: Teacher collaborates with learners to create a clear set of learning environment norms and procedures and responds appropriately when necessary.
Learner Indicator: Learners know and follow behavioral expectations and learning environment procedures.

Not Meeting Standard	Teacher does not communicate rules and procedures and/or does not respond appropriately to misbehavior.	
	Several learners do not behave appropriately and/or do not engage in the lesson or task.	
Possible Evidence	<input type="checkbox"/> Teacher inappropriately ignores misbehavior or attempts to establish order with little or no success. <input type="checkbox"/> Teacher’s response to misbehavior is inappropriately inconsistent from learner to learner. <input type="checkbox"/> Teacher inappropriately ignores disrespectful behavior and/or treats some learners with disrespect. <input type="checkbox"/> Teacher publicly reprimands some learners.	<input type="checkbox"/> Many learners exhibit inappropriate behavior (talking, passing notes, wandering classroom, speaking disrespectfully to teacher & peers, etc.). <input type="checkbox"/> Many learners do not seem to know the routines and procedures. <input type="checkbox"/> Many learners are passively disengaged from the lesson (sleeping, doodling, head on desk, etc.). <input type="checkbox"/> Many learners interrupt the teacher during instruction.

Questions	Extended Questions
<p>Teacher</p> <ol style="list-style-type: none"> 1. What do you see as the differences between classroom/ community rules, norms, and agreements? 2. What do you believe are some of your challenges with student behavior in the classroom? How do you typically manage student behavior? 3. What is your vision for establishing effective student learning behaviors in the classroom? 4. Of your colleagues, who do you believe is effective in creating a classroom climate where positive student learning behaviors are in action? 5. What are some student behaviors that frustrate you? Why do they frustrate you? How do you typically handle your frustration? 6. Share a time when you feel you completely mishandled a student behavior issue in the classroom? 7. What happens for you when a student disrupts instruction? How do you typically handle it? How might you handle it more effectively? 8. How do you believe a respectful and trustful student and teacher relationship is established? 9. What are some specific statements of praise for student behaviors that you have used in the past? What have you noticed about their effectiveness? <p>Learner</p> <ol style="list-style-type: none"> 1. What do your students see as the differences between classroom/community rules, norms, and agreements? 2. What does “appropriate behavior” look and sound like in the classroom to you? 3. It seems really important to consider your understandings of “appropriate behavior” and how they are different from your students’ understandings. 4. How comfortable are you with students being “off task”? How comfortable are you with students using their native language with other students in class? 5. How comfortable are you with group work? How do you respond to students’ enthusiasm about working with each other? 6. What is your vision for effective student collaboration? What do you see happening? What would you hear? 	<p>Teacher</p> <ol style="list-style-type: none"> 1. How do you approach getting students to reflect on their behavior in the class? 2. How do you approach getting the class to reflect on the behavior of the class as a whole? 3. How do you set up structures to have students hold themselves accountable for their behavior vs. you holding them accountable for their behavior? 4. How do you model holding yourself accountable for your own behavior in the classroom? <p>Learner</p> <ol style="list-style-type: none"> 1. How do you use your classroom/community norms or agreements? How do you have students reflect on them? 2. What does it look like to you when students are monitoring their own learning behaviors? 3. What does it look like when students are supporting their peers with student-centered learning behaviors? 4. How do you model your own effective learning behaviors for students?

Teacher Indicator: Teacher effectively manages time, space, and resources.

Learner Indicator: Learners make full use of instructional time, move safely throughout the room, and access materials with ease.

Rating	Teacher Observable Evidence	Learner Observable Evidence: To Understand Impact of Teaching Practice Used to Contribute to Teacher Rating
Distinguished	<p>Additionally, teacher facilitates learner reflection on transitions and use of instructional time. Teacher collaborates with learners regarding access of materials.</p> <p>Additionally, learners independently make good use of instructional time and arrange learning environment to fit their needs. Learners work with the teacher to access needed materials.</p>	
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher facilitates frequent reflection on the effectiveness of transitions and use of learning time, both personally and as a class. <input type="checkbox"/> Teacher collaborates with learners to ensure access to all necessary materials, resources, and technology. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners independently transition from one activity to another or from place to place. <input type="checkbox"/> Learners independently seek the materials they need to complete their tasks. <input type="checkbox"/> Learners frequently reflect on the efficiency of their transitions <input type="checkbox"/> Learners arrange the furniture so it is conducive to the learning task. <input type="checkbox"/> Learners discreetly remind their peers of the importance of smooth transitions and effective use of learning time.
Proficient	<p>Transitions are smooth and materials are easily accessible to ALL learners. Little instructional time is lost.</p> <p>Learners transition quickly and make good use of instructional time. All learners have access to resources and materials.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher plans transitions in advance. <input type="checkbox"/> Teacher communicates expectations for smooth transitions and follows through with all learners. <input type="checkbox"/> Teacher directs small groups of learners to transition from place to place, communicates expectations for the transition, and consistently follows through. <input type="checkbox"/> Materials are organized and easily accessible for all learners. <input type="checkbox"/> Teacher communicates directions for accessing materials, monitors learners, and consistently follows through. <input type="checkbox"/> Furniture is organized for safe, easy movement, and optimal learning for all learners. <input type="checkbox"/> Teacher is seldom required to remind learners to use their time effectively. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners transition quickly from one activity to another as directed by the teacher. <input type="checkbox"/> Learners transition quickly, often in small groups, from one place to another, as directed by the teacher. <input type="checkbox"/> Learners know how to gather materials and do so quickly. <input type="checkbox"/> Learners are seated in a way that allows them to collaborate, while still moving about safely. <input type="checkbox"/> Learners make good use of learning time with very few reminders.
Developing	<p>Teacher attempts to manage learning time, but with mixed success. Learning environment is safe and resources accessible to most learners.</p> <p>Transitions are somewhat slow resulting in some loss of learning time. Learners are able to safely move around the room.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher communicates expectations for smooth transitions, but does not consistently follow through with learners who are slightly disruptive or slow to transition. Some instructional time is lost due to inefficient transitions. <input type="checkbox"/> Teacher facilitates smooth transitions by directing small group movement when transitioning from one place to another. <input type="checkbox"/> Teacher has materials organized and easily accessible for most learners. Some learners may be disruptive or slow when accessing materials. <input type="checkbox"/> Furniture is organized for safe movement and easy access for learners with hazards eliminated, but not arranged for an optimal learning environment. <input type="checkbox"/> Teacher frequently reminds learners of the importance of using learning time effectively. 	<ul style="list-style-type: none"> <input type="checkbox"/> As learners transition from one activity to another or from place to place, they are slightly disruptive or slow to transition. <input type="checkbox"/> Learners appear to know how to access materials, but are slightly disruptive or slow in the process. <input type="checkbox"/> Learners are able to move around the room without bumping into desks or other items, or risk tripping over cords or other hazards. <input type="checkbox"/> Learners make good use of learning time with periodic reminders from the teacher.

Teacher Indicator: Teacher effectively manages time, space, and resources.

Learner Indicator: Learners make full use of instructional time, move safely throughout the room, and access materials with ease.

<p>Not Meeting Standard</p>	<p>Teacher does not manage learning time effectively. Learning environment is not organized in a safe or accessible manner. Safety hazards may be present.</p> <p>Significant learning time is lost through transitions or in accessing materials.</p>	
<p>Possible Evidence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not communicate expectations for smooth transitions. <input type="checkbox"/> The classroom is disorganized and cluttered. <input type="checkbox"/> Teacher directs whole class movement from place to place. <input type="checkbox"/> Teacher does not communicate an organized procedure for accessing materials. <input type="checkbox"/> Learning time is frequently lost due to unorganized transitions. <input type="checkbox"/> Furniture arrangement does not allow for safe or smooth movement. Possible trip hazards are present. <input type="checkbox"/> Resources and materials are not easily accessible to learners. <input type="checkbox"/> Teacher does not intervene when learners are wasting learning time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are disruptive and/or slow as they transition from one activity to another or from place to place. <input type="checkbox"/> Learners bump into desks or other items, or risk tripping on cords as they move throughout the room. <input type="checkbox"/> Learners spend too much time accessing materials. <input type="checkbox"/> Learners waste significant learning time.
<p>Questions</p>		<p>Extended Questions</p>
<p>Teacher</p> <ol style="list-style-type: none"> 1. In planning lessons, how do you take transitions into account? 2. How do you know that your expectations are clear for each instructional activity? 3. How do you check students' understanding about the processes for accessing materials? 4. What processes do you use to monitor learners' progress through a lesson's activities? Are there ways that it could be improved? <p>Learner</p> <ol style="list-style-type: none"> 1. What is your vision of the effective use of learning time? What are students doing? What is the teacher doing? 2. How many transitions are there during a typical lesson? 3. What is the typical transition time from one instructional activity to another in your classroom? 4. What do you notice about how your students access and utilize materials and resources in your class? 5. What is your vision for how a collaborative classroom should look like? How are tables/desks and chairs set up? 6. What challenges do you find with small-group collaboration between students? 		<p>Teacher</p> <ol style="list-style-type: none"> 1. What types of questions do you ask to have students reflect on their personal use of learning time? 2. How do you gather student experience and needs in order to ensure access to materials, resources, and technology in the classroom? 3. What challenges do you face in getting access to materials, resources, and technology to your most underserved students? 4. What strategies do you have for dealing with those challenges? <p>Learner</p> <ol style="list-style-type: none"> 1. When have you been successful setting up independent learning for students during a lesson? What structures do they use to monitor their transitions from one learning activity to another? 2. How do you collect data about student perception and experience of the effectiveness of learning time? 3. What challenges, if any, come up for you when you have students take responsibility for the physical space of the classroom environment so that it best suits their learning?

Teacher Indicator: Teacher frequently checks for understanding and adjusts instruction in real time. Teacher uses assessment results to plan next steps.

Learner Indicator: Learners are confident that their teacher knows where they are in their understanding of the concept.

Rating	Teacher Observable Evidence	Learner Observable Evidence: To Understand Impact of Teaching Practice <i>Used to Contribute to Teacher Rating</i>
Distinguished	<p>Additionally, teacher facilitates conversations that allow learners to seek help from their peers.</p> <p>Additionally, students support each other’s learning.</p>	
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher pauses during the lesson to allow learners to ask questions of their peers and to seek alternative strategies. <input type="checkbox"/> Teacher actively proctors conversations to guide further discussion. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners converse with their peers, seeking clarification as well as alternative strategies and solutions.
Proficient	<p>Teacher frequently checks for understanding in a variety of ways, and modifies instruction in real time for individuals or groups of learners.</p> <p>Learners frequently demonstrate their understanding and seek help when needed. All learners receive instruction and assignments appropriate to their levels of understanding.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher frequently uses a variety of individual response methods to check each learner’s understanding. <input type="checkbox"/> Teacher encourages learners to ask questions or express their lack of understanding. <input type="checkbox"/> Based on learner feedback, teacher makes adjustments to instruction in real time. <input type="checkbox"/> Based on learner feedback, teacher determines to reteach the concept to the whole class, to a small group of learners, or to individuals when necessary until all learners master concept. <input type="checkbox"/> Based on learner feedback, teacher provides learning experiences for students who are excelling. <input type="checkbox"/> Teacher is aware of learners’ body language during the lesson and adjusts the pace (faster or slower) and/or adds additional engagement strategies to keep learners interested. <input type="checkbox"/> Teacher uses daily assessment results to plan the subsequent lesson or concept. <input type="checkbox"/> Teacher returns assignments or tests quickly, thus allowing learners to seek understanding on missed concepts without getting behind. <input type="checkbox"/> Teacher makes it a priority to help learners who are struggling or accelerating. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners have frequent opportunities to demonstrate their individual understanding of the concept, as directed by the teacher. <input type="checkbox"/> Learners freely ask questions or share with the teacher their lack of understanding of the instruction or concept. <input type="checkbox"/> Learners meet with the teacher individually or as small groups to receive further instruction and to clarify their understanding. <input type="checkbox"/> Learners complete a daily assessment (i.e., short assignment, quiz, exit card) to demonstrate their understanding of the day’s concept. <input type="checkbox"/> Some learners work on different goals or assignments, receive additional instruction, or have alternative ways of demonstrating their understanding. <input type="checkbox"/> Learners respond to teacher help in order to gain a better understanding on difficult concepts.

