

# TEACHER

## Rhode Island Model Evaluation & Support System



Edition III



**RIDE** Rhode Island  
Department  
of Education

The contents of this guidebook were developed under a Race to the Top grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

# Table of Contents

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<b>Introduction</b> .....	<b>3</b>
<b>System Overview</b> .....	<b>4</b>
Evaluation Criteria.....	4
Performance Level Descriptors .....	5
Evaluation and Support Process .....	6
<b>Support and Development</b> .....	<b>8</b>
Evaluation Conferences (Beginning/Middle/End).....	8
Professional Growth Plans .....	9
Performance Improvement Plans .....	9
<b>Professional Practice</b> .....	<b>10</b>
<b>Professional Responsibilities</b> .....	<b>12</b>
<b>Measures of Student Learning</b> .....	<b>13</b>
Student Learning Objectives .....	13
The Student Learning Objective Process.....	14
The Anatomy of a Student Learning Objective.....	14
Number and Scope of Student Learning Objectives.....	16
Baseline Data/Information.....	17
Aligning Student Learning Objectives .....	17
Rigor of Target.....	19
Quality of Evidence.....	20
English Language Learners .....	22
Students with Disabilities .....	23
SLO/SOO Decision Tree.....	24
Anatomy of a Student Outcome Objective (Form).....	25
Approving Student Learning/Outcome Objectives.....	26
Scoring Individual Student Learning/Outcome Objectives.....	27
Scoring Student Learning/Outcome Objective Sets .....	29
The Rhode Island Growth Model .....	30
<b>Calculating a Final Effectiveness Rating</b> .....	<b>31</b>
Appendix 1: Student Learning/Outcome Objective Scoring Lookup Tables .....	36
Appendix 2: Online Resources .....	38
Appendix 3: Teacher Professional Practice Rubric.....	39
Appendix 4: Teacher Professional Responsibilities Rubric .....	57

# Introduction

Rhode Island educators believe that implementing a fair, accurate, and meaningful educator evaluation and support system will help improve teaching and learning. The primary purpose of the Rhode Island Model Teacher Evaluation and Support System (Rhode Island Model) is to help all teachers improve.

The focus on teacher effectiveness is our recognition of the incredible influence teachers have on student growth and achievement<sup>1</sup>. Through the Rhode Island Model, we hope to help create a culture where all teachers have a clear understanding of what defines excellence in their work; are provided with prioritized, specific, and actionable feedback about their performance; and receive support to continuously improve their effectiveness, regardless of the number of years they have been teaching.

## How to Use the Guidebook

The purpose of this Guidebook is to describe the process and basic requirements for evaluating and supporting teachers with the Rhode Island Model. For aspects of the Rhode Island Model that have room for flexibility and school/district-level discretion, we have clearly separated and labeled different options with a **Flexibility Factor**.

To help educators better understand *how* to best implement various aspects of the Rhode Island Model, additional resources are available on the Rhode Island Department of Education (RIDE) website, including online training modules, sample Student Learning/Outcome Objectives, and a suite of calibration protocols designed to help school and district leaders facilitate ongoing calibration exercises.

### Flexibility Factor

The “Flexibility Factor” boxes will be used throughout the guidebook to highlight where schools and districts have an opportunity to customize aspects of the Rhode Island Model and establish policies to meet their local needs.

The **Online Resource** icon will be used throughout the Guidebook to indicate that a corresponding resource is available on the RIDE website. A list of the available online resources can be found in **Appendix 2**. Please note that additional resources will be developed over time. Educators can directly access the educator evaluation pages of the RIDE website at [www.ride.ri.gov/EdEval](http://www.ride.ri.gov/EdEval).



## Defining “Teacher”

We recognize that teacher roles may look different in various local contexts. For the purposes of the Rhode Island Model, “teacher” means any public school employee working under a teacher certification whose primary responsibilities include instructional planning, managing a classroom environment, and student instruction.

<sup>1</sup> For information about the impact of teacher effectiveness on student outcomes, see Rivkin, S.G., Hanushek, E.A., & Kain, J.F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458. <http://dx.doi.org/10.1016/j.appdev.2012.05.005>.

See also Sanders, W.L., & Rivers, J.C (1996). *Research project report: cumulative and residual effects of teachers on future student academic achievement*. Retrieved from <http://mccluelearning.com/wp-content/uploads/2011/09/Cumulative-and-Residual-Effects-of-Teachers.pdf>.

See also Rockoff, J.E. (2004). The impact of individual teachers on students’ achievement: evidence from panel data. *American Economic Review* 94(2), 247-252. <http://www.jstor.org/stable/3592891>.

# System Overview

## Evaluation Criteria

The Rhode Island Model relies on multiple measures to paint a fair, accurate, and comprehensive picture of teacher performance. All teachers will be evaluated on three criteria:

1. **Professional Practice** – A measure of effective instruction and classroom environment as defined in the Teacher Professional Practice Rubric.
2. **Professional Responsibilities** – A measure of instructional planning and the contributions teachers make as members of their learning community, as defined in the Teacher Professional Responsibilities Rubric.
3. **Student Learning** – A measure of a teacher’s impact on student learning through the use of Student Learning Objectives (SLOs) and/or Student Outcome Objectives (SOOs), and the Rhode Island Growth Model (RIGM), when applicable.

Evidence from each of the three criteria will be combined to produce a Final Effectiveness Rating of **Highly Effective, Effective, Developing, or Ineffective**.



## Performance Level Descriptors

Each of the four Final Effectiveness Ratings has an associated Performance Level Descriptor that provides a general description of what the rating is **intended** to mean, with the acknowledgement that exceptions do exist. Performance Level Descriptors can help clarify expectations and promote a common understanding of the differences between the Final Effectiveness Ratings of *Highly Effective*, *Effective*, *Developing*, and *Ineffective*. Additional information about how to interpret the ratings is available by examining the detailed scoring rubrics and related evaluation materials. As part of an inquiry cycle, LEAs are encouraged to review the descriptors, teacher's ratings, and student learning measures to have a complete picture of teaching and learning that can inform LEA planning.

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**Highly Effective** – A *Highly Effective* rating indicates outstanding performance by the teacher. A teacher who earns a *Highly Effective* rating has a very high, positive impact on the learning of students and exhibits high-quality professional behaviors regarding teaching and professional responsibilities.

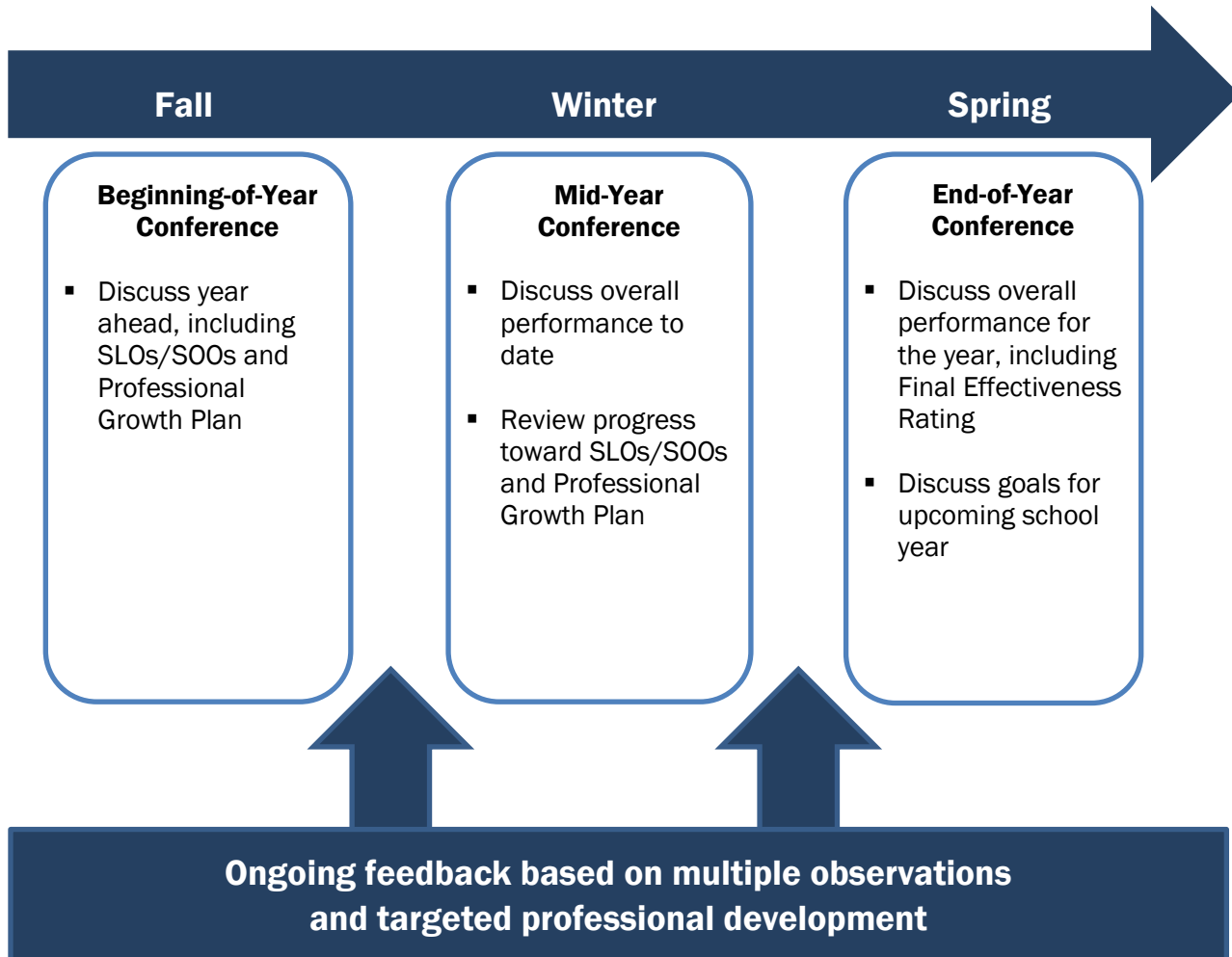
**Effective** – An *Effective* rating indicates consistently strong performance by the teacher. A teacher who earns an *Effective* rating has a strong, positive impact on the learning of students and exhibits high-quality professional behaviors regarding teaching and professional responsibilities.

**Developing** – A *Developing* rating indicates inconsistent performance or consistently moderate performance by the teacher. A teacher who earns a *Developing* rating has one aspect much weaker than the other (either impact on the learning of students or professional behaviors), or is consistently moderate in both.

**Ineffective** – An *Ineffective* rating indicates consistently low performance by the teacher. A teacher who earns an *Ineffective* rating has a low or negative impact on the learning of students and exhibits low quality professional behaviors regarding teaching and professional responsibilities.

# Evaluation and Support Process

The evaluation and support process for teachers prioritizes feedback and reflection, and is anchored by three evaluation conferences at the beginning, middle, and end-of-year. The following chart provides an outline of the process for teachers participating in the full evaluation process.



Standard 4 of the Educator Evaluation System Standards states that all certified educators must be evaluated at least annually. Standard 4 also states that the specific procedures may vary based on the outcome of prior evaluations, and schools and districts may choose to implement an approved **Differentiated Evaluation Process for Teachers** or an approved **Cyclical Evaluation Process for Teachers**. Details about the Differentiated Evaluation Process for Teachers and the Cyclical Evaluation Process for Teachers can be found on the RIDE website at: [www.ride.ri.gov/EdEval-LEA](http://www.ride.ri.gov/EdEval-LEA).



## Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for leading the overall evaluation process, including assigning the Final Effectiveness Rating. Some schools and districts may also decide to use complementary evaluators to assist the primary evaluator complete the evaluation process. Complementary evaluators are often educators with specific content knowledge, such as department heads or curriculum coordinators. All evaluators are expected to complete ongoing training on the Rhode Island Model.

## Ensuring Fairness and Accuracy

To help ensure fairness and accuracy, the Rhode Island Model uses multiple measures to assess performance. We will continue to improve the Rhode Island Model based on feedback from the field and the Technical Advisory Committee, as well as from formal reviews of the data. Additionally,

### RIDE will:

- periodically monitor the fidelity of implementation of the evaluation process within schools and districts and adherence to the Rhode Island Educator Evaluation System Standards;
- provide ongoing implementation support; and
- improve the model in future years based on student achievement and educator development data, state needs, and feedback from educators

### LEAs will:

- ensure that the model is implemented with fidelity by monitoring implementation, reviewing the data produced and decisions made;
- provide procedural safeguards to ensure the integrity of the system, including evaluation appeals;
- respond to educators' concerns in accordance with district policy and practice, collective bargaining agreements, and/or processes set forth by the District Evaluation Committee; and
- conduct periodic audits of evaluation data and review evaluations with contradictory outcomes (e.g., a teacher has a very high Student Learning score and a low Professional Practice & Responsibilities score).

## Flexibility Factor

### Evaluators:

- Schools and districts have the flexibility to decide who will serve as the primary evaluator for teachers.
- District policy or the local collective bargaining agreement may allow for the use of complementary evaluators.
- Schools and districts may also choose to select individuals based within or outside the school or district in which they serve as evaluators. This could consist of a single peer evaluator or a team of peer evaluators.



# Support and Development

Every school is unique, and support and development should not look exactly the same for everyone. However, the Rhode Island Model is designed to support teacher development by:

- **Outlining high expectations** that are clear and aligned with school, district, and state priorities;
- **Establishing a common vocabulary** for meeting expectations;
- **Encouraging student-focused conversations** to share best practices and address common challenges;
- **Grounding teacher professional development** in data-driven collaboration, conferencing, observation, and feedback to meet shared goals for student achievement; and
- **Providing a reliable process** for educators to focus yearly practice and drive student learning.