Teacher Indicator: Teacher frequently checks for understanding and adjusts instruction in real time. Teacher uses assessment results to plan next steps.

Learner Indicator: Learners are confident that their teacher knows where they are in their understanding of the concept.

<p>Developing</p>	<p>Teacher periodically checks for understanding, but with the class as a whole. Teacher modifies the task for some learners.</p> <p>Learners occasionally express their understanding when directed by the teacher. Some learners receive modified assignments.</p>	
<p>Possible Evidence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher periodically checks for understanding, but typically with the class as a whole, only occasionally with individual learners. <input type="checkbox"/> Teacher offers further instruction and clarification after several learners seem unsure or confused, but does not meet the needs of all learners. <input type="checkbox"/> Teacher offers learners a limited choice of ways to demonstrate their understanding. <input type="checkbox"/> Teacher attempts to adjust the pace of the lesson based on feedback, but moves too quickly for some learners or too slowly for others. <input type="checkbox"/> Teacher attempts to re-teach, but may have only one explanation or may cause boredom for those who already understand. <input type="checkbox"/> Teacher uses assignments to determine deficiencies, but may not re-teach areas of need prior to moving to the next concept. <input type="checkbox"/> Teacher returns corrected assignments or tests but not always in a timely manner. <input type="checkbox"/> Teacher seldom takes responsibility to help learners who are struggling. 	<ul style="list-style-type: none"> <input type="checkbox"/> Typically, learners ask questions or discuss their lack of understanding only when questioned by the teacher. <input type="checkbox"/> Learners receive teacher help, with mixed results. <input type="checkbox"/> During instruction, all learners demonstrate their understanding in the same way. <input type="checkbox"/> Learners advance to the next assignment (regardless of their understanding of the previous concepts) with the exception of learners with IEPs, 504s, or other legal requirements.
<p>Not Meeting Standard</p>	<p>Teacher does not check for understanding in a timely manner. Teacher does not adjust instruction to meet the needs of his/her students.</p> <p>Learners rarely express their understanding of the concept. All learners work on the same assignment without differentiation, as appropriate.</p>	
<p>Possible Evidence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not effectively check for understanding (i.e., asks the class as a whole if they understand or asks questions throughout the lesson, but allows volunteers to answer). <input type="checkbox"/> Teacher does not provide opportunity for learners to demonstrate their learning in more than one way. <input type="checkbox"/> Teacher does not re-teach the concept when learners ask questions or appear confused. <input type="checkbox"/> Teacher does not adjust the pace when learners seem confused or bored. <input type="checkbox"/> Teacher does not re-teach the concept even when majority of learners perform poorly on tests or assignments. <input type="checkbox"/> Teacher is very slow in returning corrected assignments or tests or does not return learners' work. <input type="checkbox"/> Teacher does not take responsibility for assisting learners who are struggling. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners rarely express their understanding or lack of understanding of the concept. <input type="checkbox"/> Learners respond minimally (shake heads, respond "Yes" or "No" when asked if they understand, but do not openly discuss any concerns or confusions). <input type="checkbox"/> Individual learners volunteer to answer questions posed orally by the teacher. <input type="checkbox"/> Learners have little opportunity to ask questions or to seek help during class. <input type="checkbox"/> All learners are assigned the same task. <input type="checkbox"/> All learners, regardless of understanding, proceed to the next concept or assignment. <input type="checkbox"/> Learners seek help from the teacher, but are not provided with the necessary assistance.

Teacher Indicator: Teacher frequently checks for understanding and adjusts instruction in real time. Teacher uses assessment results to plan next steps.

Learner Indicator: Learners are confident that their teacher knows where they are in their understanding of the concept.

Questions	Extended Questions
<p>Teacher</p> <ol style="list-style-type: none"> 1. What has been your experience with formative assessment? What types of formative assessments do you find most useful? 2. How do you utilize the information gathered with different types of formative assessments? How do you respond when the formative assessment data show a small group of students who don't understand the concept or skill being taught? A large group of students? 3. What are some of the challenges you have experienced with adjusting your instruction based on formative assessment data? 4. How do you use assessment data to plan the next lesson? What are some of the challenges you have experienced with keeping pace with the unit/curriculum when it is clear students don't understand the day's lesson? 5. It seems really important to pay attention to students' body language during a lesson. How do you know the differences between student engagement and disengagement? What are your "go to" strategies for re-engaging students? 6. How quickly can students expect graded work returned to them? How do you support them to use their tests and assignments as tools to further their learning? 7. What are the ways that students can connect with you to supplement, accelerate, and further their learning outside of school? <p>Learner</p> <ol style="list-style-type: none"> 1. How do you know students understand the concepts and skills being taught? 2. How frequent do you check for student understanding during a lesson? What do you do when students are confused or off track? 3. What are your feelings about asking questions when you don't understand a concept or skill? How often do you do so at a staff or grade-level/department meeting? 4. What have you learned about how your students view failure? How do you view failure? 5. What do you usually do to prepare yourself for multiple types of formative assessments during a lesson? How do you typically measure a student's understanding at the end of the lesson? 6. What challenges have you found in supporting students to identify different learning goals and pathways to their learning? 7. How have you developed multiple ways of demonstrating understanding for students? Who in your school does this well? What structures allow you to learn from this person? 8. What is your theory of action for accelerating students' learning who are behind? (A theory of action is an "If/ Then" statement.) What is the best way to catch them up? 	<p>Teacher</p> <ol style="list-style-type: none"> 1. When have you been most successful in having students support each other's learning? What types of questions do they ask of each other most often? What types of questions do you wish they would ask of each other? <p>Learner</p> <ol style="list-style-type: none"> 1. What structures work best for students to support each other in their learning? How do you set up those structures for students?

Teacher Indicator: Teacher engages learners in assessing their progress and in understanding and identifying quality work.

Learner Indicator: Learners understand how assignments are assessed and have a clear definition of quality work.

Rating	Teacher Observable Evidence	Learner Observable Evidence: To Understand Impact of Teaching Practice Used to Contribute to Teacher Rating
Distinguished	<p>Additionally, teacher facilitates learner development of assessment criteria and helps them to define quality work.</p> <p>Additionally, learners determine the assessment criteria and create a definition of quality work.</p>	
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher guides learners in the creation of rubrics or scoring guides. Teacher provides work samples for learners to score according to the rubric. <input type="checkbox"/> Teacher provides time for learners to assess each other's work and to offer feedback using the rubrics and anchor sets (samples of learner work at each level of a rubric) as guides. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners create rubrics or scoring guides to direct them toward high quality work. <input type="checkbox"/> Learners examine samples of high quality work to guide them in their progress. <input type="checkbox"/> Learners examine work samples, compare them to the rubric, and determine their score. <input type="checkbox"/> Learners score each other's work using the rubric and anchor sets to guide their decisions.
Proficient	<p>Teacher provides a clear understanding of assessment criteria and helps learners to develop quality work based on that criterion.</p> <p>Learners have a clear definition of quality work and understand the criteria that will be used to assess their work.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher provides learners with rubrics, as well as anchor sets (samples of learner work at each level of a rubric) that help to define quality work. <input type="checkbox"/> Teacher guides learners in the examination of the rubric and anchor sets and how to use them to create quality work. <input type="checkbox"/> Teacher clearly articulates an expectation for and a definition of quality work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners carefully examine rubrics and anchor sets (samples of learner work at each level of a rubric) before they begin their task. <input type="checkbox"/> Learners openly discuss the grading criteria with the teacher and with each other. <input type="checkbox"/> Throughout the learning task, learners compare their work to the rubrics and anchor sets, and make necessary improvements.
Developing	<p>Teacher provides learners with the assessment criteria, but does not help them understand how to use the criteria to create quality work.</p> <p>Learners have some understanding of the criteria that will be used to assess their work.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher provides rubrics or scoring guides, but does not instruct learners in how to use them to guide their work. <input type="checkbox"/> Teacher articulates a general expectation for quality work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners examine rubrics or scoring criteria before they begin their assignments. <input type="checkbox"/> Learners have some understanding of their scores on assignments and how they might revise their work. <input type="checkbox"/> Learners do not see examples of quality work.
Not Meeting Standard	<p>Teacher does not inform learners of the assessment criteria for tasks or assignments.</p> <p>Learners do not understand how assignments are assessed and/or how to improve their work.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not inform learners of how assignments will be assessed. <input type="checkbox"/> Teacher does not provide rubrics of scoring guides, or samples of quality work. <input type="checkbox"/> Teacher does not communicate expectations for high quality work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners do not understand how assignments will be assessed. <input type="checkbox"/> Learners do not see examples of high quality work. <input type="checkbox"/> Learners do not understand their score on assignments and/or how to improve their work.

Teacher Indicator: Teacher engages learners in assessing their progress and in understanding and identifying quality work.

Learner Indicator: Learners understand how assignments are assessed and have a clear definition of quality work.

Questions	Extended Questions
<p>Teacher</p> <ol style="list-style-type: none"> 1. Share an experience you have had where you have been successful in clarifying the expectations for students on an assignment or assessment. 2. Share an experience you have had where you have been unsuccessful in clarifying the expectations for students on an assignment or assessment. What did you learn from that experience? 3. What are some of your most successful rubrics? What makes them successful? <p>Learner</p> <ol style="list-style-type: none"> 1. In what ways do you support learners to understand the grading criteria of any assignment or assessment? How do they know what success looks like? 2. What is your measure of a successful grading rubric? How do you support students to access any rubric? 3. How difficult are your assignments or assessments? How long does it take for you to complete your own assessment(s)? 4. What are some examples or models of success for any assignment or assessment that you present students? 5. It seems important for students to be able to contribute to the development of any grading tool or criteria, especially if they are the ones completing and learning from the assignment. What has been your experience in having students create or co-create grading tools or criteria? 	<p>Teacher</p> <ol style="list-style-type: none"> 1. How often do you use your own work as a model or sample for students to create the grading criteria or rubric? 2. What challenges have you faced in creating sample or model work for students to use to guide their learning? <p>Learner</p> <ol style="list-style-type: none"> 1. When have you had students create the learning criteria or rubric for an assignment or assessment? What have you noticed in your experience? If you haven't had students create the grading criteria or rubric, why not? What fears do you have about students creating their own grading criteria or rubric? 2. What does high quality student work look like to you? How do you utilize high-quality work or examples to guide students' learning? 3. What have been the best structures for students to score or grade each other's work? How do you set up in-class student relationships so that there is mutual trust, and thus the ability for students to share their struggles with any assignment or assessment?

Teacher Indicator: Teachers provide learners with timely and descriptive feedback to guide their progress.

Learner Indicator: Learners have a clear understanding of what they need to do to improve their assignments or tests. Learners modify or revise their work based on descriptive feedback.

Rating	Teacher Observable Evidence	Learner Observable Evidence: To Understand Impact of Teaching Practice <i>Used to Contribute to Teacher Rating</i>
Distinguished	<p>Additionally, teacher facilitates peer review of learner work guiding them to provide descriptive and constructive feedback.</p> <p>Additionally, learners collaborate with peers to improve their work and to further their understanding.</p>	
Possible Evidence	<p>In addition to Proficient</p> <p><input type="checkbox"/> Teacher allows learners to examine each other’s work, giving feedback and suggestions to help their peers to understand the concept.</p>	<p><input type="checkbox"/> Learners discuss their work with peers, seeking feedback to improve their work or to further their understanding.</p>
Proficient	<p>Teacher provides detailed feedback, facilitates learner reflection on tasks, and allows learners to revise their work.</p> <p>Learners examine feedback, seek help in understanding areas of need, and revise work to reflect new understandings.</p>	
Possible Evidence	<p><input type="checkbox"/> Teacher provides detailed feedback on assignments and tests to guide learners in their understanding of concepts.</p> <p><input type="checkbox"/> Teacher guides learners in analyzing their corrected assignments and tests, helping them to determine their areas of strength and need.</p> <p><input type="checkbox"/> Teacher provides opportunities for learners to understand missed concepts, and to revise their work to reflect their new learning.</p>	<p><input type="checkbox"/> Learners compare their corrected work to the rubric and to the anchor sets (samples of learner work at each level of a rubric) and make revisions accordingly.</p> <p><input type="checkbox"/> Learners analyze corrected assignments and tests to determine their strengths and areas of need.</p> <p><input type="checkbox"/> Learners revise previous work to reflect new understanding, explaining and justifying their new responses.</p> <p><input type="checkbox"/> Learners seek help from the teacher, peers, and other resources to increase their understanding in areas of need.</p>
Developing	<p>Teacher provides some feedback, but not descriptive enough to guide learners’ progress. Teacher provides opportunities for learners to revise their work.</p> <p>Most learners do not understand how to improve their work. Some learners make revisions.</p>	
Possible Evidence	<p><input type="checkbox"/> Teacher writes some descriptive feedback, but not enough to guide students in their learning.</p> <p><input type="checkbox"/> Teacher allows learners to revise their answers with explanation, but does not require enough detail to assure understanding.</p>	<p><input type="checkbox"/> Some learners read comments written on their corrected assignments, but do not understand how to improve their work.</p> <p><input type="checkbox"/> Some learners revise their work on corrected assignments or tests.</p>
Not Meeting Standards	<p>Teacher does not provide descriptive feedback and/or allow learners to revise their work.</p> <p>Learners do not have an understanding of how they can improve their work and do not make revisions.</p>	
Possible Evidence	<p><input type="checkbox"/> Teacher does not return corrected assignments or tests, or returns work with only a final score and/ or general comment.</p> <p><input type="checkbox"/> Teacher does not allow learners opportunities to modify or revise assignments or tests, as appropriate.</p>	<p><input type="checkbox"/> Learners spend little time examining their corrected assignments or tests.</p> <p><input type="checkbox"/> Learners do not modify or revise their work.</p>

Teacher Indicator: Teachers provide learners with timely and descriptive feedback to guide their progress.

Learner Indicator: Learners have a clear understanding of what they need to do to improve their assignments or tests. Learners modify or revise their work based on descriptive feedback.

Questions	Extended Questions
<p>Teacher</p> <ol style="list-style-type: none"> 1. What has been challenging to you in giving detailed feedback to students? 2. What types of feedback best support students to identify their learning needs? 3. Do students trust you enough to be open to receive feedback about their academic challenges? Do they hear feedback from you as a form of support or do they only hear the criticism? 4. What in your experience is the best way to support students to understand missed concepts and revise their work? <p>Learner</p> <ol style="list-style-type: none"> 1. What would success look like for you if students were able to use your feedback to understand the concepts and skills of this lesson? 2. What has your experience been with giving your students feedback about their successes and challenges? 3. What do you notice about their responses to challenging feedback? 4. What types of feedback have you found successful in supporting a student to understand a concept or skill? 5. What, if anything, has been challenging for you about giving specific feedback to students in the past? 6. Carol Dweck’s research suggests that feedback about student process or progress will support the student to practice and improve, as opposed to feedback about product. Where do you think you provided this kind of feedback? Where might you provide more specific feedback in the future? 	<p>Teacher</p> <ol style="list-style-type: none"> 1. What support do you provide students to help them learn how to give their peers productive feedback? 2. What types of peer feedback are not helpful to students? What have you done in the past to transform that type of feedback to achieve a more productive outcome? <p>Learner</p> <ol style="list-style-type: none"> 1. What makes you think that the peer feedback structure and process you had the students using today will result in students better understanding their own misconceptions about the concept or skill you were teaching?

Teacher Indicator: Teacher modifies instruction and resources to meet needs of all.

Learner Indicator: Learners are included and supported in their learning.

Rating	Teacher Observable Evidence	Learner Observable Evidence: To Understand Impact of Teaching Practice <i>Used to Contribute to Teacher Rating</i>
Distinguished	<p>Additionally, teacher collaborates with learners to determine appropriate learning goals and experiences.</p> <p>Additionally, learner’s voice their learning needs and seek resources and support to accomplish their goals.</p>	
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher collaborates with individual learners to determine appropriate learning goals and to provide support and resources to assist learners in accomplishing those goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners collaborate with the teacher regarding their learning needs and to seek resources and support in accomplishing their individual learning goals.
Proficient	<p>Teacher modifies instruction and materials to meet the needs of all learners.</p> <p>All learners are included and supported in their learning.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher recognizes signs of boredom or confusion and adjusts pacing and instruction accordingly. <input type="checkbox"/> Teacher provides instruction to help all learners access the curriculum. <input type="checkbox"/> Teacher challenges each learner by adapting, scaffolding, enriching, and accelerating instruction. <input type="checkbox"/> Teacher may use flexible grouping and assign differentiated learning goals and tasks within each group. <input type="checkbox"/> Teacher provides modified assessments or provides multiple ways for learners to demonstrate their understanding. <input type="checkbox"/> Teacher brings learners together who need clarification or additional help. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most learners are supported in their learning. <input type="checkbox"/> Learners work on goals and tasks that are appropriate for their individual goals or levels of understanding. <input type="checkbox"/> Learners may use a variety of modes to respond to questions or to complete tasks (i.e., some learners might give the answers to an assignment orally rather than written). <input type="checkbox"/> Learners meet in small groups for additional instruction to meet their unique learning needs.
Developing	<p>Teacher modifies instruction and materials to meet the needs of some learners.</p> <p>Some learners are supported in their learning.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher recognizes signs of boredom or confusion and attempts to adjust pace with mixed success. <input type="checkbox"/> Teacher seeks input from the class as a whole regarding their understanding and adjusts pace accordingly. <input type="checkbox"/> Teacher differentiates instruction, materials, assignments, and assessments only for learners who have IEPs, IFSPs, 504s, or other legal requirements. <input type="checkbox"/> Teacher may meet with learners in small groups, but does not modify the learning goal, instruction, or task for the needs of the learners. <input type="checkbox"/> Teacher makes himself/herself available to answer questions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some learners report feeling supported in their learning. <input type="checkbox"/> Learners ask the teacher or other learners for help in understanding the concept or task. <input type="checkbox"/> Learners with IEPs, IFSPs, or 504 plans have modified tasks or assignments, but may still report feeling lost or confused. <input type="checkbox"/> Learners meet in small groups, but the learning goals or tasks are similar or identical to other small groups.

Teacher Indicator: Teacher modifies instruction and resources to meet needs of all.

Learner Indicator: Learners are included and supported in their learning.

Not Meeting Standard	Teacher does not modify or adapt to meet the needs of learners. Learners are not supported in their learning.	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not notice that learners are restless, confused, or bored, therefore does not adjust the pace of instruction. <input type="checkbox"/> Teacher does not attempt to make modifications in learning goals, pacing, instruction, tasks, assessments, or response modes to meet learners' needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are not supported in their learning. <input type="checkbox"/> The learning objective and the task are the same for all learners. <input type="checkbox"/> Learners do not understand the concept or assignment and do not know where to receive additional help. <input type="checkbox"/> Some learners understand the concept prior to the instruction, but are required to complete the same assignment as the other learners.
Questions		Extended Questions
<p>Teacher</p> <ol style="list-style-type: none"> 1. When do you know that students are disengaged in your class? 2. What do you do when students are disengaged or confused? 3. Which of your colleagues effectively engages students? What makes their class so engaging? 4. What does scaffolding instruction mean to you? What does accelerating instruction mean to you? 5. What are some of the challenges you face in scaffolding and/or accelerating instruction for your struggling students? 6. How do you feel about leveled grouping in your class? How do your students feel about it? 7. What level of trust do you have with your most struggling students? 8. In what ways do students help their struggling peers? How have you set up ways for students to tutor students? 9. What are some of the most innovative ways that you have students show their learning and understanding? <p>Learner</p> <ol style="list-style-type: none"> 1. What is your vision for how to make sure students feel supported in your class? 2. What do students say about feeling supported in their learning in your class? 3. What has been your experience with students setting their own learning goals? 4. What matters to you most in the use of assessments? 5. In what ways do you design your assessments for different modes of learning? 6. What success have you seen when students support students in their learning? 7. When your lesson is going really well, what do you see going on? How do you structure your time? How much time is used for large group instruction? 		<p>Teacher</p> <ol style="list-style-type: none"> 1. It seems important to set up individual conferences with students to identify learning gaps and set learning goals. How often do you do this? What are some of the challenges in setting up and running these types of student conferences? 2. What are the types of goals that you set with students? What are the types of support that you put in place to aid students in reaching their goals? <p>Learner</p> <ol style="list-style-type: none"> 1. Do students routinely come to you to ask for support and resources to accomplish their learning goals? What are the types of questions that students ask? 2. In your experience, what types of support are most helpful to students in reaching their learning goals?

Teacher Indicator: Teacher incorporates tools of language development into instruction, including strategies for making content accessible to English language learners.

Learner Indicator: Learners advance in their language proficiency and in their understanding of content.