## Evaluation Conferences (Beginning/Middle/End)

The three evaluation conferences represent opportunities for honest, data-driven conversations focused on promoting continuous improvement.

**Beginning-of-Year Conference:** Teacher and evaluator discuss the teacher's past performance, Professional Growth Plan, SLOs/SOOs, and the year ahead. When discussing the teacher's SLOs/SOOs it can help improve transparency to make sure the teacher and evaluator have a common understanding of what it would look like for the SLO/SOO to be scored *Not Met*, *Nearly Met*, *Met*, and *Exceeded*.

**Mid-Year Conference:** Teacher and evaluator discuss all aspects of the teacher's performance to date, including Professional Practice, Professional Responsibilities, the educator's progress toward the Professional Growth Plan, and progress toward the SLOs/SOOs. In some cases, Professional Growth Plans and SLOs/SOOs may be revised based on discussion between the teacher and evaluator.

While Final Effectiveness Ratings are not determined until the end of the evaluation cycle, the Mid-Year Conference is an important point in the year when specific concerns should be addressed, especially if they indicate that a teacher's impact on student learning is below expectations. Teachers should already be aware of specific concerns through ongoing feedback and prior documentation so that they are not addressed for the first time at the conference. If the teacher is struggling, and has not started an Improvement Plan by the time of the Mid-Year Conference, this is an opportunity to craft an initial plan together.

**End-of-Year Conference:** Teacher and evaluator review summative feedback on Professional Practice and Professional Responsibilities and discuss SLO/SOO results. They will also discuss progress toward the teacher's Professional Growth Plan or Performance Improvement Plan. During or soon after the conference, the evaluator finalizes and shares the teacher's Final Effectiveness Rating for the school year.

### Flexibility Factor

#### Evaluation Conferences

The length of each conference is decided at the local level, though we recommend at least 15 minutes per conference. Conference length should match the purpose of the conference to meet stated goals.

## Professional Growth Plans

All teachers will create a Professional Growth Plan at the beginning of the year. This plan requires at least one concrete goal to focus the teacher's professional development throughout the year. More specifically, the Professional Growth Plan should be:

- based on the teacher's past performance (e.g., prior evaluation or self-assessment) or a school or district goal;
- specific and measurable, with clear benchmarks for success;
- aligned with the Teacher Professional Practice and/or Professional Responsibilities Rubrics; and
- discussed and finalized during or directly after the Beginning-of-Year Conference.

### Adjusting a Professional Growth Plan Mid-Year

While it is ideal to establish a goal that is ambitious but realistic, the Mid-Year Conference provides a formal opportunity for the teacher and evaluator to review the Professional Growth Plan and make adjustments if necessary. This could happen if the goal is achieved before the end of the year or if planned activities are not possible.

### Flexibility Factor

#### Professional Growth Plans

- Schools and districts may determine that a school-wide approach for one professional growth goal is preferable. It is also important that teachers are able to set individual goals designed to meet their professional improvement needs identified through past performance. This may result in some teachers establishing 2 professional growth goals as part of their PGP.
- Teachers may develop multi-year Professional Growth Plans with annual benchmarks, activities, and expected results.

## Performance Improvement Plans

A Performance Improvement Plan may be utilized at any time during the school year to help a teacher improve, but must be put in place if a teacher receives a Final Effectiveness Rating of *Developing* or *Ineffective*. The Plan should identify specific supports and teacher actions and establish a timeline for improvement, as well as frequent benchmarks and check-ins.

A teacher who has a Performance Improvement Plan will work with an improvement team to assist him or her to develop the plan. An improvement team may consist solely of the teacher's evaluator or of multiple people, depending on the teacher's needs and the school and district context.

The Educator Evaluation System Standards require districts to establish personnel policies that use evaluation information to inform decisions. A teacher who does not demonstrate sufficient improvement may be subject to personnel actions, according to district policies.

# Professional Practice

The Rhode Island Model's Teacher Professional Practice Rubric was adapted from Domains 2 and 3 of the 2013 version of Charlotte Danielson's *Framework for Teaching*, and can be found in **Appendix 3**. The Teacher Professional Practice rubric consists of eight components organized into two domains: Classroom Environment and Instruction. More specifically:

- The Teacher Professional Practice Rubric is aligned with the Rhode Island Professional Teaching Standards.
- The Teacher Professional Practice Rubric is a classroom observation tool. Each of the eight components on the rubric will be scored after each observation.
- The Teacher Professional Practice Rubric includes both *Critical Attributes* and *Possible Examples* for each component that are intended to help clarify the performance level. They are not intended to be used as a checklist.
- The individual component scores across observations will be averaged and rounded to the nearest tenth to get a summative score for each component. The score will always be from 4.0 (highest) to 1.0 (lowest).
- The average scores for each component will be added together and rounded to the nearest whole number to get a total Teacher Professional Practice Rubric score.
- Scoring bands will be used to determine the overall Professional Practice rating as *Exemplary*, *Proficient*, *Emerging*, or *Unsatisfactory*.

## Teacher Professional Practice Rubric Components

### Domain 2: The Classroom Environment

**2a:** Creating an Environment of Respect and Rapport

**2b:** Establishing a Culture for Learning

**2c:** Managing Classroom Procedures

**2d:** Managing Student Behavior

### Domain 3: Instruction

**3a:** Communicating with Students

**3b:** Using Questioning/Prompts and Discussion Techniques

**3c:** Engaging Students in Learning

**3d:** Using Assessment in Instruction

## Assessing Teacher Professional Practice

With the Rhode Island Model, data collected through classroom observations is used to score the components of the Teacher Professional Practice rubric and develop feedback designed to help teachers improve.

### Classroom Observation Requirements:

- At least one announced observation and at least two unannounced, for a minimum of three.
- Each observation should last for at least 20 minutes.
- Each of the eight components on the rubric will be scored after each observation.
- Written rationale that helps the teacher understand the component scores is required after each observation.
- Written feedback is required after each observation.
- At a minimum, there is a one-week window during which the announced classroom observation will occur that is communicated to the teacher (for example, “I will observe you during the week of March 19.”). The specific date and time of the announced observation does not have to be communicated in advance, but the week of notification cannot be the same week as the observation.

### Feedback

High-quality feedback helps teachers improve by identifying strengths (practices they should continue) and areas for improvement (changes to their practice that should be prioritized). To be effective, feedback after a classroom observation should be prioritized, specific, actionable, delivered with a supportive tone, and it should be provided to the teacher as soon after the observation as possible.

Additional resources to help evaluators provide high-quality feedback, including a written feedback review tool, can be found on the RIDE website at: [www.ride.ri.gov/EdEval-Best-Practices-Resources](http://www.ride.ri.gov/EdEval-Best-Practices-Resources).



### Flexibility Factor

#### Classroom Observations and Feedback

- Schools and districts may decide to conduct classroom observations, announced or unannounced, more frequently, based on school and teacher needs. We encourage frequent visits to classrooms, with more for teachers on Performance Improvement Plans.
- While a one-week window for an announced observation is required, evaluators may choose to narrow down a timeframe within that week (e.g., “I plan to observe a math lesson”). Because schools and districts have some flexibility with scheduling announced observations, teachers and evaluators should be clear about what is expected at the local level.
- Written feedback is required after each classroom observation, but pre- and post-observation conferences are optional. Schools and districts can choose to implement pre-and/or post-observation conferences depending on what works best for their local needs.

# Professional Responsibilities

Teachers' roles extend beyond delivering instruction and managing the classroom environment. The Rhode Island Model recognizes the additional contributions teachers make to school communities through the Teacher Professional Responsibilities Rubric, found in **Appendix 4**.

- The Teacher Professional Responsibilities Rubric includes 8 components that are aligned with the Rhode Island Professional Teaching Standards, the Rhode Island Educational Leadership Standards, and the Rhode Island Code of Professional Responsibility.
- The eight components are scored according to the rubric, based on evidence collected during the year. All of the components can be seen in action, but evaluators may choose to review some artifacts to collect additional evidence (e.g., lesson and unit plans for the planning components).
- The rating categories for Professional Responsibilities are *Exceeds Expectations*, *Meets Expectations*, and *Does Not Meet Expectations*.

## Assessing Teacher Professional Responsibilities

All of the components in the Teacher Professional Responsibilities Rubric *can* be seen in action. Evaluators should maintain notes that serve as evidence of components seen in action. During evaluation conferences feedback on this evidence should be integrated into the discussion.

A few components may benefit from artifact review, including: PR 7 and 8 Planning (e.g., lesson and unit plans), and PR 2 Communication (e.g., a parent log or other artifacts showing communication with family members). Additionally:

- The focus of the artifact review should be on quality rather than quantity.
- All artifacts reviewed should be clearly connected to the performance descriptors of one or more of the components in the Teacher Professional Responsibilities Rubric.
- One artifact could be used to demonstrate proficiency on more than one component of the rubric.

### Flexibility Factor

#### Professional Responsibilities

- Schools and districts have the flexibility to determine the evidence that will be used for the Professional Responsibilities components. RIDE recommends assessing components in action whenever possible.
- Schools and districts can choose to provide “formative scores” at the mid-year for Professional Responsibilities Rubric. On the Mid-Year Conference form in EPSS there is an option to provide a formative score for one or more of the Professional Responsibilities components.
- A formative score provided at the mid-year does not have to match the score provided at the end-of-year.

# Measures of Student Learning

Improving student learning is at the center of all our work and measuring student learning is a critical part of the teacher evaluation process. Depending on the teacher's specific assignment, the Rhode Island Model uses one or more of the following measures to assess the teacher's impact on student learning: Student Learning Objectives (SLOs), Student Outcome Objectives (SOOs), and the Rhode Island Growth Model (RIGM). Measures of student learning are included in teacher evaluations because:

- Student learning is the single most important indicator of teacher effectiveness.
- Student learning measures, when combined with classroom observations (Professional Practice) and evidence of Professional Responsibilities improve the accuracy of the Final Effectiveness Ratings for teachers<sup>2</sup>.
- Analyzing student learning data is a best practice for self-reflection and increased collaboration around student learning.

## Student Learning Objectives

An SLO measures a teacher's impact on student learning through demonstrated progress toward academic goals. The SLO process is student-centered and curriculum focused. It recognizes the impact teachers have in their classrooms, is based on research, and supports best-practices like prioritizing the most important standards, implementing curriculum, and planning assessments. Additionally:

- **The SLO Process respects the diversity of all grades, subjects, and courses.** The best way to measure student learning differs from one course or grade to another (e.g., measuring student learning in a third grade art class vs. a tenth grade chemistry class). SLOs present an opportunity for teachers to be actively involved in deciding how to best measure the learning of their specific population of students while providing a consistent process for all teachers across the state.
- **SLOs utilize the assessment process teachers think are best for their specific purposes.** They require teachers to identify the most important learning that occurs within their grade or subject, learning which should be measured by a high-quality assessment strategy. When done well, SLOs should include assessments that require students to produce high-quality evidence of their learning. However, the primary purpose of that assessment should be to measure what the teacher is teaching and the students are learning. No assessment should be used just to collect evidence for an SLO.

**NOTE:** Some special education teachers may use SOOs in place of one or more of their SLOs. An SOO is a long-term academic goal focused on an outcome that increases access to learning or creates conditions that facilitate learning. Additional information about SOOs for special education teachers, including an SLO/SOO Decision Tree, can be found on pages 23-25.

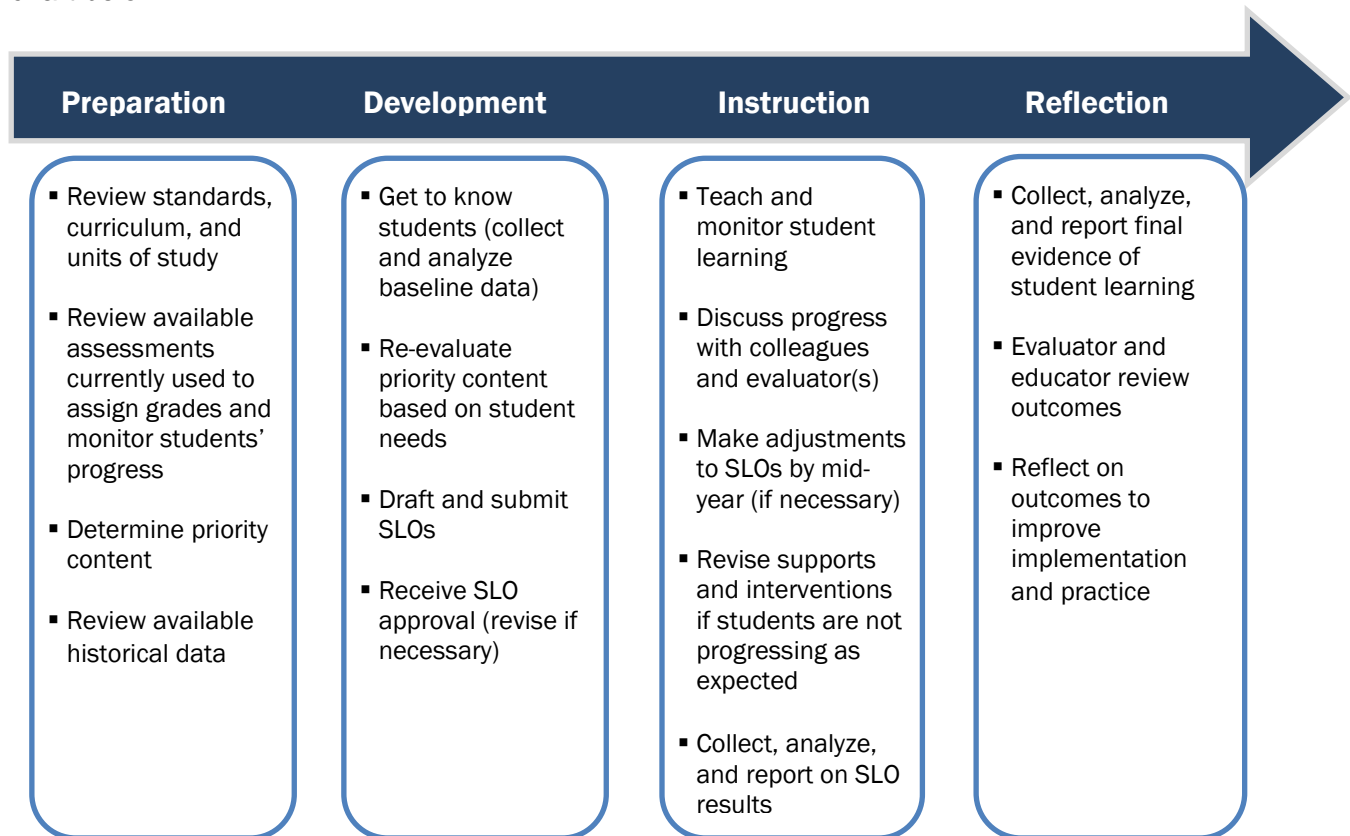
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<sup>2</sup> Kane, T.J, McCaffrey, D.F., Miller, T., & Staiger, D.O. (2013). *Have we identified effective teachers?* Measures of Effective Teaching project. Retrieved from [http://www.metproject.org/downloads/MET\\_Validating\\_Using\\_Random\\_Assignment\\_Research\\_Paper.pdf](http://www.metproject.org/downloads/MET_Validating_Using_Random_Assignment_Research_Paper.pdf).