Rating	Teacher Observable Evidence	Learner Observable Evidence: To Understand Impact of Teaching Practice <i>Used to Contribute to Teacher Rating</i>
Distinguished	<p>Additionally, teacher collaborates with language learners to support their language proficiency needs as well as their understanding in the content areas.</p> <p>Additionally, language learners collaborate with the teacher regarding their language acquisition needs and content understanding.</p>	
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher collaborates with language learners to build a common understanding of their language learning experiences and needs. <input type="checkbox"/> Teacher uses the learner’s native language to enhance understanding. <input type="checkbox"/> Teacher provides opportunities for learners to apply functions and forms * beyond the day’s lesson or activity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners collaborate with the teacher regarding their language acquisition needs and approaches that will be effective for them as individuals.
Proficient	<p>Teacher makes content accessible to all learners and aligns instruction to learner’s language proficiency level while challenging and supporting them to the next level.</p> <p>Language learners advance in their language proficiency and in their understanding of content.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher posts language objective (in addition to content objective), communicates it orally, and discusses its meaning with English language learners. <input type="checkbox"/> Teacher provides opportunities for learners to practice (role-play, collaboration, think-a-louds, sentence stems, etc.) language skills. <input type="checkbox"/> Teacher aligns instruction to learners’ language proficiency levels, while challenging and supporting them to the next level. <input type="checkbox"/> Teacher shelters instruction (through modification of materials and tasks, cooperative learning, buddy system, visuals and graphics, etc.) to make content more accessible to language learners. <input type="checkbox"/> Teacher encourages use of learners’ native language to clarify and enhance understanding (i.e., allowing learners to complete assignments in native language then translate their work into English). <input type="checkbox"/> Teacher explicitly teaches language functions and forms* relative to content and learners’ language proficiency levels. 	<ul style="list-style-type: none"> <input type="checkbox"/> English language learners may speak or write in their native language first, then translate their work into English. <input type="checkbox"/> Learners use visual or graphic organizers to communicate their learning. <input type="checkbox"/> Learners work with a partner or small group on tasks. <input type="checkbox"/> Language learners may have a partner who helps them with understanding or communicating their learning. <input type="checkbox"/> Language learners work on language acquisition assignments and tasks.
Developing	<p>Teacher modifies some instruction and materials for language learners, but does not provide adequate support to move them to the next level of language proficiency.</p> <p>Language learners may advance in their understanding of content, but struggle to advance in their language proficiency.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher occasionally posts language objective (in addition to content objective) and communicates it orally to learners. <input type="checkbox"/> Teacher provides some modification of instruction, tasks, and materials (in native language) to support language learners’ understanding in the content areas. <input type="checkbox"/> Teacher introduces forms and functions* of language if the opportunity arises, but does not provide enough support to move learners to the next level of language proficiency. <input type="checkbox"/> Teacher sometimes allows learners to use their native language to understand the concept or task. 	<ul style="list-style-type: none"> <input type="checkbox"/> Language learners use some modified materials and resources to assist them in their understanding of the content. <input type="checkbox"/> Language learners spend a moderate amount of time learning forms and functions of English. <input type="checkbox"/> Learners are sometimes supported to understand the concept or task in their native language, as appropriate.

Teacher Indicator: Teacher incorporates tools of language development into instruction, including strategies for making content accessible to English language learners.
Learner Indicator: Learners advance in their language proficiency and in their understanding of content.

Not Meeting Standard	Teacher makes minimal effort to provide language learners with adaptations or modifications to support their learning in the content areas or to support language proficiency.	
	Language learners struggle to advance in their proficiency and in their understanding of content.	
Possible Evidence	<p>Teacher does not post a language objective.</p> <p>Teacher does not know the language proficiency levels of his/her students and/or does not provide appropriate instruction, materials, or tasks for proficiency levels.</p> <p>Teacher does not teach forms or functions of language.</p>	<p>Language learners struggle to understand the concept or task.</p> <p>Learners are not supported to understand the concept or task in their native language, as appropriate.</p> <p>If assigned, language learners work in isolation on language acquisition tasks.</p>
Questions		Extended Questions
<p>Teacher</p> <ol style="list-style-type: none"> 1. What data do you typically gather to measure students' language proficiency levels? How do you use that data to guide your instruction? What are some specific language objectives that you have named for students in the past? 2. What are your favorite ways to support students to practice and develop language skills? 3. What are some of the challenges you face in supporting a variety of student language levels to reach grade-level content and skills? 4. What are some of the most useful strategies for helping students reach grade-level content and skills, particularly for those students whose language skills are not at grade-level? 5. How comfortable are students in using their native language in your class? What strategies do you have for when students don't understand a concept or skill because of language barriers? How do you know when it is a language barrier or simply a new/challenging concept? <p>Learner</p> <ol style="list-style-type: none"> 1. How comfortable are you with students speaking languages other than English in your classroom? 2. What other languages do you speak? Have you shared your experience of learning another language with the students who are learning English? 3. What are the ways you support students who don't speak English to access your instruction and curriculum? How do you use visual or graphic organizers to support their needs? 4. What can you learn from your colleagues who also teach English learners? 5. How do you group and partner English learners to support their needs? What do you notice about their learning when you do so? 6. What is most challenging about reaching and supporting English learners in your classroom? 7. When do you know English learners are working on grade-level content or skills, and when they are working on English acquisition? What types of assignments have you created that support them to do both at the same time? 		<p>Teacher</p> <ol style="list-style-type: none"> 1. It seems important to have students' native language spoken during class at times to support their access and understanding. Are you able to provide that access? If so, how? 2. Do you speak another language? What has been your experience learning another language? 3. What are the types of assignments that you give students to practice language development and English acquisition outside of class? <p>Learner</p> <ol style="list-style-type: none"> 1. What assessments do you use to measure English learners' progress in the acquisition of English? 2. What goals do you set with English learners in the acquisition of English? 3. What are some of your English learners' unique needs? How do you support those needs?

***Functions:** Functions are the purposes of communication. This includes social conversations, jokes, and inquiry.

Forms: This refers to the structure of the English language such as grammar, sentence structure, and syntax.

Teacher Indicator: Teacher communicates learning objective and stimulates learner reflection on prior knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences and real-life applications.

Learner Indicator: Learners understand the objective, how it is connected to other concepts and experiences, and its real-life application.

Rating	Teacher Observable Evidence	Learner Observable Evidence: To Understand Impact of Teaching Practice <i>Used to Contribute to Teacher Rating</i>
Distinguished	<p>Additionally, teacher collaborates with learners to make connections between new concepts and real-world issues and applications and to identify personal learning goals.</p> <p>Additionally, learners make connections between new concepts and real-world issues and identify personal learning goals along the learning progression.</p>	
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher provides opportunities for learners to discover relationships between new concepts and prior knowledge, experiences and real-world issues and applications. <input type="checkbox"/> Teacher collaborates with learners in identifying personalized learning objectives to reach long-term goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners independently recognize connections between the learning objective and real-world application or issues. <input type="checkbox"/> Learners collaborate with the teacher to develop personalized learning targets.
Proficient	<p>Teacher discusses learning objective and stimulates learner reflection on connections between new concepts, tasks, and prior learning.</p> <p>Learners can articulate the learning objective and make connections between the new learning and prior knowledge.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Learning objective is aligned with state/ district curriculum standards, reflects rigorous and relevant learning, and is written in student-friendly language. <input type="checkbox"/> Teacher communicates the learning objective in a variety of ways (orally and visually) and discusses its meaning with the class. <input type="checkbox"/> Teacher facilitates learner connections between new concepts and prior knowledge and experiences, other content areas, and real-world issues and applications. <input type="checkbox"/> Teacher frequently refers back to the learning objective, connecting the objective to the current task. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners can articulate the learning objective and verbalize how the learning task relates to the objective. <input type="checkbox"/> Learners verbalize how the learning objective is connected to the task and to prior learning.
Developing	<p>Teacher communicates the learning objective but connection to prior learning or relevance to tasks is unclear.</p> <p>Learners cannot articulate the learning objective, and are unclear about the connection to prior knowledge and experiences.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher states the learning objective. <input type="checkbox"/> Teacher does not refer to the objective throughout the lesson. <input type="checkbox"/> Teacher inconsistently makes connections between new concepts and familiar concepts. Connections may be unclear or confusing to learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most learners seem confused or unclear about the new learning concept and how it is connected to the current task or to prior learning.
Not Meeting Standard	<p>Teacher does not communicate the learning objective and/or link new concepts to prior knowledge.</p> <p>Learners cannot articulate the learning objective, and/or its connection to prior knowledge.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not communicate the learning objective and/or communicates it in the form of an activity. <input type="checkbox"/> Teacher does not make connections between the new concept, prior knowledge or experiences, or its real-life application. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners may be able to describe the activity they are doing; however, they cannot articulate the learning objective, and/or how it is connected to previous learning.

Teacher Indicator: Teacher communicates learning objective and stimulates learner reflection on prior knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences and real-life applications.

Learner Indicator: Learners understand the objective, how it is connected to other concepts and experiences, and its real-life application.

Questions	Extended Questions
<p>Teacher</p> <ol style="list-style-type: none"> 1. How do you communicate the learning objective to students for each lesson? 2. What is an outcome you would be looking for in communicating the learning objective to students? How would you know that you reached that outcome? 3. What types of questions or activities do you use to get students to think about their prior knowledge on a specific skill or content piece? 4. When you are at your best during a lesson, what connections do you make to the learning objective in real time? How do you check for understanding? <p>Learner</p> <ol style="list-style-type: none"> 1. How clear is the learning objective to students for each lesson? How do you know that students understand what the learning objective is? 2. When have you been most successful in having students walk out of class having understood the learning objective? 3. What do you do when students don’t understand the learning objective? What are some of your strategies for supporting students who consistently struggle to understand the learning objective? 	<p>Teacher</p> <ol style="list-style-type: none"> 1. It seems important to get students to independent learning and practice. How do you do that? What challenges do you face in getting students there, particularly struggling students? 2. What are some of your students’ long-term goals? How do you support them to connect the daily learning objectives to their long-term goals? <p>Learner</p> <ol style="list-style-type: none"> 1. What are some of the explicit connections you make for students between the learning objective of a lesson and real-world application? Do students know WHY they are learning what they are learning? 2. When have you been most successful helping students make connections between the learning objective and real-world application? 3. What are some general learning targets that you believe students struggle to reach and understand? 4. Have you ever set personalized learning targets with students? What, in your experience, do those look like?

Teacher Indicator: Teacher uses a variety of instructional strategies and multiple representations and explanations that guide learners through learning progressions to promote each learner’s achievement of content standards.

Learner Indicator: Learners can articulate specific indicators of their progress through a learning pathway as they reflect upon their growth.

Rating	Teacher Observable Evidence	Learner Observable Evidence: To Understand Impact of Teaching Practice Used to Contribute to Teacher Rating
Distinguished.	<p>Additionally, teacher collaborates with learners about their position along the learning pathway, their learning goal, and their approach for moving forward in their understanding.</p> <p>Additionally, learners understand their movement along the learning pathway and determine their next goals to move their learning forward.</p>	
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher facilitates students’ reflections on their learning pathway and plans next steps to move their understanding forward. <input type="checkbox"/> Teacher supports learners in taking responsibility for choosing approaches to rigorous learning tasks and for producing quality work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners reflect on their movement along the pathway and determine their next steps to move their understanding forward. <input type="checkbox"/> Learners determine the indicators of learning and how they will demonstrate mastery.
Proficient	<p>Teacher uses a variety of instructional strategies, as well as multiple representations and explanations to promote student learning. Teacher provides structures that guide individual learner’s achievement.</p> <p>Learners understand the content and learning pathway, specific indicators of their learning, and steps they need to take to further their understanding.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses a variety of instructional strategies to move learners forward in their understanding of the learning concept. <input type="checkbox"/> Teacher uses multiple representations and explanations to move learners forward in their understanding of the learning concept. <input type="checkbox"/> Teacher stops at critical junctions to share and debrief. Teacher calls on learners to share their thinking or strategies in an increasing order of sophistication. <input type="checkbox"/> Teacher assigns rigorous tasks, but provides appropriate scaffolding and support. <input type="checkbox"/> Teacher frequently provides opportunities for learners to investigate and to discover. As learners work, teacher carefully listens for clues that provide insight into learners’ levels of understanding. Teacher asks questions that move learners forward in their thinking. <input type="checkbox"/> Teacher purposefully analyzes group discussion and individual work for misconceptions and addresses the misconceptions in order to build accurate and deep understanding. Teacher provides opportunities for learners to discuss their experiences and their learning. <input type="checkbox"/> Through various tasks and activities, teacher prepares learners to use specific content-related processes and academic language. <input type="checkbox"/> Teacher assigns individual learners different goals (that relate to a larger objective) or tasks based on where they are in their level of understanding. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most learners move forward in their understanding of the learning concept. <input type="checkbox"/> Most learners have a clear understanding of the learning pathway. <input type="checkbox"/> Most learners correctly use academic language and demonstrate content-related processes. <input type="checkbox"/> Most learners clearly understand their progress and their individual goals to further their learning.

Teacher Indicator: Teacher uses a variety of instructional strategies and multiple representations and explanations that guide learners through learning progressions to promote each learner’s achievement of content standards.

Learner Indicator: Learners can articulate specific indicators of their progress through a learning pathway as they reflect upon their growth.

<p>Developing</p>	<p>Teacher uses limited instructional strategies and few representations and explanations of concepts. Learning goals and tasks are identical for most students.</p> <p>Learners are able to access the content with varying success. Learners can articulate the learning pathway the class has taken as a whole, but look to the teacher for next steps in learning.</p>	
<p>Possible Evidence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses limited instructional strategies when presenting learning concepts. <input type="checkbox"/> Teacher provides limited use of graphic organizers, models, representations, and explanations. Teacher rarely provides opportunities for students to share strategies and explanations. <input type="checkbox"/> If learners struggle with the skill or task, the teacher attempts additional explanations with limited success. <input type="checkbox"/> Teacher misses opportunities to move students to higher levels of understanding. <input type="checkbox"/> Teacher accurately and effectively uses academic language to communicate concepts or processes. <input type="checkbox"/> Teacher addresses misconceptions when he/she hears or sees them in conversations or in learners’ work, but does not intentionally search for them. <input type="checkbox"/> Teacher assigns most learners identical goals and tasks regardless of their level of understanding. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some learners move forward in their understanding. <input type="checkbox"/> Most learners look to the teacher for next steps. <input type="checkbox"/> Learners incorrectly or rarely use academic language specific to the discipline. <input type="checkbox"/> Learners can describe the class’ progress along the learning pathway. <input type="checkbox"/> Learners can repeat how concepts are connected.
<p>Not Meeting Standard</p>	<p>Teacher does not use a variety of instructional strategies and/or offers few representations or explanations of the concept. All learners have identical goals and tasks.</p> <p>Learners experience difficulty accessing the concept are unclear about the learning pathway and look to the teacher for next steps in their learning.</p>	
<p>Possible Evidence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher typically uses direct instruction when presenting learning concept. <input type="checkbox"/> Teacher offers only one explanation or representation of the concept. <input type="checkbox"/> Teacher offers a single perspective on a problem and its solution. There is little evidence of planning to offer multiple entry points to support developmental and cultural differences. <input type="checkbox"/> Teacher does not discuss academic language specific to the discipline. <input type="checkbox"/> Teacher does not correct learner misconceptions. <input type="checkbox"/> Teacher assigns all learners identical goals and tasks regardless of their level of understanding. 	<ul style="list-style-type: none"> <input type="checkbox"/> Many learners struggle to understand the concept. <input type="checkbox"/> Learners look to the teacher for next steps in their learning. <input type="checkbox"/> Learners do not use academic language specific to the discipline. <input type="checkbox"/> Learners are unclear about the learning pathway. They typically do not make connections with their previous learning and their current learning.

Teacher Indicator: Teacher uses a variety of instructional strategies and multiple representations and explanations that guide learners through learning progressions to promote each learner’s achievement of content standards.

Learner Indicator: Learners can articulate specific indicators of their progress through a learning pathway as they reflect upon their growth.

Questions	Extended Questions
<p>Teacher</p> <ol style="list-style-type: none"> 1. How do you measure students’ understanding of a particular learning objective, content piece, or skill prior to the lesson? During the lesson? After the lesson? What do you learn from that data? How do you use that data to adjust your instruction? 2. What goals do you encourage students to set as a result of that data? How individualized are those learning goals? What is challenging about setting individualized learning goals and tasks for students? 3. What is your definition of rigor in your class? What is your students’ definition of rigor? How do you support students to keep working at rigorous instruction and curriculum? 4. What questions do you ask or activities do you use to understand how students are making their own meaning of a concept or skill, particularly those students who are traditionally underserved and struggling? What metaphors do they use to connect the new concept or skill to their current understanding? Have you been able to use your students’ metaphors to explain concepts and skills? 5. What kind of listener are you? When do you do your best listening at work? How has listening to students helped you to clarify and teach students, particularly traditionally underserved and struggling students? What do students say about your ability to listen to them? 6. What are some of the essential skills or concepts that you believe students need to know and be able to do? What are the clues that you listen for from students to know if there are gaps in their understanding of these essential skills or concepts? 7. In your experience, what types of questions are most effective to find out students’ learning gaps? When do you typically ask those kinds of questions during a lesson? 8. When do you stop a lesson to check for understanding? How do you check for understanding when you pause the lesson? 9. How do you typically respond to a student who has a misconception or a lack of understanding of the concept or skill being taught? 10. What are you listening for during a class discussion? What is your vision for an effective class discussion? 11. What have you learned about the adjustments necessary in your lesson to correct students’ misconceptions about the concept or skill being taught? <p>Learner</p> <ol style="list-style-type: none"> 1. How well do students understand their own learning pathway to reach the goals they have set for themselves? How have you guided and supported them to set those goals? 2. In your experience, what are some clear indicators for students to use to mark their progress toward a learning objective? 3. How often do you collaborate with your colleagues to identify possible learning indicators for students to use to mark their progress? 4. How often do you collaborate with students to identify possible learning indicators to mark their progress? 5. What stories do you have to share with students of your own experience in using learning indicators to mark your own progress down a learning pathway? Where, in your experience, do challenges arise? How do you handle those challenges? 	<p>Teacher</p> <ol style="list-style-type: none"> 1. What are your favorite tools or strategies to get students to reflect on their own learning? How do you connect those reflections to the learning pathway that students are on? 2. What does success look like in students taking full responsibility for their own learning? When and how does it switch from the teacher holding the desired outcome to students holding their own desired outcome? <p>Learner</p> <ol style="list-style-type: none"> 1. What, in your mind, is the difference between guided practice and independent learning? 2. What do you see students doing when engaged in independent learning? 3. How do students define mastery of a particular concept or skill? How do you support their definition?

Teacher Indicator: Teacher uses evidence-based instructional strategies to support and engage learners.

Learner Indicator: Learners are highly engaged in progressing toward mastery of the content.

Rating	Teacher Observable Evidence	Learner Observable Evidence: To Understand Impact of Teaching Practice Used to Contribute to Teacher Rating
Distinguished	<p>Additionally, teacher uses a variety of evidence-based instructional strategies to support and engage learners.</p> <p>Additionally, learners are highly engaged in progressing toward mastery of the content.</p>	
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher enhances evidence-based instructional strategies in planning and delivering lessons. <input type="checkbox"/> Teacher naturally and effortlessly employs evidence-based strategies. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are progressing toward mastery of the content. <input type="checkbox"/> Learners adapt to a culture of learning and routinely use evidence based strategies when working with peers. <input type="checkbox"/> All learners are highly engaged in learning.
Proficient	<p>Teacher consistently uses evidence-based instructional strategies.</p> <p>Learners are engaged in acquiring the content.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher consistently uses a variety of evidence-based instructional strategies. <input type="checkbox"/> Teacher establishes an effective classroom culture of learning. <input type="checkbox"/> Teacher adjusts to student engagement in an effective manner. <input type="checkbox"/> Teacher expectations yield a positive effect on overall learning. <input type="checkbox"/> Lesson structure and delivery is effective in yielding acquisition of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners acquire understanding of the content. <input type="checkbox"/> Learners are engaged.
Developing	<p>Teacher is attempting to use evidence-based instructional strategies.</p> <p>Learners are moderately engaged in acquiring the content.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses some evidence-based instructional strategies. <input type="checkbox"/> Teacher is beginning to establish an effective classroom culture of learning. <input type="checkbox"/> Teacher responds to student lack of engagement in an ineffective manner. <input type="checkbox"/> Teacher expectations yield a moderate effect on overall learning. <input type="checkbox"/> Lesson structure and delivery is moderately effective in yielding acquisition of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some learners acquire understanding of the content. <input type="checkbox"/> Some learners are engaged.
Not Meeting Standard	<p>Teacher does not integrate evidence-based instructional strategies into practice.</p> <p>Learners are not engaged and unable to acquire the content.</p>	
	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher expectations do not lead to overall student learning. <input type="checkbox"/> Teacher does not apply newly learned evidence based strategies. <input type="checkbox"/> Teacher does not establish an effective classroom culture of learning. <input type="checkbox"/> Teacher does not recognize and/or respond to student engagement levels. <input type="checkbox"/> Lesson structure and delivery does not lead to learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are working on low-level tasks. <input type="checkbox"/> Most learners are not producing quality work. <input type="checkbox"/> Learners do not have a clear understanding of the content. <input type="checkbox"/> Learners are not engaged in the lesson/tasks.

Teacher Indicator: Teacher uses evidence-based instructional strategies to support and engage learners.

Learner Indicator: Learners are highly engaged in progressing toward mastery of the content.

Questions	Extended Questions
<p>Teacher</p> <ol style="list-style-type: none"> 1. What success have you had with applying teaching strategies when one or more student(s) did not learn as expected? 2. What teaching strategy would you apply more if you had more expertise at doing so? 3. What interventions or strategies do you use when your formative “check-ins” reveal that some students are not understanding a concept or skill? 4. What strategies do you have strong expertise in applying to reteach a difficult concept to struggling students? 5. What is your process for ensuring your lesson plans support you in embedding those teaching strategies (such as questioning) into your classroom lessons? <p>Learner</p> <ol style="list-style-type: none"> 1. What teaching strategies do your students use when explaining a concept to you or to one another? 2. What cues do you look for in student response to discover whether instruction is resulting in their learning? 3. When students work in groups, what strategies do you employ to ensure every student is participating and learning? 4. What did you notice about your students’ response to your lesson today (or to the last lesson you taught)? 5. How do you get feedback from students to learn more about what strategies are working to boost their learning? 	<p>Teacher</p> <ol style="list-style-type: none"> 1. What challenges do you face in supporting your struggling students? 2. How rigorous are lessons? What strategies could you employ to increase that rigor? 3. What strategies could you employ to ensure there are multiple entry points for students to engage in learning and applying that learning? 4. What teaching strategy are you currently learning to employ more effectively? What have you learned? 5. What resources (including colleagues) have helped you to improve your proficiency at employing teaching strategies? 6. What role does planning play in strengthening your use of teaching strategies during classroom lessons?

Teacher Indicator: Teacher engages learners in generating and evaluating new ideas and novel approaches in seeking inventive solutions to real-world problems.

Learner Indicator: Learners identify real-world problems and issues, and use inter-disciplinary knowledge, as well as critical thinking skills to seek solutions.