## The Student Learning Objective Process

Teachers should, wherever possible, work collaboratively with grade, subject area, or course colleagues to develop SLOs. Teams of teachers can craft SLOs together, but should differentiate their targets according to the students' baseline data. The SLO process is meant to foster reflection and conversation about the essential curriculum, targeted outcomes, and assessment tools used in classrooms across the state.

The SLO process mirrors a teacher's planning, instruction, and assessment cycle as described in the chart below:



## The Anatomy of a Student Learning Objective

The SLO Form is designed to elicit answers to three essential questions:

- 1. What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?**
- 2. Where are my students now (at the beginning of instruction) with respect to the objective?**
- 3. Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?**

## Anatomy of a Student Learning Objective (Form)

<p><b>Title</b> – A short name for the SLO</p> <p><b>Content Area</b> – The content area(s) to which this SLO applies</p> <p><b>Grade Level</b> – The grade level(s) of the students</p> <p><b>Students</b> – The number and grade/class of students to whom this SLO applies</p> <p><b>Interval of Instruction</b> – The length of the course (e.g., year, semester, quarter)</p>		
Main Criteria	Element	Description
<p><b>Essential Question:</b> What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?</p>		
<b>Priority of Content</b>	<b>Objective Statement</b>	<ul style="list-style-type: none"> <li>▪ Identifies the priority content and learning that is expected during the interval of instruction.</li> <li>▪ Statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured.</li> <li>▪ Attainment of this objective positions students to be ready for the next level of work in this content area.</li> </ul>
	<b>Rationale</b>	<ul style="list-style-type: none"> <li>▪ Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective.</li> </ul>
	<b>Aligned Standards</b>	<ul style="list-style-type: none"> <li>▪ Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) to which this objective is aligned.</li> </ul>
<p><b>Essential Question:</b> Where are my students now (at the beginning of instruction) with respect to the objective?</p>		
	<b>Baseline Data/ Information</b>	<ul style="list-style-type: none"> <li>▪ Describes students' baseline knowledge, including the source(s) of data/information and its relation to the overall course objectives.</li> </ul>
<p><b>Essential Question:</b> Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?</p>		
<b>Rigor of Target</b>	<b>Target(s)</b>	<ul style="list-style-type: none"> <li>▪ Describes where the teacher expects all students to be at the end of the interval of instruction.</li> <li>▪ The target should be measureable and rigorous, yet attainable for the interval of instruction.</li> <li>▪ In most cases, the target should be tiered to reflect students' differing baselines.</li> </ul>
	<b>Rationale for Target(s)</b>	<ul style="list-style-type: none"> <li>▪ Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students.</li> <li>▪ Rationale should be provided for each target and/or tier.</li> </ul>
<b>Quality of Evidence</b>	<b>Evidence Source(s)</b>	<ul style="list-style-type: none"> <li>▪ Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective.</li> <li>▪ Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else).</li> <li>▪ Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored).</li> </ul>



## Number and Scope of Student Learning Objectives

Educators and evaluators should work together to determine how many SLOs are appropriate for their instructional area and teaching load. The minimum number of SLOs an educator may set is two. Educators should discuss their rationale for selecting a particular prep or subject area with their evaluators at the beginning of the school year.

While it is our aspiration that all students for whom a teacher is responsible be included in his or her set of SLOs, we also recognize that sometimes the most effective strategy is to begin by focusing on a specific area of need and expanding over time.

### Students

An individual SLO must include all students on the roster for the course or subject area with which the objective is aligned. An example for a High School Math Teacher is below:

Algebra I			Calculus	
Section A	Section B	Section C	Section A	Section B
Algebra I SLO includes <u>all students in all three sections</u>			Calculus SLO includes <u>all students in both sections</u>	

Furthermore, percentages or particular groups of students may not be excluded. For example, **students with IEPs in a general education setting must be included in the general educator’s SLO.**

Setting tiered targets according to students’ starting points, whether it is measuring mastery or progress, is recommended because students may begin at varying levels of preparedness. However, the expectation is that all students should make academic gains regardless of where they start. For example, students who begin below grade-level may be expected to make substantial progress toward course/grade objectives by the end of the instructional interval, reducing the gap between their current and expected performance, while students who begin on grade level may be expected to meet or exceed proficiency by the end of the instructional period.

#### FAQ

**Can I write an absenteeism clause into my SLO such as “For those students who are present 80% of the time?”**

*No, because an SLO must include all students on the roster for the course or area with which the objective is aligned, and attendance clauses potentially exclude students. Teachers are responsible for documenting all students’ progress toward the objective, including their efforts to reach students with extreme absenteeism. However, your evaluator can take extreme absenteeism into account when scoring the SLO.*

#### FAQ

**I teach in a district with high mobility, so my roster often looks different by January. How do I set targets for students I have never even seen?**

*You should set your SLOs based upon the students who are on your roster at the beginning of the school year. At mid-year, you and your evaluator should compare your current roster to the one upon which the targets were set. If there are substantial differences, adjust the targets as necessary to include all of the students you teach and exclude students who are no longer on your caseload.*

## Baseline Data/Information

Data is information, and educators collect information from students every day in order to help them plan effectively, adjust instruction, monitor progress, and assess student performance. In order to set appropriate long-term goals for students, educators must understand where their students are at the beginning of instruction. There are many ways that teachers understand their students' starting points at the beginning of the year. The methodology chosen should consider:

- Whether there is student assessment data or information from the previous year that could influence the current year's progress (e.g. reading level);
- If students have never been exposed to course content (e.g. students taking Spanish), it may be more accurate to gather information on the students' performance throughout the first few weeks of the course;
- Baseline data from a pre-test may be helpful when it is important to understand students' skill or knowledge level at the beginning of the course. These tests could include a teacher-created or commercial assessment and focus on either the current or previous grade's standards and content.

Baseline data/information can be used in two ways for SLOs. It can inform the Objective Statement and contribute to setting Targets. In all scenarios baseline data/information is a must; however, **a pre-test/post-test model is not required and, in some cases, might be inappropriate.**

The function of the baseline assessment is to provide information about where students are starting in order to set appropriate targets. This does not mean it is necessary to pinpoint projected student growth, since some targets may focus on reaching a specific level of proficiency. Teachers should gather information that helps them understand how prepared their students are to access class material.

For more resources and best practices on gathering baseline data/information, see the online Module: *Using Baseline Data/Information to Set SLO Targets* on the RIDE website at: [www.ride.ri.gov/EdEval-OnlineModules](http://www.ride.ri.gov/EdEval-OnlineModules).



## Aligning Student Learning Objectives

SLOs should be horizontally and vertically aligned, when applicable. When an SLO is *horizontally aligned*, all teachers in the same grade level who teach the same course collaborate to set SLOs and then each teacher sets specific targets based upon his or her own students' baseline knowledge and skills.

*Vertical alignment* means that SLOs build on one another across a school, reflecting the scope of the larger curriculum and comprehensive assessment system from grade to grade or course level to course level. This requires significant collaboration and requires time for a faculty to develop.

There may be instances in which teachers and building administrators collaborate to align their SLOs as well. In these cases, teachers can have direct or supportive alignment. There are some instances when it may not make sense for a teacher to align their SLOs with an administrator's SLOs or with a district goal or improvement plan.

There are three ways to think about alignment between teacher SLOs and building administrator SLOs:

- **Direct alignment** is when the focus of the objective statement, targets, and evidence sources are shared. The teacher’s SLOs mirror the building administrator’s SLOs.
- **Supportive alignment** is when the content or skills addressed in the teacher’s SLO relates to the content or skills of the building administrator’s SLO, **but is not identical** and may be assessed using different evidence sources.
- **No alignment** is when the teacher’s SLO authentically reflects the most important content or skills of his/her discipline and grade level, but do not align with the content or skills of the building administrator’s SLO.

An example of each type of alignment can be seen below.

Type	Example
<p style="text-align: center;"><b>Direct Alignment</b></p>	<p>In a K-5 school, multiple sources indicate that students struggle with literacy in the earlier grades and numeracy in the upper grades. The K-2 teachers collaborated to write and share an SLO focused on increasing the number of students reading on grade level and differentiated their <i>Targets</i> according to the students in their individual classes. The 3-5 teachers did the same with their own shared focus. The principal adopted both SLOs, with all of the K-2 students included on the literacy one and all of the 3-5 students included on the math.</p>
<p style="text-align: center;"><b>Supportive Alignment</b></p>	<p>A middle school is focusing a significant effort on writing across the curriculum and students’ ability to respond to informational text in their transition to the Common Core literacy standards. While a building administrator might directly align his or her SLO with English teachers who will share <i>Objective Statements</i> and <i>Evidence Sources</i>, social studies teachers may choose to focus on students’ ability to write a research report synthesizing various primary and secondary sources. The skills that the social studies teachers, English teachers, and the building administrator focus on are incredibly similar, but the SLOs are tailored to the content of the course and the Evidence Sources are particular to each discipline.</p>
<p style="text-align: center;"><b>No Alignment</b></p>	<p>Ms. Harney is the music teacher at a middle school. Her principal has written an SLO focused on math and one on literacy. While Ms. Harney often incorporates math and literacy into her classroom and could align her SLOs to support the two building administrator SLOs, the main focus of the curriculum at the middle school is music performance. Given this focus, the school/district did not feel alignment would be appropriate.</p>

**NOTE:** It is essential that a teacher’s SLOs authentically reflect the most important content or skills of the discipline and grade level they teach. We encourage districts, schools and teams of teachers to work together toward common objective statements when appropriate, but we do not recommend forcing alignment.

## Rigor of Target

When setting the target(s) for an SLO, the teacher should start by considering the most important content/skills the students need to attain by the end of the interval of instruction (objective statement), and where the students are with respect to the objective statement (baseline data).

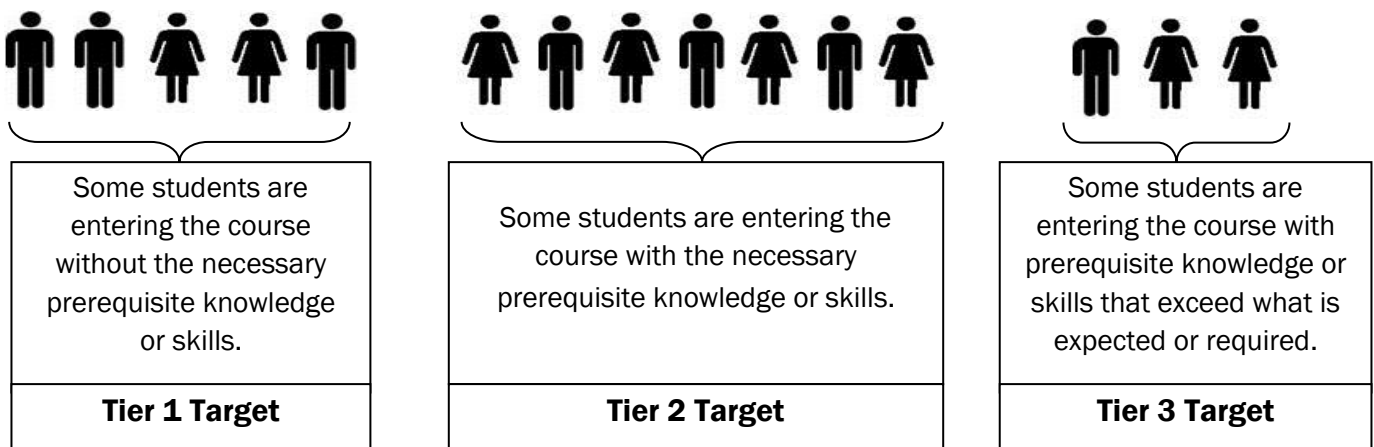
While the default target for any SLO should reflect mastery of the relevant course or grade-level standards, the reality is that not all students begin with the same level of preparedness. Therefore, targets may be tiered to reflect differentiated expectations for learning.