Rating	Teacher Observable Evidence	Learner Observable Evidence: To Understand Impact of Teaching Practice Used to Contribute to Teacher Rating
Distinguished	<p>Additionally, teacher fosters learner awareness of authentic community needs and issues, and engages learners to generate inventive solutions.</p> <p>Additionally, learners use problem-solving skills to generate inventive solutions to community issues/problems.</p>	
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher encourages learners to identify community or global problems or needs and to use inter-disciplinary knowledge and skills to actively address the problem. <input type="checkbox"/> Teacher engages learners in connecting interdisciplinary knowledge to address real-world problems, community needs, and/or service learning. <input type="checkbox"/> Teacher encourages learners to generate questions that will challenge the thinking of their peers during discussions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners identify a real-world problem or community need, and use inter-disciplinary knowledge and skills to develop possible solutions. <input type="checkbox"/> Learners present challenging questions or problems during group discussion.
Proficient	<p>Teacher facilitates learner development of solutions to real-world problems using inter-disciplinary knowledge and critical-thinking skills.</p> <p>Learners use critical thinking and problem-solving skills as well as inter-disciplinary knowledge to explore solutions to real-world problems and issues.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher facilitates opportunities for learners to apply inter-disciplinary knowledge and critical thinking skills to understand complex concepts, or to address real-world problems or issues. <input type="checkbox"/> Teacher fosters learner development of possible solutions through invention, combinations of ideas, or other creative approaches. <input type="checkbox"/> Teacher facilitates discussions, encouraging learners to challenge assumptions and to offer possible solutions to real-world problems. <input type="checkbox"/> Teacher encourages learners to use content knowledge to justify their responses. <input type="checkbox"/> Teacher models higher-order questioning skills (e.g., generating hypotheses, taking multiple perspectives, using metacognitive processes) and engages learners in activities that develop these skills. <input type="checkbox"/> Teacher develops learners' abilities to pose questions that can guide individual and group exploration of concepts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners examine real-world or content related issues and use critical thinking skills and inter-disciplinary knowledge to explore possible solutions. <input type="checkbox"/> Learners seek solutions to real-world problems through invention, combinations of ideas, or other creative approaches. <input type="checkbox"/> Learners use content knowledge and critical thinking skills as they participate in rigorous discussions about real-world issues. <input type="checkbox"/> Learners develop higher-order questions to guide their exploration of a concept.
Developing	<p>Teacher directs learners in seeking solutions to issues or problems related to the content only versus connecting to real world problems.</p> <p>Learners recall content to discuss issues or problems.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher introduces learners to problems or issues addressed in the content area only. <input type="checkbox"/> Teacher directs in seeking solutions to problems or issues. <input type="checkbox"/> Teacher poses mainly lower level questions to elicit discussion regarding information and concepts in the content area. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners use some thinking skills to address content related issues and are facilitated mainly by the teacher. <input type="checkbox"/> Learners participate in academic discussion about content-related issues or problems, but answers do not reflect deep thinking.
Not Meeting Standard	<p>Teacher does not facilitate learner evaluation or discussion of authentic problems or issues.</p> <p>Learners do not participate in critical thinking or problem solving.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not introduce learners to problems or issues. If an issue surfaces, the teacher dismisses it or informs learners of the solution. <input type="checkbox"/> Teacher does not initiate class discussions or uses mainly lower-order questions during discussions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners may identify issues or problems, but do not discuss or explore solutions during class. <input type="checkbox"/> Learners do not participate in discussions, or discussions do not elicit higher-order thinking or problem-solving

Teacher Indicator: Teacher engages learners in generating and evaluating new ideas and novel approaches in seeking inventive solutions to real-world problems.

Learner Indicator: Learners identify real-world problems and issues, and use inter-disciplinary knowledge, as well as critical thinking skills to seek solutions.

Questions	Extended Questions
<p>Teacher</p> <ol style="list-style-type: none"> 1. What would you need to prepare yourself to create a lesson or unit that has students use their critical thinking and problem-solving skills across different disciplines to address a real-world problem in their community? How might you assess such a project? Who in your school does these kinds of projects currently? What could you learn from her/him? 2. What are your most creative and inventive lessons? What do you believe makes them so? What have you noticed about how students respond to those lessons, particularly the traditionally underserved and struggling students? 3. How do you work on becoming more aware of your own assumptions about what you know and don't know about the curriculum you teach? 4. What strategies do you teach students to support them to become more aware of their own assumptions? 5. What types of questions do you typically ask to challenge students' assumptions? What do you notice about how students respond to those questions? 6. How do you approach teaching questioning to students? 7. Higher-order questioning skills are important to students' cognitive development. How do you teach them? <p>Learner</p> <ol style="list-style-type: none"> 1. In your experience, what are some of your best lessons that support students to make real-world connections? 2. What are some of the challenges that you face in making real-world connections in your lessons for students? 3. What opportunities do you have to collaborate with your colleagues and create interdisciplinary lessons? 4. How do you model the use of critical thinking skills in your lessons? How do you teach students to use them? 5. What is your vision for students' creative and inventive approaches to solving problems? How do you model those kinds of approaches for students? 6. What do you learn from students when you use higher-order thinking questions in your lesson? What are your favorite types of higher-order thinking questions? 7. What are some of the more common real-world topics that you cover in your class? 	<p>Teacher</p> <ol style="list-style-type: none"> 1. What do you know about the needs and problems that your students and families face in their community? 2. How do you get students and families to share these needs and problems with you? What support can you provide? 3. What inter-disciplinary skills and strategies do you direct students to use in taking on some of their real-world needs and problems? 4. Have you thought about creating possible service learning opportunities for your students? Who in your school engages students in service learning opportunities? 5. What are your strategies for teaching students to ask questions of their peers? How safe is it to do so? Can students ask tough questions about gender, race, culture, etc., of their peers across differences? Can you ask those questions of students? Can students ask you? <p>Learner</p> <ol style="list-style-type: none"> 1. What would you need to prepare yourself to create a lesson or unit that has students using their critical thinking and problem-solving skills across different disciplines to address a real-world problem in their community? How might you assess such a project? Who in your school does these kinds of projects currently? What could you learn from her/him? 2. How do you respond to students when they ask you challenging questions during a lesson? How comfortable are you when you don't know something in front of students? 3. How easy is it for students to ask questions in class? What do students say about the ease of asking questions in class?

Teacher Indicator: Teacher collaborates with and supports learners as they plan and complete student-driven learning experiences aligned with their individual interests within the parameters of state standards.

Learner Indicator: Learners identify problems and issues aligned with their interests, research solutions, and create products/performances to illustrate their learning from others when necessary.

Rating	Teacher Observable Evidence	Learner Observable Evidence: To Understand Impact of Teaching Practice <i>Used to Contribute to Teacher Rating</i>
Distinguished	<p>Additionally, teacher collaborates with learners to determine an area of interest and to design and complete a project using critical thinking, content knowledge, and skills.</p> <p>Additionally, learners personally identify a real-world problem or issues that aligns to their area of interest, research solutions, and create products and/or performances to illustrate their learning.</p>	
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher supports opportunities for students to individualize their learning. <input type="checkbox"/> Teacher supports learners as they identify a real world problem or issue they would like to explore, using their knowledge and skill in the content areas. <input type="checkbox"/> Teacher collaborates with learners to generate questions about their topic and to design approaches to address them. <input type="checkbox"/> Teacher supports learners as they independently work to plan and carry out their research project and to present their results to an authentic audience. <input type="checkbox"/> Teacher fosters learner independence in identifying and accessing local and/or global people and resources to aid in the exploration of their chosen focus. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners individually collaborate with the teacher to identify a real-world problem or issue and to design and plan their projects. <input type="checkbox"/> Learners work to carry out their research project and to present their results. <input type="checkbox"/> Learners independently identify and access resources and people, locally and/or globally, to aid in their exploration of their problem or issue. <input type="checkbox"/> Learners evaluate sources for accuracy and reliability and record their reasoning for what they include or omit in their project.
Proficient	<p>Teacher facilitates and supports individual learners as they explore, identify, and research real world problems or issues.</p> <p>Learners individually research solutions to real world problems or issues (from choices offered by the teacher) and create products/performances to communicate their learning.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher collaborates with students in structuring options for learners to explore real-world problems or issues, carry out the design for a solution, and present their work. <input type="checkbox"/> Teacher collaborates with learners in preparing communications for different audiences and purposes. <input type="checkbox"/> Teacher engages learners in evaluating reliability and accuracy of sources. <input type="checkbox"/> Using technology or other resources, teacher engages learners in identifying and connecting with local and/or global resources and people relevant to their topic. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners select a project topic focused on a real-world problem or research possible solutions, and communicate their findings. <input type="checkbox"/> Learners evaluate sources for accuracy and reliability and use them to discover solutions to issues or problems. <input type="checkbox"/> Learners communicate with people locally and globally to inform their chosen problem or issue.
Developing	<p>Teacher directs learners in applying content knowledge in the discipline.</p> <p>Learners use content knowledge and other resources to explore problems and issues posed by the teacher.</p>	
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Learning is typically teacher-directed. <input type="checkbox"/> Teacher directs learners in applying content knowledge and skills in contexts within the discipline. <input type="checkbox"/> Teacher directs learners in using resources to gather, organize, and evaluate information and ideas. <input type="checkbox"/> Teacher structures learner interactions to support learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners use knowledge to explore content in the discipline. <input type="checkbox"/> Learners use resources to gather, organize, and evaluate information related to the content.

Teacher Indicator: Teacher collaborates with and supports learners as they plan and complete student-driven learning experiences aligned with their individual interests within the parameters of state standards.

Learner Indicator: Learners identify problems and issues aligned with their interests, research solutions, and create products/performances to illustrate their learning from others when necessary.

Not Meeting Standard	All learning experiences are teacher directed and do not include exploration of authentic problems of issues. Learners solely engage in activities and tasks assigned by the teacher.	
Possible Evidence	<input type="checkbox"/> Learning is teacher-directed and does not include opportunity for student directed learning experiences. <input type="checkbox"/> Teacher directs learning experiences, connecting tasks, and assignments to learning objective and content knowledge.	<input type="checkbox"/> Learners engage in activities and tasks assigned by the teacher. <input type="checkbox"/> Learners do not collaborate with the teacher to identify learning opportunities that are connected to their interests.
Questions		Extended Questions
<p>Teacher</p> <ol style="list-style-type: none"> 1. What, in your mind, is the difference between direct instruction and facilitated instruction? 2. What do you need to have in place in order to facilitate students' learning as opposed to providing direct instruction? 3. How do you structure student choice into your lessons? What is your vision for how student choice is best used in any lesson or project-based learning assignment? 4. What do you notice when students don't get a choice in lessons? What is the difference in engagement? 5. How do you approach the idea of using reliable sources for project-based learning assignments with students? 6. What fears, if any, do you have in using technology to engage students in your lessons? <p>Learner</p> <ol style="list-style-type: none"> 1. What is your experience with project-based learning? What would you need to prepare yourself to do more project-based learning? 2. What sources of media and information do you teach your students to access? How do you teach your students to question those sources for accuracy? 3. What is your vision for a successful project-based learning assignment that utilizes technology to connect students and to have a broader range of solutions to the problem they are trying to solve? 4. What is your own comfort level with the use of technology in the classroom? How do you model the use of technology for students? 		<p>Teacher</p> <ol style="list-style-type: none"> 1. What does student-driven learning mean to you? At its best, what does it look and sound like? 2. What do you believe is the best way to structure a project for students that is based in solving a real-world problem or issue? 3. How would you assess a real-world project for students? Who might they present their projects to? 4. In your experience, what steps best set up independent learning for students? <p>Learner</p> <ol style="list-style-type: none"> 1. What have you learned from the project-based learning assignments that you have used with students? 2. What is your vision for a creative and inventive project-based learning assignment that pushes the boundaries of typical in-school assignments? 3. How do you teach students to access resources to do their work beyond the textbook and a simple web search? 4. Who can you help them connect to in order to gain new knowledge and insight on the concept or skill that they are learning as a result of the project-based learning assignment? 5. Do students have to prove where they got their information in any project-based assignment? 6. What was the best project-based learning assignment you have seen students present?

Teacher Indicator: Teacher engages in and leads ongoing professional learning opportunities.

Rating	Teacher Observable Evidence
Distinguished	Additionally, teacher engages in professional learning opportunities and leads others in improving their practice.
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher models effective instructional practices for colleagues. <input type="checkbox"/> Teacher engages in and leads school or district level professional development. <input type="checkbox"/> Teacher generates meaningful action research. <input type="checkbox"/> Professional goals are extended and the teacher purposefully pursues opportunities to expand knowledge and skills.
Proficient	Teacher engages in professional learning focused on his/her specific needs. Teacher consistently implements new knowledge and skills.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher examines learner and observation data to determine personal strengths and needs. <input type="checkbox"/> Teacher develops a personal growth plan to address identified needs. <input type="checkbox"/> Teacher successfully implements new learning in his/her teaching. <input type="checkbox"/> Teacher reads and applies meaningful educational research. <input type="checkbox"/> Teacher actively analyzes and reflects to adjust teaching practice. <input type="checkbox"/> Teacher participates in and contributes to the Professional Learning Community
Developing	Teacher participates in professional learning, but does not consistently implement new knowledge or skills.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher develops a personal growth plan, but does not use data to determine needs. <input type="checkbox"/> Teacher only attends required professional learning opportunities, <input type="checkbox"/> Teacher does not effectively implement new learning. <input type="checkbox"/> Teacher pursues some opportunities to acquire new knowledge and skills. <input type="checkbox"/> Teacher does not effectively engage in district Professional Learning Community.
Not Meeting Standard	Teacher rarely engages in professional learning and/or only attends those that are required.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not establish professional goals to guide practice. <input type="checkbox"/> Teacher does not pursue opportunities to develop new knowledge or skills. <input type="checkbox"/> Teacher does not participate in professional learning opportunities. <input type="checkbox"/> Teacher’s practice does not reflect implementation of new practices. <input type="checkbox"/> Teacher does not participate in district Professional Learning Community.
Questions	Extended Questions
<ol style="list-style-type: none"> 1. What opportunities do you have to reflect on your own personal growth as a teacher? 2. In what ways have you been supported to reflect on your biases and how they may impact your classroom? Share an experience of a time when you felt your own bias unintentionally may have negatively impacted students? 3. What has been the best professional learning that you have ever participated in? What made it great? How did it impact your classroom? 4. How aligned are your professional learning opportunities with your areas of growth as a teacher? 5. Have you thought about and utilized current educational research to impact your planning and instruction? What have been the effects? 6. How safe do you feel sharing your challenges as a teacher with your colleagues? What would it take to make you feel safe? 7. Who in your school do you believe you can learn from and with? What opportunities do you have to partner with those people? Who is a model for you to learn from? 	<ol style="list-style-type: none"> 1. What opportunities, if any, have been made for you to lead professional learning for your colleagues? 2. What instructional practices do you feel you could model for your colleagues that they can learn from? 3. What structures, norms, or relationships do you believe would be important to have in place in order for you to lead and model professional learning that could improve instructional practices?

Teacher Indicator: Teacher collaborates with learners, families, colleagues, school professionals, and community members to ensure learner growth and well-being.

Rating	Teacher Observable Evidence
Distinguished	Additionally, teacher leads collaboration involving instructional team, learners, families and community members to advocate and address the needs of all learners.
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher leads others in gathering and analyzing data to evaluate the effects of individual or group decisions on learners and the community and to set goals for improvement. <input type="checkbox"/> Teacher brings innovative practices to the instructional team. <input type="checkbox"/> Teacher advocates for continued progress toward the accomplishment of school vision and goals and toward a positive school culture. <input type="checkbox"/> Teacher reflects on unique aspects of all students' families, understands their diverse backgrounds, maintains ongoing positive interactions, and provides multiple opportunities for families to participate in the classroom or school community. <input type="checkbox"/> Teacher collaborates with community members to advocate for the needs of learners and their families.
Proficient	Teacher actively participates in collaboration with learners, families, and colleagues to ensure growth of all learners and to build a positive learning environment.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher collaboratively examines data to evaluate the outcomes of learning and teaching and to plan and adapt instruction. <input type="checkbox"/> Teacher takes an active role in team collaboration, giving and receiving feedback to support the needs of diverse learners. <input type="checkbox"/> Teacher collaborates with others to build community resources to support student learning and well-being. <input type="checkbox"/> Teacher collaborates to build a school-wide shared vision, positive culture, and to establish and achieve school-wide goals. <input type="checkbox"/> Teacher collaborates with learners and families to establish mutual expectations and to support learner growth and development. <input type="checkbox"/> The teacher respects students' families, develops positive communication, strives to understand their backgrounds, and provides opportunities for families to participate in the classroom or school community.
Developing	Teacher participates in team collaboration but inconsistently uses the advice and support from others to ensure learners' growth.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher learns from team collaboration how to examine data but inconsistently uses the results to plan instruction. <input type="checkbox"/> Teacher may struggle working professionally as a member of the team. <input type="checkbox"/> Teacher communication with students and parents mostly focuses on negative learner behavior. <input type="checkbox"/> Teacher collaborates with learners and their families but inconsistently uses the information.
Not Meeting Standard	Teacher does not collaborate with colleagues, learners, and families.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not communicate with families. <input type="checkbox"/> Teacher does not participate in collaboration opportunities with colleagues. <input type="checkbox"/> Teacher does not analyze data with his/her team. <input type="checkbox"/> Teacher does not use data to modify practice. <input type="checkbox"/> Teacher does not actively participate in building school-wide vision or goals.

Teacher Indicator: Teacher collaborates with learners, families, colleagues, school professionals, and community members to ensure learner growth and well-being

Questions	Extended Questions
<ol style="list-style-type: none"> 1. What is your school's approach to looking at data? 2. How do you feel about using data to guide your planning and instruction? What types of data are most useful to you? Why? 3. Who do you collaboratively examine data with, and what is gained by doing the work together? 4. How comfortable are you receiving feedback from your colleagues? What comes up for you when you receive challenging feedback from your colleagues? What has been an experience where you have grown as a teacher after receiving challenging feedback? 5. What do you know about what your students and families expect of you as their teacher? How do you gather their perspectives? 6. Do your students and families trust you? How do you know? 7. How honest can you be with students about their struggles? What help do you seek out from families? 8. In what ways is technology supportive to the building of trusting relationships with your students and their families? How does it get in the way? 	<ol style="list-style-type: none"> 1. What has been your experience in leading your colleagues? 2. Have you ever taken on a leadership role with your colleagues in evaluating the impact of their instruction and the support they may need to improve? What do you believe is necessary for you to take on such a role? What fears, if any, come up for you when you think about taking on such a leadership role? 3. What innovative instructional practices do you believe are important to share with your colleagues? How might you share those? How do you respond when your colleagues don't respond positively to the innovations that you have shared? 4. What is the vision of the school? How does your personal vision connect to the school vision? 5. How do you connect your everyday teaching practice to the school vision? How do you support your colleagues to see how their teaching practice connects and supports the school vision? 6. It seems really important that teachers and leaders advocate for student and family needs, especially for those students and families that are most underserved. How have you participated in that kind of advocacy? 7. What programs and structures are in place that advocate for student and family needs? What do you hear from students and families, particularly underserved students and families, about their needs? 8. Have you thought about why there is a predictable pattern of certain students and families (students and families of color and students and families in poverty) not being served by public schools?

Teacher Indicator: Teacher conducts self in an ethical and professional manner.

Rating	Teacher Observable Evidence
Distinguished	Additionally, teacher supports others to act in an ethical manner.
Possible Evidence	<p>In addition to Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher advocates for policies and laws to support the diverse needs (cultural, gender, learning differences) of students. <input type="checkbox"/> Teacher supports colleagues in making ethical decisions. <input type="checkbox"/> Teacher serves as a leader to help build awareness of moral and ethical demands of the profession. <input type="checkbox"/> Teacher helps others to reflect on personal biases in order to treat others more fairly. <input type="checkbox"/> Teacher shares resources and strategies with others to help them better understand the cultural, ethnic, gender, and learning differences of learners and their communities. (InTASC)
Proficient	Teacher conducts self in an ethical and professional manner.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher acts in accordance with professional standards and ethical codes of conduct. <input type="checkbox"/> Teacher complies with laws and policies related to learners’ rights and teacher’s responsibilities and supports others in following laws and policies. <input type="checkbox"/> Teacher accesses information and uses technology in safe, legal, and ethical ways and proactively takes measures to prevent misuse of technology or information. <input type="checkbox"/> Teacher uses a deepening understanding of cultural, ethnic, gender, and learning differences to design and implement strategies to better meet the needs of learners. (InTASC) <input type="checkbox"/> Teacher reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners. (InTASC) <input type="checkbox"/> Teacher engages in a professional manner with colleagues, students, or families.
Developing	Teacher conducts self in professional manner.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher usually acts in accordance with professional standards. <input type="checkbox"/> Teacher has limited understanding and application of laws and policies related to learners’ rights and teacher’s responsibilities. <input type="checkbox"/> Teacher is beginning to reflect on the fairness and equity of his/her decisions. <input type="checkbox"/> Teacher needs to access resources to help him/her deepen their understanding of cultural, ethnic, gender, and learning differences.
Not Meeting Standard	Teacher does not conduct self in an ethical nor a professional manner.
Possible Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses poor judgment or behaves in a manner not consistent with established codes of conduct, policy, and law. <input type="checkbox"/> Teacher does not address unethical actions of learners. <input type="checkbox"/> Teacher allows personal biases to impact decisions. <input type="checkbox"/> Teacher does not accept personal responsibility to address the needs of all learners under his/her care. <input type="checkbox"/> Teacher does not engage in a professional manner with colleagues, students, or families.
Questions	Extended Questions
<ol style="list-style-type: none"> 1. What is your understanding of teacher ethics and professional standards? What would you be looking for in terms of a set of ethics and standards to ascribe to? 2. What do you believe you would do if a colleague made decisions that were unethical? How would you prepare yourself to confront your colleague? 3. What are the current policies and behaviors related to the ethical use of technology at school? 4. In what ways have you gained cultural and gender awareness of your own biases? How has your awareness impacted your behaviors and instruction? 	<ol style="list-style-type: none"> 1. What current school policies or structures create barriers to students being able to have their own identities validated, to feel safe, and to be an authentic part of the school community? What can you do to help students overcome these barriers, particularly the most underserved students? 2. What policies or structures have helped the most underserved student populations overcome barriers? 3. In what ways do you support your colleagues to build awareness of their own cultural and gender biases? How do you support them to grow and learn regarding their biases? 4. What have you learned from sharing resources and strategies with your colleagues to better meet the needs of students who are culturally different from you? Can you particularly address this in relationship to those students and families who are historically underserved?

Teacher Indicator: Teacher seeks appropriate leadership roles to support the learning environment and to advance the profession.