Setting tiered targets based on students' prerequisite knowledge and skills helps to ensure that the targets are rigorous and attainable for all students. Students entering a course with high proficiency or robust prerequisite skills will need to be challenged by a higher target. For students entering a course with lower proficiency or lacking prerequisite skills, a more modest target may be appropriate in order to ensure that it is reasonably attainable in the interval of instruction.

However, it is also important to consider the support a student or groups of students receive. For example, a student may enter a course lacking prerequisite skills in reading, but they have a personal literacy plan and receive significant support from a reading specialist and a special education teacher. In this scenario, it may make sense to raise expectations for what the student will be able to learn or be able to do by the end of the interval of instruction because of the intensity of support provided.

The intent of tiered targets is not to calcify achievement gaps. The needs for fairness and appropriateness should be balanced by the need to challenge lower-achieving students to catch up to their peers. Additionally, while students in lower tiers may have a lower absolute target, reaching it may require them to make *more progress* than students with higher targets, resulting in a closing or narrowing of the achievement gap(s).

The following graphic shows one example of how to tier targets based on students' preparedness for the content:



Teachers who collaborate on SLOs should also confer about targets; however the targets for each individual teacher must reflect the actual students in their class(es).



More detailed information about SLO target setting, including the online module *Using Baseline Date and Information to Set SLO Targets*, is available on the RIDE website at [www.ride.ri.gov/EdEval-OnlineModules](http://www.ride.ri.gov/EdEval-OnlineModules).



## Quality of Evidence

High-quality assessments are essential for accurately measuring student learning. **In Rhode Island, a variety of summative assessments may be used as evidence for SLOs, including performance tasks, extended writing, research papers, projects, portfolios, unit assessments, final assessments, or a combination.** Assessments may be created by individual teachers, teams of teachers, district leaders, or purchased from a commercial vendor. However, all assessments must be reviewed by evaluators.

In most cases, teachers of the same course should share an SLO that includes the same source(s) of evidence. This ensures that students across the school or district in each course are required to demonstrate their understanding in the same way. It also presents an opportunity for teachers to collaborate in the creation or selection of the assessment, scoring, as well as in reviewing and analyzing assessment results. This collaboration promotes consistency and fairness, and can make the process more efficient for teachers and evaluators.

Selecting the right evidence source is about finding the best assessment for the purpose. In order to make this determination, the question to ask is, “Is this evidence source *aligned* to what is being measured?” Alignment of evidence source refers to:

- **Content** (e.g., SLO focuses on reading informational text and the evidence source focuses on informational text)
- **Coverage** (e.g., SLO includes five standards and all five of those standards are addressed by the evidence source)
- **Complexity** (e.g., SLO addresses a variety of DOK<sup>3</sup> levels and the evidence source includes items/tasks aligned with those DOK levels).

An assessment may be high-quality for a particular purpose, but if it is not aligned to the content standards of the SLO, it is not the best choice. Additionally, the use of a single evidence source can be problematic if it does not capture the full breadth of skills and knowledge identified in the Objective Statement. Consider the following example:

The Objective Statement says that students will improve their reading accuracy, fluency, and comprehension of literary and informational text, and their ability to convey information about what they’ve read. One assessment might be used to measure reading accuracy, fluency, and some comprehension of both literary and information text. Another assessment might be used to measure deeper reading comprehension and their ability to convey information about what they’ve read.

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<sup>3</sup> DOK refers to Webb’s (2002) Depth of Knowledge Framework, which includes four levels of cognitive demand: Level 1: Recall, Level 2: Skill/Concept, Level 3: Strategic Thinking, Level 4: Extended Thinking. See CAS Criteria & Guidance p. 15.

Other considerations for determining the quality of an evidence source include format, item type, and administration and scoring procedures. In most cases, the evidence source(s) should be as authentic as possible without being impractical to administer and score.

More information about creating and selecting assessments can be found in the *Comprehensive Assessment System Criteria & Guidance* document, available on the RIDE website at: [www.ride.ri.gov/CAS](http://www.ride.ri.gov/CAS).



RIDE has also developed an **Assessment Toolkit** to support educators with assessment literacy. The Assessment Toolkit contains four resources:

1. **Creating & Selecting High-Quality Assessments Guidance**
2. **Using Baseline Data and Information Guidance**
3. **Collaborative Scoring Guidance**
4. **Assessment Review Tool**



Educators can access the Assessment Toolkit on the RIDE website at: [www.ride.ri.gov/EdEval-OnlineModules](http://www.ride.ri.gov/EdEval-OnlineModules).

The table below includes further guidance on selecting high-quality evidence sources. These Assessment Quality Descriptors represent some of the most important aspects of an assessment to consider. Some of the criteria are inherent to the assessment (e.g., the purpose), while others relate to an educator’s use of the assessment (e.g., the scoring process).

### Assessment Quality Guidance

<b>High Quality</b>	<ul style="list-style-type: none"> <li>▪ Assessment is <b>aligned</b> with its intended use</li> <li>▪ Assessment <b>measures</b> what is intended</li> <li>▪ Items represent <b>a variety</b> of DOK levels</li> <li>▪ Assessment includes a <b>sufficient</b> number of items to reliably assess content</li> <li>▪ Assessment includes some higher-level DOK constructed response items at least one very challenging item</li> <li>▪ Assessment is <b>grade level appropriate and aligned to the curriculum</b></li> <li>▪ Scoring is <b>objective</b> (includes scoring guides and benchmark work), and uses a <b>collaborative</b> scoring process</li> </ul>
<b>Moderate Quality</b>	<ul style="list-style-type: none"> <li>▪ Assessment is <b>loosely aligned</b> to its intended use</li> <li>▪ Assessment <b>mostly measures</b> what is intended</li> <li>▪ Items represent <b>more than one level</b> of DOK</li> <li>▪ Assessment includes a <b>sufficient</b> number of items to reliably assess most content</li> <li>▪ Assessment is <b>grade level appropriate</b></li> <li>▪ Scoring <b>may include scoring guides</b> to decrease subjectivity, and/or may include collaborative scoring</li> </ul>
<b>Low Quality</b>	<ul style="list-style-type: none"> <li>▪ Assessment is <b>not aligned</b> to its intended use</li> <li>▪ Assessment <b>does not</b> measure what is intended</li> <li>▪ Items represent only <b>one level</b> of DOK</li> <li>▪ Assessment includes an <b>insufficient</b> number of items to reliably assess most content</li> <li>▪ Assessment is <b>not grade level appropriate</b></li> <li>▪ Scoring is open to <b>subjectivity</b>, and/or <b>not collaboratively scored</b></li> </ul>

## English Language Learners

English Language Learners should be incorporated in general educators' SLOs. Teachers may set differentiated targets to ensure that all students are meeting a rigorous, yet attainable, target. In some cases, evidence may need to be differentiated for English Language Learners to account for how they currently demonstrate content skills and knowledge (this can be found in the WIDA CAN-DO Descriptors by domain and grade level cluster). All teachers should ensure their content targets for English Language Learners are informed by students' language comprehension and communication skills.

There are **two alignment options** for teachers working with English Language Learners:

- **Content-related SLO** – English as a Second Language teachers, whose primary responsibility is content-related support, should align their SLOs to general educators' content-focused SLOs. Since the group(s) of students may differ on each teacher's caseload, targets should be tailored accordingly.
- **English-Language Development SLO** – English as a Second Language teachers whose primary responsibility is students' language development may set SLOs using English Language Development (ELD) goals based on Cook's profiles. Evidence should include ACCESS for English Language Learners, the WIDA Model, or locally developed assessments based on the WIDA standards (speaking, writing rubrics, WIDA summative ELPS, ACCESS released items, etc.).

For more information on Cook's profiles, visit <http://www.ride.ri.gov/applications/ell/>.



## Students with Disabilities

Special educators provide specially designed instruction in a variety of settings and delivery models to meet the diverse needs of their students. Because of the unique needs of the students, special educators' impact on their students' learning **may be measured through the use of SLOs and/or Student Outcome Objectives (SOOs).**

SLOs for students with disabilities should be based upon Common Core standards or other appropriate content standards, historical data, and other academic information. Though there may be overlap in the content, assessments, or evidence used, Individualized Education Program (IEP) goals cannot be used as SLOs. **SLOs include a complete roster of students, whereas IEP goals are independently crafted for each student.** IEPs can inform a teacher's or an instructional team's SLOs by providing data to inform Baseline Data/Information and Targets. IEP goals, assessments, and other evidence may inform SLOs if the focus is in content areas of English Language Arts or mathematics, for example, and reflects student academic performance consistent with the general education curriculum at grade level.

*"Specially designed instruction"* means adapting, as appropriate, to the needs of an eligible child under this part, the content, methodology, or delivery of instruction— (i) To address the unique needs of the child that result from the child's disability; and (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. **Regulation 300.39**

SOOs for students with disabilities are long-term goals set by special educators that are focused on outcomes that increase access to learning. The focus of an SOO is to foster academic success for students. SOOs could be set for the full academic year or the length of time services are provided. An SOO must be specific and measurable, and should be aligned to standards or school or district priorities, where applicable. The evidence used to measure SOOs should focus on student progress toward the outcome. Instruction around functional, organizational, or social-emotional skills supports students' access to the general education curriculum.

Whether special educators utilize SLOs or SOOs, they should tier their targets based on various baseline data/information to ensure the targets are rigorous, yet attainable for all students included. There is no maximum amount of tiers an educator can create for a set of students. Some educators with smaller caseloads may write SLOs/SOOs in which each student has their own target based on the students' individualized starting points and rate of progress. This data may be found within the IEP. Special educators and general educators should collaborate when setting targets for students with disabilities.

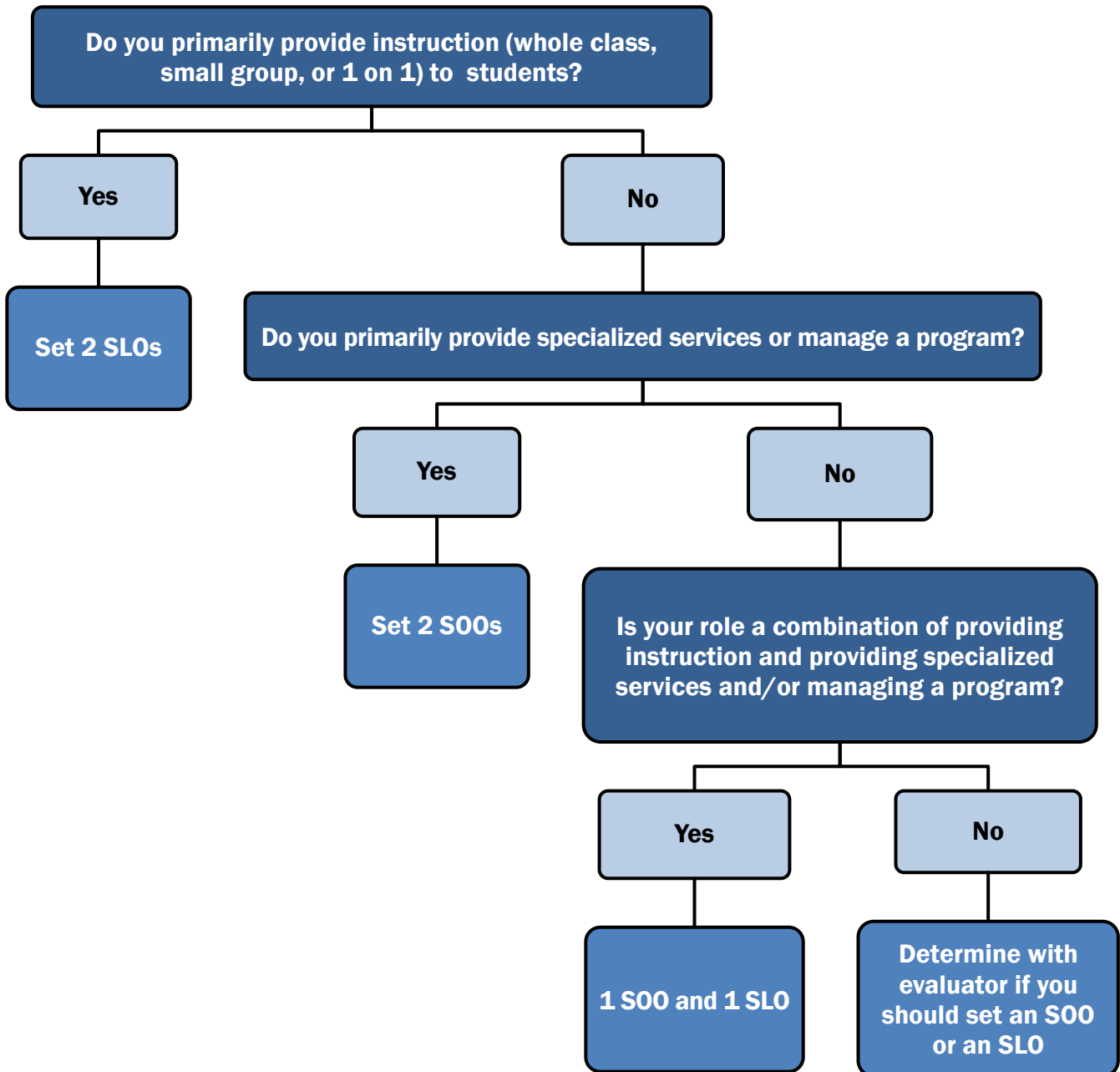
To determine when an SLO or an SOO would be appropriate, special educators and their evaluators should use the SLO/SOO Decision Tree on the following page. RIDE has an online module, *Special Educations and SLOs/SOOs*, which further explains which students should be included in an SLO versus an SOO. The module can be found at: [www.ride.ri.gov/EdEval-OnlineModules](http://www.ride.ri.gov/EdEval-OnlineModules).