Rating	Teacher Observable Evidence
Distinguished	Additionally, teacher serves in leadership roles and advocates for learners, the school, and the profession. In addition to Proficient.
Possible Evidence	In addition to Proficient <input type="checkbox"/> Teacher models effective instructional practice and serves in other leadership roles. <input type="checkbox"/> The teacher leads dialogue and reflection with colleagues. <input type="checkbox"/> Teacher contributes to school-wide decision-making, events, and professional development. <input type="checkbox"/> Teacher leads participation in school wide events. <input type="checkbox"/> Teacher advocates for learners, the school and community, and the profession through leadership roles in the district, state, and nation.
Proficient	Teacher works effectively with colleagues to improve professional practice and contributes to a positive school climate.
Possible Evidence	<input type="checkbox"/> Teacher serves in a mentoring role, provides feedback to others, and shares resources and information. <input type="checkbox"/> Teacher seeks input from others to improve practice and to meet the needs of diverse learners. <input type="checkbox"/> Teacher contributes to a positive, inclusive climate of trust, critical reflection, and openness to diverse perspectives and ideas. <input type="checkbox"/> Teacher attends all required school-wide events.
Developing	Teacher is developing capacity to work with colleagues to improve professional practice.
Possible Evidence	<input type="checkbox"/> Teacher takes personal responsibility for their assignment, but rarely serves in a leadership role. <input type="checkbox"/> The teacher engages in dialogue with some colleagues. <input type="checkbox"/> Teacher seeks out some staff to help meet students' needs. <input type="checkbox"/> Teacher attempts to use observation feedback to improve practice. <input type="checkbox"/> Teacher interacts with others in a positive, open manner.
Not Meeting Standard	Teacher does not assist colleagues in the establishment of an effective learning environment.
Possible Evidence	<input type="checkbox"/> The teacher rarely converses with colleagues. <input type="checkbox"/> Teacher rarely seeks out other staff to meet student needs. <input type="checkbox"/> Teacher rarely participates in school or district events. <input type="checkbox"/> Teacher works in isolation. <input type="checkbox"/> Teacher does not contribute to improving the school beyond the classroom.
Questions	Extended Questions
1. When have you been most successful at mentoring a new teacher? Who in the school is a consistent and effective mentor for new teachers? What have you learned from that colleague? How might you use this experience to mentor colleagues? 2. When have you been involved in successful professional learning that was lead by a colleague? What made it a success? What did you learn from this experience? 3. How do you know that your colleagues trust you? 4. When have you been able to improve you practice based on feedback results? What made that experience transformative? 5. What types of questions do you ask students to better understand their cultural identity and to better understand their learning style? What has been challenging to you in your experience in finding out that information and using it to support students' learning? 6. Is your classroom a place that is open to diverse perspectives? What if a student's perspective is completely different or in opposition to yours? 7. What collaborative efforts have been made between teachers to better understand all students, particularly the most disconnected and underserved students?	1. What would you need to know and be able to do to be a model of culturally competent pedagogy for your colleagues? 2. What does successful advocacy look like in your school and district to put the most underserved students' needs front and center? 3. When have you been successful in mentoring a new teacher or in leading professional learning? What made it successful?

Likert Scale Definitions

Distinguished

Educator possesses mastery of technique, skill, and knowledge that is evident to such high degree that it sets the educator apart in a particular area. A distinguished rating is evidence that the educator possesses the competence to be a model for the identified area.

Proficient

Educator demonstrates effective knowledge or skill in a particular area. The educator demonstrates mastery of a particular technique or skill. A proficient rating is evidence that the educator executes instruction, technique, and skill with effectiveness in the identified area.

Developing

Educator is beginning to develop competence in identified technique or skill. A developing rating indicates the educator is growing in competence in instruction, technique, and skill in the identified area.

Not Meeting Standard

Educator does not demonstrate sufficient competency of the technique, skill, and knowledge in the identified area. A “not meeting standard” rating indicates a need for substantial growth in the identified area.

This form is used to summarize ratings in preparation for the goal setting conference.

Educator: _____ Administrator: _____ School: _____

	P-1	P-2	P-3	P-4	P-5	P-6		LC-1	LC-2	LC-3	LC-4		IP-1	IP-2	IP-3	IP-4	IP-5	IP-6	IP-7	IP-8	IP-9	IP-10		PL-1	PL-2	PL-3	PL-4	
Distinguished																												
Proficient																												
Developing																												
Not Meeting Standard																												
	To Address Learner Needs						Overall: Planning	Safe & Respectful Learning Community				Overall: Learning Community	Assessment to Guide Teachers' and Learners' Decision Making				Overall: Instructional Practices	Professional Learning				Overall: Leading						
	For Experiences to Support Learning							Classroom Management					Differentiates Instruction					Leadership and Ethics										
	Planning						Learning Community				Instructional Practices						Leading Professional Learning & Ethical Practice											

- Record ratings on individual dimensions and standards.** In preparation for the goal setting conference, the teacher and the administrator shall independently complete the Teacher Evaluation Worksheet.
- Determine the overall rating for each dimension:** The overall rating is determined by averaging both the standards and the indicators for that dimension. The average of all will determine the overall rating for the dimension.
- Determine Goals:** The educator and the administrator shall identify a maximum of two goals in one or more dimensions. Form 2 (Educator Goal Setting Form) shall be completed by October 15 of the evaluation year. Every attempt will be made to reach mutual agreement. *

Educator Signature: _____ Administrator Signature: _____ Date: _____

* If mutual agreement cannot be reached, the principal and his/her designee and the educator and the site designee shall meet to reach mutual agreement.

Educator: _____ Administrator: _____ School: _____

INSTRUCTIONS: This goal setting form shall be completed by the educator in collaboration with the administrator following the self-assessment process. Every attempt will be made to reach mutual agreement. *A maximum of two goals in one or more dimensions shall be established. (Due by October 15 of the evaluation year.)

Dimension	TEF Indicator Goal (Select one goal)	Key Strategies and Actions to Reach Goal (May select multiple strategies/actions)	Timeline for Progress	Evidence and Method to Illustrate Progress
GOAL 1				
<input type="checkbox"/> Planning <input type="checkbox"/> Learning Community <input type="checkbox"/> Instructional Practice <input type="checkbox"/> Professional Learning				
GOAL 2				
<input type="checkbox"/> Planning <input type="checkbox"/> Learning Community <input type="checkbox"/> Instructional Practice <input type="checkbox"/> Professional Learning				

Educator Signature: _____ Administrator Signature: _____ Date: _____

* If mutual agreement cannot be reached, the principal and his/her designee and the educator and the site designee shall meet to reach mutual agreement.

Lakeside Union School District: Teacher Effectiveness Observation Instrument

Step 3 Form 3

DIMENSION	SUBDIMENSION	TEACHER INDICATOR For complete description, go to full document	LEARNER INDICATORS	Not Observed	Developing	Proficient	Distinguished		
Planning	To Address Learner Needs For Experiences to Support Learning	P-1	Plans using formative and summative assessment results						
		P-2	Plans to meet individual learning needs						
		P-3	Collaborates to meet individual learning needs						
		P-4	Alignment of objective, learning experience and assessment task						
		P-5	Plans to use critical thinking and cross-disciplinary skills						
		P-6	Develops collaborative & self-directed learning						
Learning Community	Safe & Respectful Learning Community Classroom Management	LC-1	Nurtures respectful and supportive learning environment	Shows respect to others and values quality work					
		LC-2	Values and promotes diversity	Shows respect for cultural differences					
		LC-3	Collaboratively establishes classroom procedures	Knows and follows classroom procedures					
		LC-4	Management of time, space, and resources	Maximizes instructional time					
		IP-1	Checks for understanding to plan next steps	Demonstrates understanding and seeks help					
		IP-2	Helps learners assess progress & determine quality work	Understands criteria for assessment/assignments					
		IP-3	Provides timely & constructive feedback	Uses relevant feedback to transform learning					
		IP-4	Modifies instruction & resources to meet needs of all	Feels included and supported					
		IP-5	Incorporates tools of language development into instruction	Advances in language proficiency & content					
		IP-6	Connects new knowledge to prior knowledge, experiences and real-world applications	Understands connections to new concepts					
Instructional Practices	Ensures Mastery of Content Ensures Application of Content	IP-7	Uses a variety of strategies, explanation and representations to guide through learning pathway	Move forward in the learning pathway					
		IP-8	Uses a variety of evidence based strategies	Progresses toward mastery of the content					
		IP-9	Promotes problem-solving and critical thinking	Critically thinks to seek solutions / new ideas					
		IP-10	Promotes student-driven learning	Create products/performances aligned to interests					
		Leading Professional Learning & Ethical Practice	Professional Learning Leadership & Ethics	PL-1	Engages in and leads ongoing learning				
				PL-2	Collaborates with stakeholders to ensure learner growth				
				PL-3	Acts in an ethical and professional manner				
				PL-4	Seeks leadership roles				
		Comments:							

Educator: _____ Administrator: _____ School: _____

The administrator determines in collaboration with the educator whether the teacher is making acceptable progress toward indicator goal(s) using Form 2.

Mark this category as **(Y) – Satisfactory Progress** or **(N) – Not Making Satisfactory Progress**

Goal One	Dimension				Y	N	
	(P)	(LC)	(IP)	(PL)			
Explanation:							
Accomplishments:							
Modified Strategies/Actions <i>To be determined in collaboration with administrator and educator</i>							
Goal Two	Dimension				Y	N	
	(P)	(LC)	(IP)	(PL)			
Explanation:							
Accomplishments:							
Modified Strategies/Actions <i>To be determined in collaboration with administrator and educator</i>							

Educator Signature: _____ Administrator Signature: _____ Date: _____

Educator: _____ Administrator: _____ School: _____

The administrator determines in collaboration with the educator whether he/she has made acceptable progress toward indicator goal(s) identified in Step 2. If the teacher has made satisfactory progress and is rated “developing” or higher, no further action is required. If the teacher is rated “not meeting standard” on one or more of the goals, he/she will be required to participate in the Peer Assistance and Review (PAR) program. The administrator shall notify the panel in writing of those teachers being required to participate in PAR. The administrator shall provide both an explanation and recommendations/ accomplishments for both goals.

Dimension: (P) (LC) (IP) (PL)		Not Meeting Standard	Developing	Proficient	Distinguished
Goal #1: _____					
Explanation					
Recommendations/ Accomplishments					

Dimension: (P) (LC) (IP) (PL)		Not Meeting Standard	Developing	Proficient	Distinguished
Goal #2: _____					
Explanation					
Recommendations/ Accomplishments					

Educator Signature _____ Administrator Signature _____ Date _____

Educator: _____ Administrator: _____ School: _____

If the teacher is rated “developing” or below in one or more “overall dimensions”, he/she will be given recommendations to focus on during the “off cycle evaluation” year. If during the teacher’s next formal evaluation cycle, he/she continues to be rated “developing” or below in the same overall dimension(s) as indicated in the prior formal evaluation cycle, he/she will be required to participate in the Peer Assistance and Review (PAR) program. The administrator shall notify the panel in writing of those teachers being required to participate in PAR. The administrator shall provide both an explanation and recommendations/accomplishments for the overall dimensions rated “developing” or below.

	Planning						Learning Community				Instructional Practices										Leading Professional Learning & Ethical Practice							
	To Address Learner Needs		For Experiences to Support Learning		Overall: Planning		Safe and Respectful Learning Community		Classroom Management		Overall: Learning Community		Assessment to Guide Teachers’ and Learners’ Decision Making		Differentiates Instruction		Ensures Mastery of Content		Ensures Application of Content		Overall: Instructional Practices		Professional Learning		Leadership and Ethics		Overall: Leading	
	P-1	P-2	P-3	P-4	P-5	P-6	LC-1	LC-2	LC-3	LC-4					IP-1	IP-2	IP-3	IP-4	IP-5	IP-6	IP-7	IP-8	IP-9	IP-10	PL-1	PL-2	PL-3	PL-4
Distinguished																												
Proficient																												
Developing																												
Not Meeting Standard																												

Summary	
Commendations	
Recommendations	

Educator Signature _____ Administrator Signature _____ Date _____

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