## SLO/SOO Decision Tree

This decision tree is a guide to assist special educators and support professionals in determining whether they should set an SLO, SOO, or a combination of both. The determination of an educator's student learning options is based upon that educator's role. LEAs need to determine what type of student learning measure is most appropriate for the specific positions in their LEA.



# Anatomy of a Student Outcome Objective (Form)

<p><b>Title</b> – A short name for the SOO</p> <p><b>Content Area</b> – The service area(s) to which this SOO applies</p> <p><b>Grade Level</b> – The grade level(s) of the students</p> <p><b>Students</b> – The number of students to whom this SOO applies</p> <p><b>Interval of Service</b> – The interval of service defines the period to which the SOO applies. It should mirror the length of time in which the educator is actively working with students, typically one academic year, one semester or a shorter timeframe, as justified by the duration of the service(s) being delivered.</p>		
Main Criteria	Element	Description
<p><b>Essential Questions:</b> What is the most important outcome that will enable students to have better access to education through your services?</p>		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> <li>The objective statement describes the specific outcome that the support professional is working to achieve.</li> <li>The depth and breadth of the objective statement will vary depending on the Support Professional's role and assignment, but should be specific enough to clarify the focus of the SOO.</li> </ul>
	Rationale	<ul style="list-style-type: none"> <li>Provides a data-driven explanation for the focus of the SOO and indicates if it is aligned with a school or district priority.</li> </ul>
<p><b>Essential Questions:</b> Where are my students now with respect to the objective?</p>		
	Baseline Data / Information	<ul style="list-style-type: none"> <li>Information that has been collected or reviewed to support the overall reasoning for the student outcome objective.</li> <li>This information could include survey data, statistics, participation rates, or references to historical trends or observations.</li> </ul>
<p><b>Essential Questions:</b> Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?</p>		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> <li>Describe where it is expected for groups of students or the school community as a whole to be at the end of the interval of service.</li> <li>The targets should be measurable and rigorous, yet attainable.</li> </ul>
	Rationale for Target(s)	<ul style="list-style-type: none"> <li>Explains the way in which the target was determined, including the baseline information sources and why the target is appropriate for the group of students or the school community.</li> <li>Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, trend data, or historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students.</li> <li>Rationale should be provided for each target and/or tier.</li> </ul>
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> <li>Describes how the objective will be measured and why the evidence source(s) is appropriate for measuring the objective ( e.g. logs, scoring guides, screening procedures, surveys)</li> <li>Describes how the measure of the student outcome will be collected or administered (e.g., once or multiple times; during class time or during a designated testing window; by the support professional or someone else).</li> <li>Describes how the evidence will be analyzed and/or scored (e.g., scored by the support professional individually or by a team of support professionals; scored once or a percentage double-scored).</li> </ul>
	Strategies	<ul style="list-style-type: none"> <li>Describe the method, strategies or plan that will be used to achieve your goal.</li> </ul>

## Approving Student Learning/Outcome Objectives

In order for an SLO/SOO to be approved, it must be rated as acceptable on three criteria:

1. **Priority of Content**
2. **Rigor of Target(s)**
3. **Quality of Evidence**

Some SLOs/SOOs will be approvable upon submission, while others will require revisions. An SLO and an SOO Quality Review Tool have been developed to further clarify expectations and help teachers and evaluators determine if an SLO is acceptable or needs revision.

The SLO and SOO Quality Review Tools are available on the RIDE website at: [www.ride.ri.gov/EdEval-Best-Practices-Resources](http://www.ride.ri.gov/EdEval-Best-Practices-Resources).



### Flexibility Factor

#### Approving Student Learning Objectives

Student Learning Objectives should be discussed during the Beginning-of-Year Conference and approved no later than the end of the first quarter.

## Reviewing Student Learning/Outcome Objectives at the Mid-Year Conference

The Mid-Year Conference offers an opportunity for teachers to review and discuss their students' learning progress with their evaluators. Teachers and evaluators should work together to ensure students' learning needs are effectively addressed through instructional practice and supports. If students are not progressing as expected, the teacher and evaluator should collaborate to revise the supports and interventions in place to help accelerate student progress.

At the Mid-Year Conference, if it has become clear that an SLO/SOO is no longer appropriate, it may be revised. Revisions should be rare, but adjustments may be made if:

- **The teaching schedule or assignment has changed significantly**
- **Class compositions have changed significantly**
- **New, higher-quality sources of evidence are available**
- **Based on new information gathered since they were set, objectives fail to address the most important learning challenges in the classroom/school.**

**NOTE:** There may be extenuating circumstances that do not fit these four categories in which the evaluator must use professional judgment.

## Scoring Individual Student Learning/Outcome Objectives

The process for scoring individual SLOs/SOOs begins with a review of the available evidence submitted by the teacher, including a summary of the results. Evaluators will score each individual SLO/SOO as *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.

### Exceeded

- This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify an SLO/SOO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).

### Met

- This category applies when all or almost all students met the target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “Met.” The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).

### Nearly Met

- This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell short of the level of attainment established by the target(s).

### Not Met

- This category applies when the results do not fit the description of what it means to have “Nearly Met.” If a substantial proportion of students did not meet the target(s), the SLO/SOO was not met. This category also applies when results are missing, incomplete, or unreliable.

## Flexibility Factor

### Submission of Results

Schools and districts may determine the timeline for submitting SLO/SOO results. However, the intent is for SLOs/SOOs to document the impact that teachers are making throughout the full interval of instruction. Early deadlines are not recommended (e.g., an April deadline for a year-long SLO). Additionally, some assessment data (e.g., end-of-year assessments) will not be available at the time of the End-of-Year Conference. In these cases, the educator and evaluator should meet and discuss other components of the evaluation system and review any data related to the SLOs/SOOs. When data become available, the teacher should summarize it and send it to the evaluator for review and the assignment of an overall rating.

## Additional Student Learning/Outcome Objective Scoring Guidance

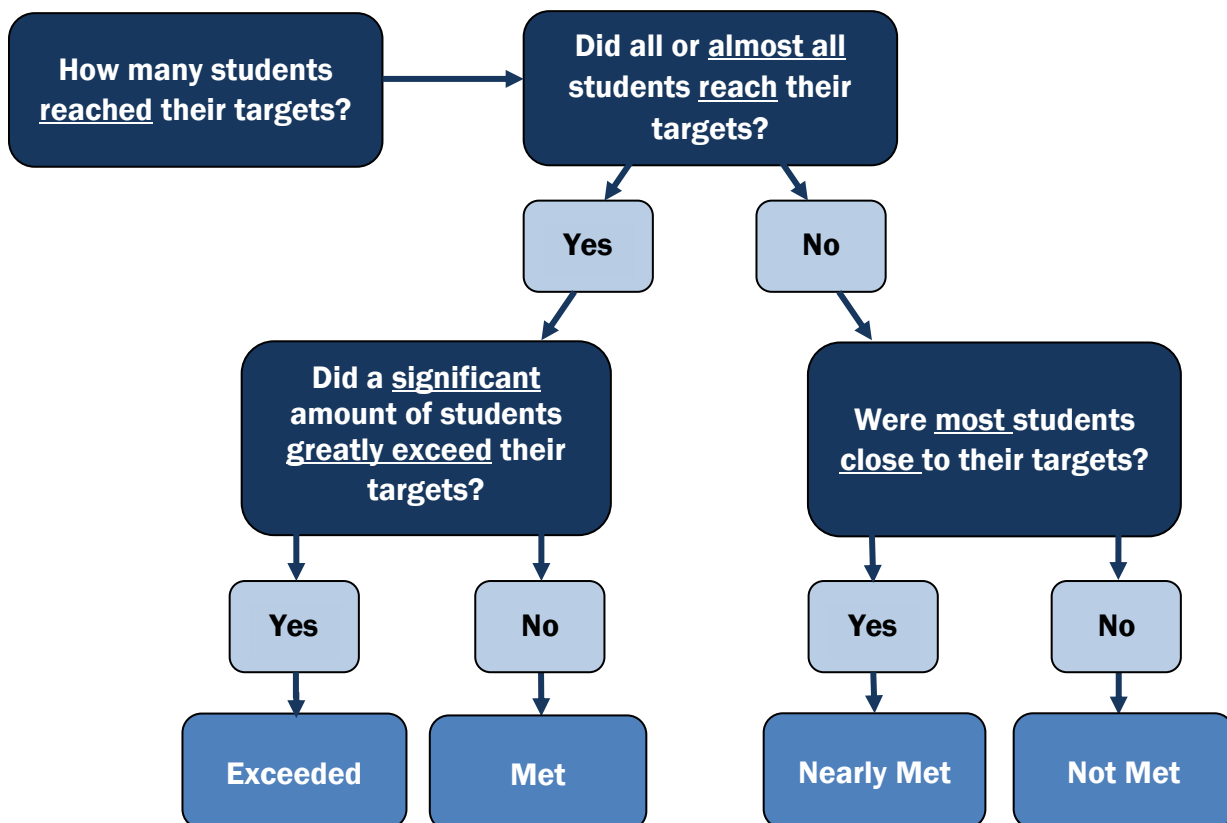
To help further clarify the definitions of *Exceeded*, *Met*, *Nearly Met*, and *Not Met*, RIDE has developed the following scoring guidelines that LEAs can choose to adopt.

Not Met	Nearly Met	Met	Exceeded
<ul style="list-style-type: none"> <li>&lt;70% of students met their target</li> </ul>	<ul style="list-style-type: none"> <li>70-89% of students met their target</li> </ul>	<ul style="list-style-type: none"> <li>At least 90% of students met their target</li> </ul>	<ul style="list-style-type: none"> <li>At least 90% of students met their target AND</li> <li>25% of students exceeded their target</li> </ul>

**NOTE:** The additional SLO/SOO scoring guidance above does not eclipse local LEA policy. LEAs have the flexibility to adopt or adapt the additional SLO/SOO scoring guidance or chose to continue to use the *Exceeded*, *Met*, *Nearly Met*, and *Not Met* descriptions exclusively.

## Student Learning/Outcome Objective Scoring Process Map

The SLO/SOO Scoring Process Map below outlines the specific steps an evaluator should take to determine if individual SLOs/SOOs are *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.



## Scoring Student Learning/Outcome Objective Sets

Once individual SLOs/SOOs are scored by evaluators, the SLO/SOO Set Scoring Tables are used to determine an overall SLO/SOO rating of *Exceptional Attainment*, *Full Attainment*, *Partial Attainment*, or *Minimal Attainment*. The Student Learning Objective set scoring tables are located in **Appendix 1**.

### Student Learning/Outcome Objective Set Descriptors

#### Exceptional Attainment

- Results across SLOs/SOOs indicate superior student mastery or progress. This category is reserved for the educator who has surpassed the expectations described in their SLOs/SOOs and/or demonstrated an outstanding impact on student learning.

#### Full Attainment

- Results across SLOs/SOOs indicate expected student mastery or progress. This category is reserved for the educator who has fully achieved the expectations described in their SLOs/SOOs and/or demonstrated a notable impact on student learning.

#### Partial Attainment

- Results across SLOs/SOOs indicate some student mastery or progress. This category applies to the educator who has partially achieved the expectations described in their SLOs/SOOs and/or demonstrated a moderate impact on student learning.

#### Minimal Attainment

- Results across SLOs/SOOs indicate insufficient student mastery or progress. This category applies to the educator who has not met the expectations described in their SLOs/SOOs or the educator who has not engaged in the process of setting and gathering results for SLOs/SOOs.

## The Rhode Island Growth Model

The Rhode Island Growth Model (RIGM) is a statistical model that measures students' achievement in reading and mathematics by comparing their growth to that of their academic peers. It does not replace the proficiency data from state assessments. Rather, the RIGM enables us to look at growth in addition to proficiency to get a fuller picture of student achievement.

Using this model, we can calculate each student's progress relative to their academic peers on the NECAP Math and Reading tests for grades 3-7. Academic peers are students who have scored similarly on the NECAP in the past. Because all students' scores are compared only to those of their academic peers, students at every level of proficiency have the opportunity to demonstrate growth in their achievement.

The 2013-14 school year marked the first time that teachers and support professionals who were designated by their LEA as contributing educators in math and reading in grades 3-7 received an in progress RIGM score. These scores were released via the Educator Performance and Support System (EPSS) to provide teachers and school and district leaders with a critical piece of information to improve teaching and learning. In 2014-15, contributing educators, where applicable, will once again receive a RIGM score. Although, these scores will not factor into the Final Effectiveness Rating, they should continue to be used for self-reflection and to improve teaching and learning.

We anticipate that RIGM scores will be factored into Final Effectiveness ratings when RIGM scores become available through the new statewide assessment system (PARCC).

The RIDE website features an expanding set of resources and tools to help educators and parents understand how the various components of the Rhode Island Growth Model are calculated, some of the useful features of the Model, and how it can be used in the future. Current offerings include:

- A **four-part series of recorded training modules** to help educators understand how student growth is calculated, represented, and used in the evaluation process.
- A **Growth Model Visualization tool** that allows educators, parents, students, and policy makers to view district- and school-level data for all public Rhode Island schools.
- **Answers to frequently asked questions** about the Rhode Island Growth Model, including and a **glossary of terms** that every evaluator and educator should understand.
- A **ready-to-print brochure** about the use and purpose of the Rhode Island Growth Model.

These online resources can be accessed on the RIDE website at: [www.ride.ri.gov/RIGM](http://www.ride.ri.gov/RIGM).



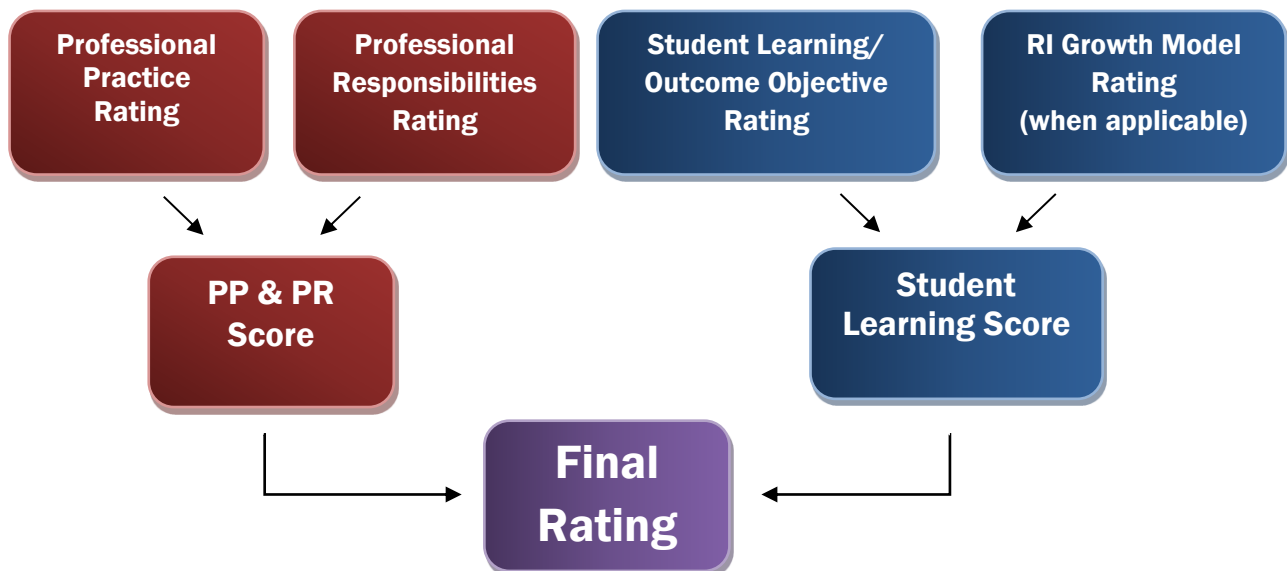
# Calculating a Final Effectiveness Rating

The Final Effectiveness Rating will combine an individual's overall Student Learning score and the combined Professional Practice and Professional Responsibilities score. Teachers will receive one of four Final Effectiveness Ratings:

- **Highly Effective (H)**
- **Effective (E)**
- **Developing (D)**
- **Ineffective (I)**

The chart below shows how the scores for Professional Practice, Professional Responsibilities, Student Learning/Outcome Objectives, and (when applicable) the RIGM Rating combine to produce the Final Effectiveness Rating. The section that follows explains how a series of matrices is used to calculate this rating.

## Components of a Final Effectiveness Rating





## Step 1 – Calculate a Professional Practice Rating

- Evaluators assign a score for each of the eight components on the Teacher Professional Practice Rubric after each observation.
- The individual component scores across observations will be averaged and rounded to the nearest tenth to get a summative score for each component. The score will always be from 4.0 (highest) to 1.0 (lowest).
- The average scores for each component will be added together and rounded to the nearest whole number to get a total Teacher Professional Practice Rubric score. The chart below provides an example:

Component	Observation 1	Observation 2	Observation 3	Average
2a	2	3	4	3.0
2b	2	2	2	2.0
2c	2	3	3	2.7
2d	2	3	4	3.0
3a	3	2	2	2.3
3b	3	4	4	3.7
3c	3	3	3	3.0
3d	2	2	3	2.3
<b>TOTAL</b>				<b>22</b>

- The following bands of scores will be used to determine the Professional Practice Rating:
  - **Exemplary = 29-32**
  - **Proficient = 22-28**
  - **Emerging = 15-21**
  - **Unsatisfactory = 8-14**

## Step 2 – Calculate a Professional Responsibilities Rating

- The evaluator refers to all available data related to the teacher’s performance over the course of the year, including any artifacts, observation notes, and written feedback they have provided.
- The evaluator reviews performance descriptors for each Professional Responsibilities component and selects the level for each component which best describes the teacher’s performance for the year. If a teacher’s performance does not neatly fit descriptors at a single performance level, the evaluator will choose the level that is the closest overall match. Each component must receive one whole number score (e.g., if a teacher appears to be both “exemplary” and “proficient” in a given component, the evaluator should use the preponderance of evidence to choose only one score). Each performance level has an assigned numerical point value.

- The scores for each component will be added together to get a total Teacher Professional Responsibilities Rubric score (total will be between 8 and 24).
- The following bands of scores will be used to determine the Teacher Professional Responsibilities Rating:
  - **Exceeds Expectations = 21-24**
  - **Meets Expectations = 16-20**
  - **Does Not Meet Expectations = 8-15**

**Step 3 – Combine Professional Practice and Professional Responsibilities to form “PP and PR” Score**

- The matrix pictured below will be used to determine the PP and PR score on a scale of 4 to 1. In the example below, the teacher earned a Professional Practice rating of *Proficient* and a Professional Responsibilities Rating of *Meets Expectations*. These combine to form a PP and PR score of 3.

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Responsibilities	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

**Step 4 – Calculate a Student Learning Objective Rating**

- Evaluators will score each individual SLO/SOO as *Exceeded, Met, Nearly Met, or Did Not Meet*. The SLO/SOO Scoring Process Map on page 28 outlines the specific steps an evaluator should take to determine individual SLO/SOO scores.
- Once individual SLOs/SOOs are scored, an overall SLO/SOO rating will be calculated using the scoring tables located in **Appendix 1**.
- Sets of Student Learning Objectives will receive one of the following ratings:
  - **Exceptional Attainment**
  - **Full Attainment**
  - **Partial Attainment**
  - **Minimal Attainment**

### Step 5 – Rhode Island Growth Model Rating (when applicable)

- We anticipate that RIGM scores will be factored into Final Effectiveness ratings when RIGM scores become available through the new statewide assessment system (PARCC). When that happens, teachers will earn an RIGM rating of *Low Growth*, *Typical Growth*, or *High Growth*. These ratings will be supplied by the Rhode Island Department of Education.

### Step 6 – Determine an Overall Student Learning Score

- When applicable, the SLO/SOO rating will be combined with a Rhode Island Growth Model rating using the matrix pictured below. For example, if an educator received an SLO/SOO rating of *Full Attainment* and a Growth Model rating of *Typical Growth*, these two ratings would combine to produce an overall Student Learning score of 4. For educators without a Rhode Island Growth Model rating, their SLO/SOO rating will be their overall Student Learning score.

**Student Learning Matrix**

		Student Learning/Outcome Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

### Step 7 – Combine Scores to Determine Final Effectiveness Rating

- The PP and PR score and the Student Learning score will be combined using the matrix on the following page to establish the Final Effectiveness Rating. In this example, the educator received a Student Learning score of 3 and a PP and PR score of 3, which results in a Final Effectiveness Rating of *Effective*.

## Matrices

The Rhode Island Model uses matrices to determine a teacher's Professional Practice and Professional Responsibilities Score (PP and PR Score), Student Learning Score, and Final Effectiveness Rating. All three matrices were developed with educator profiles in mind and were not developed to force a specific distribution of educator performance. Scores on PP and PR, Student Learning, and the Final Effectiveness Ratings are neither random nor limited to a certain percentage.

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Responsibilities	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

		Student Learning/Outcome Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

## Final Effectiveness Rating Matrix

		STUDENT LEARNING			
		4	3	2	1
PP x PR	4	HE	E	D	D
	3	HE	E	D	D
	2	E	E	D	I
	1	D	D	I	I

HE	- Highly Effective
E	- Effective
D	- Developing
I	- Ineffective

## Appendix 1: Student Learning/Outcome Objective Scoring Lookup Tables

**Table 1: SLO/SOO Scoring Lookup Table for 2 SLOs/SOOs**

<b>SLO/SOO 1</b>	<b>SLO/SOO 2</b>	<b>Final</b>
Exceeded	Exceeded	<b>Exceptional Attainment</b>
Exceeded	Met	<b>Full Attainment</b>
Exceeded	Nearly Met	<b>Full Attainment</b>
Met	Met	<b>Full Attainment</b>
Met	Nearly Met	<b>Full Attainment</b>
Exceeded	Not Met	<b>Partial Attainment</b>
Met	Not Met	<b>Partial Attainment</b>
Nearly Met	Nearly Met	<b>Partial Attainment</b>
Nearly Met	Not Met	<b>Minimal Attainment</b>
Not Met	Not Met	<b>Minimal Attainment</b>

**Table 2: SLO/SOO Scoring Lookup Table for 3 SLOs/SOOs**

<b>SLO/SOO 1</b>	<b>SLO/SOO 2</b>	<b>SLO/SOO 3</b>	<b>Final</b>
Exceeded	Exceeded	Exceeded	<b>Exceptional Attainment</b>
Exceeded	Exceeded	Met	<b>Exceptional Attainment</b>
Exceeded	Exceeded	Nearly Met	<b>Full Attainment</b>
Exceeded	Exceeded	Not Met	<b>Partial Attainment</b>
Exceeded	Met	Met	<b>Full Attainment</b>
Exceeded	Met	Nearly Met	<b>Full Attainment</b>
Exceeded	Met	Not Met	<b>Partial Attainment</b>
Exceeded	Nearly Met	Nearly Met	<b>Partial Attainment</b>
Exceeded	Nearly Met	Not Met	<b>Partial Attainment</b>
Exceeded	Not Met	Not Met	<b>Minimal Attainment</b>
Met	Met	Met	<b>Full Attainment</b>
Met	Met	Nearly Met	<b>Full Attainment</b>
Met	Met	Not Met	<b>Partial Attainment</b>
Met	Nearly Met	Nearly Met	<b>Partial Attainment</b>
Met	Nearly Met	Not Met	<b>Partial Attainment</b>
Met	Not Met	Not Met	<b>Minimal Attainment</b>
Nearly Met	Nearly Met	Nearly Met	<b>Partial Attainment</b>
Nearly Met	Nearly Met	Not Met	<b>Partial Attainment</b>
Nearly Met	Not Met	Not Met	<b>Minimal Attainment</b>
Not Met	Not Met	Not Met	<b>Minimal Attainment</b>

**Table 3: SLO/SOO Scoring Lookup Table for 4 SLOs/SOOs**

<b>SLO/SOO 1</b>	<b>SLO/SOO 2</b>	<b>SLO/SOO 3</b>	<b>SLO/SOO 4</b>	<b>Final</b>
Exceeded	Exceeded	Exceeded	Exceeded	<b>Exceptional Attainment</b>
Exceeded	Exceeded	Exceeded	Met	<b>Exceptional Attainment</b>
Exceeded	Exceeded	Exceeded	Nearly Met	<b>Full Attainment</b>
Exceeded	Exceeded	Exceeded	Not Met	<b>Full Attainment</b>
Exceeded	Exceeded	Met	Met	<b>Full Attainment</b>
Exceeded	Exceeded	Met	Nearly Met	<b>Full Attainment</b>
Exceeded	Exceeded	Met	Not Met	<b>Partial Attainment</b>
Exceeded	Exceeded	Nearly Met	Nearly Met	<b>Partial Attainment</b>
Exceeded	Exceeded	Nearly Met	Not Met	<b>Partial Attainment</b>
Exceeded	Exceeded	Not Met	Not Met	<b>Partial Attainment</b>
Exceeded	Met	Met	Met	<b>Full Attainment</b>
Exceeded	Met	Met	Nearly Met	<b>Full Attainment</b>
Exceeded	Met	Met	Not Met	<b>Partial Attainment</b>
Exceeded	Met	Nearly Met	Nearly Met	<b>Partial Attainment</b>
Exceeded	Met	Nearly Met	Not Met	<b>Partial Attainment</b>
Exceeded	Met	Not Met	Not Met	<b>Partial Attainment</b>
Exceeded	Nearly Met	Nearly Met	Nearly Met	<b>Partial Attainment</b>
Exceeded	Nearly Met	Nearly Met	Not Met	<b>Partial Attainment</b>
Exceeded	Nearly Met	Not Met	Not Met	<b>Minimal Attainment</b>
Exceeded	Not Met	Not Met	Not Met	<b>Minimal Attainment</b>
Met	Met	Met	Met	<b>Full Attainment</b>
Met	Met	Met	Nearly Met	<b>Full Attainment</b>
Met	Met	Met	Not Met	<b>Partial Attainment</b>
Met	Met	Nearly Met	Nearly Met	<b>Partial Attainment</b>
Met	Met	Nearly Met	Not Met	<b>Partial Attainment</b>
Met	Met	Not Met	Not Met	<b>Partial Attainment</b>
Met	Nearly Met	Nearly Met	Nearly Met	<b>Partial Attainment</b>
Met	Nearly Met	Nearly Met	Not Met	<b>Partial Attainment</b>
Met	Nearly Met	Not Met	Not Met	<b>Minimal Attainment</b>
Met	Not Met	Not Met	Not Met	<b>Minimal Attainment</b>
Nearly Met	Nearly Met	Nearly Met	Nearly Met	<b>Partial Attainment</b>
Nearly Met	Nearly Met	Nearly Met	Not Met	<b>Partial Attainment</b>
Nearly Met	Nearly Met	Not Met	Not Met	<b>Minimal Attainment</b>
Nearly Met	Not Met	Not Met	Not Met	<b>Minimal Attainment</b>
Not Met	Not Met	Not Met	Not Met	<b>Minimal Attainment</b>

## Appendix 2: Online Resources

The Educator Evaluation section of the RIDE website contains a wide variety of resources. These online resources are updated frequently and we encourage educators to check back often.

**Educator Evaluation Homepage:**

[www.ride.ri.gov/EdEval](http://www.ride.ri.gov/EdEval)

**Rhode Island Model Guidebooks, Addenda, Rubrics, and Forms:**

[www.ride.ri.gov/EdEval-RIModel-GuidesForms](http://www.ride.ri.gov/EdEval-RIModel-GuidesForms)

**Rhode Island Model FAQs:**

[www.ride.ri.gov/EdEval-RIModel-FAQs](http://www.ride.ri.gov/EdEval-RIModel-FAQs)

**Online Modules & Tools** (including the Assessment Toolkit):

[www.ride.ri.gov/EdEval-OnlineModules](http://www.ride.ri.gov/EdEval-OnlineModules)

**Summer Training:**

[www.ride.ri.gov/EdEval-InPersonTraining](http://www.ride.ri.gov/EdEval-InPersonTraining)

**Student Learning/Outcome Objectives:**

[www.ride.ri.gov/SLOs](http://www.ride.ri.gov/SLOs)

**Best Practices Resource Suite:**

[www.ride.ri.gov/EdEval-Best-Practices-Resources](http://www.ride.ri.gov/EdEval-Best-Practices-Resources)

**Educator Performance and Support System (EPSS):**

[www.ride.ri.gov/EPSS](http://www.ride.ri.gov/EPSS)

**Rhode Island Growth Model:**

[www.ride.ri.gov/RIGM](http://www.ride.ri.gov/RIGM)

**Comprehensive Assessment System:**

[www.ride.ri.gov/CAS](http://www.ride.ri.gov/CAS)

## Appendix 3: Teacher Professional Practice Rubric

### THE FRAMEWORK AT A GLANCE

DOMAIN 2: THE CLASSROOM ENVIRONMENT	DOMAIN 3: INSTRUCTION
<p><b>2a: Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>▪ Teacher interactions with students, including both words and actions</li> <li>▪ Student interactions with other students, including both words and actions</li> </ul> <p><b>2b: Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>▪ Importance of the content and of learning</li> <li>▪ Expectations for learning and achievement</li> <li>▪ Student pride in work</li> </ul> <p><b>2c: Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>▪ Management of instructional groups</li> <li>▪ Management of transitions</li> <li>▪ Management of materials and supplies</li> <li>▪ Performance of classroom routines</li> </ul> <p><b>2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>▪ Expectations</li> <li>▪ Monitoring of student behavior</li> <li>▪ Response to student misbehavior</li> </ul>	<p><b>3a: Communicating with Students</b></p> <ul style="list-style-type: none"> <li>▪ Expectations for learning</li> <li>▪ Directions for activities</li> <li>▪ Explanations of content</li> <li>▪ Use of oral and written language</li> </ul> <p><b>3b: Using Questioning/Prompts and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>▪ Quality of questions/prompts</li> <li>▪ Discussion techniques</li> <li>▪ Student participation</li> </ul> <p><b>3c: Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>▪ Activities and assignments</li> <li>▪ Grouping of students</li> <li>▪ Instructional materials and resources</li> <li>▪ Structure and pacing</li> </ul> <p><b>3d: Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>▪ Assessment criteria</li> <li>▪ Monitoring of student learning</li> <li>▪ Feedback to students</li> <li>▪ Student self-assessment and monitoring of progress</li> <li>▪ Lesson adjustment</li> </ul>



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## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2a: Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

“Respect” shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an environment of respect and rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing student behavior).

#### The elements of component 2a are:

- **Teacher interactions with students, including both words and actions**  
A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.
- **Student interactions with other students, including both words and actions**  
As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

#### Indicators include:

- Respectful talk, active listening, and turn- taking
- Acknowledgement of students’ backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

## Component 2a: Creating an Environment of Respect and Rapport

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	<ul style="list-style-type: none"> <li>• The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</li> <li>• There is no disrespectful behavior among students.</li> <li>• When necessary, students respectfully correct one another.</li> <li>• Students participate without fear of put-downs or ridicule from either the teacher or other students.</li> <li>• The teacher respects and encourages students' efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).</li> <li>• Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.</li> <li>• Students clap enthusiastically for one another's presentations for a job well done.</li> <li>• The teacher says, "That's an interesting idea, Josh, but you're forgetting . . ."</li> <li>• A student questions a classmate, "Didn't you mean ____?" and the classmate reflects and responds, "Oh, maybe you are right!"</li> </ul>
3	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	<ul style="list-style-type: none"> <li>• Talk between teacher and students and among students is uniformly respectful.</li> <li>• The teacher successfully responds to disrespectful behavior among students.</li> <li>• Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.</li> <li>• The teacher makes general connections with individual students.</li> <li>• Students exhibit respect for the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher greets students by name as they enter the class or during the lesson.</li> <li>• The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.</li> <li>• Students attend fully to what the teacher is saying.</li> <li>• Students wait for classmates to finish speaking before beginning to talk.</li> <li>• Students applaud politely following a classmate's presentation to the class.</li> <li>• Students help each other and accept help from each other.</li> <li>• The teacher and students use courtesies such as "please," "thank you," and "excuse me."</li> <li>• The teacher says, "Don't talk that way to your classmates," and the insults stop.</li> </ul>
2	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	<ul style="list-style-type: none"> <li>• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.</li> <li>• The teacher attempts to respond to disrespectful behavior among students, with uneven results.</li> <li>• The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Students attend passively to the teacher, but tend to talk, pass notes, etc., when other students are talking.</li> <li>• A few students do not engage with others in the classroom, even when put together in small groups.</li> <li>• Students applaud halfheartedly following a classmate's presentation to the class.</li> <li>• The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.</li> </ul>
1	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	<ul style="list-style-type: none"> <li>• The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.</li> <li>• Student body language indicates feelings of hurt, discomfort, or insecurity.</li> <li>• The teacher displays no familiarity with, or caring about, individual students.</li> <li>• The teacher disregards disrespectful interactions among students.</li> </ul>	<ul style="list-style-type: none"> <li>• A student slumps in his chair following a comment by the teacher.</li> <li>• Students roll their eyes at a classmate's idea; the teacher does not respond.</li> <li>• Many students talk when the teacher and other students are talking; the teacher does not correct them.</li> <li>• Some students refuse to work with other students.</li> <li>• The teacher does not call students by their names.</li> </ul>

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2b: Establishing a Culture for Learning

A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students’ natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

#### THE ELEMENTS OF COMPONENT 2B ARE:

- **Importance of the content and of learning**  
In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.
- **Expectations for learning and achievement**  
In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving if they are prepared to work hard. A manifestation of teachers’ expectations for high student achievement is their insistence on the use of precise language by students.
- **Student pride in work**  
When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

#### INDICATORS INCLUDE:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

## Component 2b: Establishing a Culture for Learning

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	<ul style="list-style-type: none"> <li>• The teacher communicates passion for the subject.</li> <li>• The teacher conveys the satisfaction that accompanies a deep understanding of complex content.</li> <li>• Students indicate through their questions and comments a desire to understand the content.</li> <li>• Students assist their classmates in understanding the content.</li> <li>• Students take initiative in improving the quality of their work.</li> <li>• Students correct one another in their use of language.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says, "It's really fun to find the patterns for factoring polynomials."</li> <li>• A student says, "I don't really understand why it's better to solve this problem that way."</li> <li>• A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation.</li> <li>• Students question one another on answers.</li> <li>• A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.</li> </ul>
3	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	<ul style="list-style-type: none"> <li>• The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</li> <li>• The teacher demonstrates a high regard for students' abilities.</li> <li>• The teacher conveys an expectation of high levels of student effort.</li> <li>• Students expend good effort to complete work of high quality.</li> <li>• The teacher insists on precise use of language by students.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."</li> <li>• The teacher says, "This idea is really important! It's central to our understanding of history."</li> <li>• The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."</li> <li>• The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint.</li> <li>• Students get to work right away when an assignment is given or after entering the room.</li> </ul>
2	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	<ul style="list-style-type: none"> <li>• The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.</li> <li>• The teacher conveys high expectations for only some students.</li> <li>• Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."</li> <li>• The teacher's primary concern appears to be to complete the task at hand.</li> <li>• The teacher urges, but does not insist, that students use precise language.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says, "Let's get through this."</li> <li>• The teacher says, "I think most of you will be able to do this."</li> <li>• Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking.</li> <li>• The teacher does not encourage students who are struggling.</li> <li>• Only some students get right to work after an assignment is given or after entering the room</li> </ul>
1	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	<ul style="list-style-type: none"> <li>• The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</li> <li>• The teacher conveys to at least some students that the work is too challenging for them.</li> <li>• Students exhibit little or no pride in their work.</li> <li>• Students use language incorrectly; the teacher does not correct them.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher tells students that they're doing a lesson because it's in the book or is district-mandated.</li> <li>• The teacher says to a student, "Why don't you try this easier problem?"</li> <li>• Students turn in sloppy or incomplete work.</li> <li>• Many students don't engage in an assigned task, and yet the teacher ignores their behavior.</li> <li>• Students have not completed their homework; the teacher does not respond.</li> </ul>

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2c: Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”

#### THE ELEMENTS OF COMPONENT 2C ARE:

- **Management of instructional groups**  
Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.
- **Management of transitions**  
Many lessons engage students in different types of activities: large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.
- **Management of materials and supplies**  
Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.
- **Performance of classroom routines**  
Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

#### INDICATORS INCLUDE:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

## Component 2c: Managing Classroom Procedures

LEVEL	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
<b>4</b>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>	<ul style="list-style-type: none"> <li>• With minimal prompting by the teacher, the students ensure that their time is used productively.</li> <li>• Students take initiative in distributing and collecting materials efficiently.</li> <li>• Students themselves ensure that transitions and other routines are accomplished smoothly.</li> </ul>
<b>3</b>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<ul style="list-style-type: none"> <li>• Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</li> <li>• A student reminds classmates of the roles that they are to play within the group.</li> <li>• A student redirects a classmate to the table he should be at following a transition.</li> <li>• Students propose an improved attention signal.</li> <li>• Students independently check themselves into class on the attendance board.</li> </ul>
<b>2</b>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<ul style="list-style-type: none"> <li>• The students are productively engaged during small-group or independent work.</li> <li>• Transitions between large- and small-group activities are smooth.</li> <li>• Routines for distribution and collection of materials and supplies work efficiently.</li> <li>• Classroom routines function smoothly.</li> </ul>
<b>1</b>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<ul style="list-style-type: none"> <li>• Students not working directly with the teacher are only partially engaged.</li> <li>• Procedures for transitions seem to have been established, but their operation is not smooth.</li> <li>• There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</li> <li>• Classroom routines function unevenly.</li> </ul>
<b>1</b>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<ul style="list-style-type: none"> <li>• Students not working with the teacher are not productively engaged.</li> <li>• Transitions are disorganized, with much loss of instructional time.</li> <li>• There do not appear to be any established procedures for distributing and collecting materials.</li> <li>• A considerable amount of time is spent off task because of unclear procedures.</li> </ul>

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2d: Managing Student Behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

#### THE ELEMENTS OF COMPONENT 2D ARE:

- **Expectations**

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

- **Monitoring of student behavior**

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

- **Response to student misbehavior**

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

#### INDICATORS INCLUDE:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior



## Component 2d: Managing Student Behavior

LEVEL	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
<b>4</b>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>	<ul style="list-style-type: none"> <li>• Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.</li> <li>• The teacher silently and subtly monitors student behavior.</li> <li>• Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</li> </ul>
<b>3</b>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<ul style="list-style-type: none"> <li>• A student suggests a revision to one of the classroom rules.</li> <li>• The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.</li> <li>• The teacher speaks privately to a student about misbehavior.</li> <li>• A student reminds her classmates of the class rule about chewing gum.</li> </ul>
<b>2</b>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<ul style="list-style-type: none"> <li>• Standards of conduct appear to have been established and implemented successfully.</li> <li>• Overall, student behavior is generally appropriate.</li> <li>• The teacher frequently monitors student behavior.</li> <li>• The teacher's response to student misbehavior is effective.</li> </ul>
<b>1</b>	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<ul style="list-style-type: none"> <li>• The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</li> <li>• The teacher attempts to keep track of student behavior, but with no apparent system.</li> <li>• The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The classroom environment is chaotic, with no standards of conduct evident.</li> <li>• The teacher does not monitor student behavior.</li> <li>• Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom rules are posted, but neither the teacher nor the students refer to them.</li> <li>• The teacher repeatedly asks students to take their seats; some ignore her.</li> <li>• To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</li> </ul>
<b>1</b>		<ul style="list-style-type: none"> <li>• Students are talking among themselves, with no attempt by the teacher to silence them.</li> <li>• An object flies through the air, apparently without the teacher's notice.</li> <li>• Students are running around the room, resulting in chaos.</li> <li>• Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.</li> </ul>

## DOMAIN 3: INSTRUCTION

### Component 3a: Communicating with Students

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

#### THE ELEMENTS OF COMPONENT 3A ARE:

- **Expectations for learning**  
The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.
- **Directions for activities**  
Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.
- **Explanations of content**  
Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.
- **Use of oral and written language**  
For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.

#### INDICATORS INCLUDE:

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

## Component 3a: Communicating with Students

LEVEL	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES	
<b>4</b>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>	<ul style="list-style-type: none"> <li>• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</li> <li>• The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>• The teacher points out possible areas for misunderstanding.</li> <li>• The teacher invites students to explain the content to their classmates.</li> <li>• Students suggest other strategies they might use in approaching a challenge or analysis.</li> <li>• The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</li> <li>• Students use academic language correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully."</li> <li>• The teacher asks a student to explain the task to other students.</li> <li>• When clarification about the learning task is needed, a student offers it to classmates.</li> <li>• The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples.</li> <li>• The teacher asks, "Who would like to explain this idea to us?"</li> <li>• A student asks, "Is this another way we could think about analogies?"</li> <li>• A student explains an academic term to classmates.</li> <li>• The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means "not," and that the prefix un- also means the same thing.</li> <li>• A student says to a classmate, "I think that side of the triangle is called the hypotenuse."</li> </ul>
<b>3</b>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p>	<ul style="list-style-type: none"> <li>• The teacher states clearly, at some point during the lesson, what the students will be learning.</li> <li>• The teacher's explanation of content is clear and invites student participation and thinking.</li> <li>• The teacher makes no content errors.</li> <li>• The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</li> <li>• Students engage with the learning task, indicating that they understand what they are to do.</li> <li>• If appropriate, the teacher models the process to be followed in the task.</li> <li>• The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</li> <li>• The teacher's vocabulary is appropriate to students' ages and levels of development.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials."</li> <li>• In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"</li> <li>• The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention.</li> <li>• The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work."</li> <li>• The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun.</li> <li>• The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.</li> </ul>
<b>2</b>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<ul style="list-style-type: none"> <li>• The teacher provides little elaboration or explanation about what the students will be learning.</li> <li>• The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</li> <li>• The teacher makes no serious content errors but may make minor ones.</li> <li>• The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.</li> <li>• The teacher must clarify the learning task so students can complete it.</li> <li>• The teacher's vocabulary and usage are correct but unimaginative.</li> <li>• When the teacher attempts to explain academic vocabulary, it is only partially successful.</li> <li>• The teacher's vocabulary is too advanced, or too juvenile, for students.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher mispronounces "_____."</li> <li>• The teacher says, "And oh, by the way, today we're going to factor polynomials."</li> <li>• A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.</li> <li>• A student asks, "What do I write here?" in order to complete a task.</li> <li>• The teacher says, "Watch me while I show you how to____," asking students only to listen.</li> <li>• A number of students do not seem to be following the explanation.</li> <li>• Students are inattentive during the teacher's explanation of content.</li> <li>• Students' use of academic vocabulary is imprecise.</li> </ul>
<b>1</b>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<ul style="list-style-type: none"> <li>• At no time during the lesson does the teacher convey to the students what they will be learning.</li> <li>• Students indicate through body language or questions that they don't understand the content being presented.</li> <li>• The teacher makes a serious content error that will affect students' understanding of the lesson.</li> <li>• Students indicate through their questions that they are confused about the learning task.</li> <li>• The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.</li> <li>• The teacher's vocabulary is inappropriate to the age or culture of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• A student asks, "What are we supposed to be doing?" but the teacher ignores the question.</li> <li>• The teacher states that to add fractions they must have the same numerator.</li> <li>• Students have a quizzical look on their faces; some may withdraw from the lesson.</li> <li>• Students become disruptive or talk among themselves in an effort to follow the lesson.</li> <li>• The teacher uses technical terms without explaining their meanings.</li> <li>• The teacher says "ain't."</li> </ul>

## DOMAIN 3: INSTRUCTION

### Component 3b: Using Questioning/Prompts and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

#### THE ELEMENTS OF COMPONENT 3B ARE:

- **Quality of questions/prompts**  
Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.
- **Discussion techniques**  
Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.
- **Student participation**  
In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

#### INDICATORS INCLUDE:

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

## Component 3b: Using Questioning/Prompts and Discussion Techniques

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>	<ul style="list-style-type: none"> <li>• Students initiate higher-order questions.</li> <li>• The teacher builds on and uses student responses to questions in order to deepen student understanding.</li> <li>• Students extend the discussion, enriching it.</li> <li>• Students invite comments from their classmates during a discussion and challenge one another's thinking.</li> <li>• Virtually all students are engaged in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• A student asks, "How many ways are there to get this answer?"</li> <li>• A student says to a classmate, "I don't think I agree with you on this, because..."</li> <li>• A student asks of other students, "Does anyone have another idea how we might figure this out?"</li> <li>• A student asks, "What if...?"</li> </ul>
3	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<ul style="list-style-type: none"> <li>• The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</li> <li>• The teacher makes effective use of wait time.</li> <li>• Discussions enable students to talk to one another without ongoing mediation by the teacher.</li> <li>• The teacher calls on most students, even those who don't initially volunteer.</li> <li>• Many students actively engage in the discussion.</li> <li>• The teacher asks students to justify their reasoning, and most students attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"</li> <li>• The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to ____?"</li> <li>• The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.</li> <li>• The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.</li> <li>• The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did ____?" to find the reason in the text and to explain their thinking to a neighbor.</li> </ul>
2	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<ul style="list-style-type: none"> <li>• The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.</li> <li>• The teacher invites students to respond directly to one another's ideas, but few students respond.</li> <li>• The teacher calls on many students, but only a small number actually participate in the discussion.</li> <li>• The teacher asks students to explain their reasoning, but only some students attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"</li> <li>• The teacher asks, "Who has an idea about this?" The usual three students offer comments.</li> <li>• The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.</li> <li>• The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters</li> </ul>
1	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<ul style="list-style-type: none"> <li>• Questions are rapid-fire and convergent, with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• All discussion is between the teacher and students; students are not invited to speak directly to one another.</li> <li>• The teacher does not ask students to explain their thinking.</li> <li>• Only a few students dominate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• All questions are of the "recitation" type, such as "What is 3 x 4?"</li> <li>• The teacher asks a question for which the answer is on the board; students respond by reading it.</li> <li>• The teacher calls only on students who have their hands up.</li> <li>• A student responds to a question with wrong information, and the teacher doesn't follow up.</li> </ul>

## DOMAIN 3: INSTRUCTION

### Component 3c: Engaging Students in Learning

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

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are “What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?” If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they are challenged to be “minds-on.”

#### THE ELEMENTS OF COMPONENT 3C ARE:

- **Activities and assignments**  
The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourages students to explain their thinking.
- **Grouping of students**  
How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly. **Note:** Grouping of students is an important element of 3c. However, because it is not possible to ascertain the suitability of the grouping strategy for the lesson without fully knowing the teacher’s instructional purpose—which is not evident from a video alone—it is not included in the levels of performance for the Framework for Teaching Evaluation Instrument, 2013 Edition (Observable Components).
- **Instructional materials and resources**  
The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. Though some teachers are obliged to use a school’s or district’s officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.
- **Structure and pacing**  
No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

#### INDICATORS INCLUDE:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

## Component 3c: Engaging Students in Learning

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
<b>4</b>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>	<ul style="list-style-type: none"> <li>• Virtually all students are intellectually engaged in the lesson.</li> <li>• Lesson activities require high-level student thinking and explanations of their thinking.</li> <li>• Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.</li> <li>• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to write an essay in the style of Hemmingway and to describe which aspects of his style they have incorporated.</li> <li>• Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.</li> <li>• A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</li> <li>• Students identify or create their own learning materials.</li> <li>• Students summarize their learning from the lesson.</li> </ul>
<b>3</b>	<p>The learning tasks and activities are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<ul style="list-style-type: none"> <li>• Most students are intellectually engaged in the lesson.</li> <li>• Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</li> <li>• Students are invited to explain their thinking as part of completing tasks.</li> <li>• Materials and resources require intellectual engagement, as appropriate.</li> <li>• The pacing of the lesson provides students the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li>• Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.</li> <li>• Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.</li> <li>• Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.</li> <li>• Students are asked to create different representations of a large number using a variety of manipulative materials.</li> <li>• The lesson is neither rushed nor does it drag.</li> </ul>
<b>2</b>	<p>The learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “down time.”</p>	<ul style="list-style-type: none"> <li>• Some students are intellectually engaged in the lesson.</li> <li>• Learning tasks are a mix of those requiring thinking and those requiring recall.</li> <li>• Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.</li> <li>• Few of the materials and resources require student thinking or ask students to explain their thinking.</li> <li>• The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</li> </ul>	<ul style="list-style-type: none"> <li>• Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.</li> <li>• Students are asked to fill in a worksheet, following an established procedure.</li> <li>• There is a recognizable beginning, middle, and end to the lesson.</li> <li>• The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.</li> </ul>
<b>1</b>	<p>The learning tasks/activities, materials, and resources require only rote responses, with only one approach possible. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<ul style="list-style-type: none"> <li>• Few students are intellectually engaged in the lesson.</li> <li>• Learning tasks/activities and materials require only recall or have a single correct response or method.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>• The lesson drags or is rushed.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.</li> <li>• Students fill out the lesson worksheet by copying words from the board.</li> <li>• Students are using math manipulative materials in a rote activity.</li> <li>• The teacher lectures for 45 minutes.</li> <li>• Most students don't have time to complete the assignment; the teacher moves on in the lesson.</li> </ul>

## DOMAIN 3: INSTRUCTION

### Component 3D: Using Assessment in Instruction

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

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation.

#### THE ELEMENTS OF COMPONENT 3D ARE:

- **Assessment criteria**  
It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).
- **Monitoring of student learning**  
A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.
- **Feedback to students**  
Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.
- **Student self-assessment and monitoring of progress**  
The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.
- **Lesson adjustment**  
Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or midcourse corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed.

#### INDICATORS INCLUDE:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)



## Component 3D: Using Assessment in Instruction

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p>	<ul style="list-style-type: none"> <li>• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</li> <li>• The teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</li> <li>• High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> <li>• The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.</li> <li>• While students are working, the teacher circulates, providing specific feedback to individual students.</li> <li>• The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.</li> <li>• Students offer feedback to their classmates on their work.</li> <li>• Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</li> </ul>
3	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<ul style="list-style-type: none"> <li>• The teacher makes the standards of high-quality work clear to students.</li> <li>• The teacher elicits evidence of student understanding.</li> <li>• Students are invited to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance at least for groups of students.</li> <li>• When improvising becomes necessary, the teacher makes adjustments to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher circulates during small-group or independent work, offering suggestions to students.</li> <li>• The teacher uses specifically formulated questions to elicit evidence of student understanding.</li> <li>• The teacher asks students to look over their papers to correct their errors; most of them engage in this task.</li> </ul>
2	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<ul style="list-style-type: none"> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>• Feedback to students is vague and not oriented toward future improvement of work.</li> <li>• The teacher makes only minor attempts to engage students in self- or peer assessment.</li> <li>• The teacher's attempts to adjust the lesson are partially successful.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asks, “Does anyone have a question?”</li> <li>• When a student completes a problem on the board, the teacher corrects the student's work without explaining why.</li> <li>• The teacher says, “Good job, everyone.”</li> <li>• The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.</li> <li>• The students receive their tests back; each one is simply marked with a letter grade at the top.</li> </ul>
1	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent, or of poor quality. Students do not engage in self- or peer assessment, and the teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<ul style="list-style-type: none"> <li>• The teacher gives no indication of what high-quality work looks like.</li> <li>• The teacher makes no effort to determine whether students understand the lesson.</li> <li>• Students receive no feedback, or feedback is global or directed to only one student.</li> <li>• The teacher does not ask students to evaluate their own or classmates' work.</li> <li>• The teacher makes no attempt to adjust the lesson in response to student confusion.</li> </ul>	<ul style="list-style-type: none"> <li>• A student asks, “How is this assignment going to be graded?”</li> <li>• A student asks, “Is this the right way to solve this problem?” but receives no information from the teacher.</li> <li>• The teacher forges ahead with a presentation without checking for understanding.</li> <li>• After the students present their research on globalization, the teacher tells them their letter grade; when students ask how the teacher arrived at the grade, he responds, “After all these years in education, I just know what grade to give.”</li> </ul>

## Appendix 4: Teacher Professional Responsibilities Rubric

### THE RUBRIC AT A GLANCE

DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION	DOMAIN 2: PROFESSIONALISM	DOMAIN 3: PLANNING
<p><b>PR1: Understands and participates in school/district-based initiatives and activities</b></p> <ul style="list-style-type: none"> <li>▪ Knowledge of school and district initiatives and activities</li> <li>▪ Involvement in school and district initiatives and activities</li> </ul> <p><b>PR2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</b></p> <ul style="list-style-type: none"> <li>▪ Teacher interactions with parents</li> <li>▪ Teacher interactions with colleagues</li> <li>▪ Student or personnel records</li> <li>▪ Grade books</li> <li>▪ Specialist referrals</li> </ul>	<p><b>PR3: Acts on the belief that all students can learn and advocates for students' best interests</b></p> <ul style="list-style-type: none"> <li>▪ Teacher interactions with students</li> <li>▪ Teacher interactions with parents</li> <li>▪ Course offerings</li> <li>▪ Support services offerings</li> <li>▪ Student advocacy meetings or call notes</li> <li>▪ After school support logs</li> </ul> <p><b>PR 4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions</b></p> <ul style="list-style-type: none"> <li>▪ Interactions with colleagues</li> <li>▪ Interactions with parents or other community members</li> </ul> <p><b>PR 5: Acts ethically and with integrity while following all school, district, and state policies</b></p> <ul style="list-style-type: none"> <li>▪ Required personnel file documentation of behavior</li> <li>▪ Interactions with school leadership</li> <li>▪ Interactions with colleagues</li> </ul> <p><b>PR 6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators</b></p> <ul style="list-style-type: none"> <li>▪ Professional Growth Plans</li> <li>▪ Involvement in district or school-sponsored professional development</li> </ul>	<p><b>PR 7: Plans effectively based on accurate knowledge of how children learn and develop</b></p> <ul style="list-style-type: none"> <li>▪ Lesson and unit plans</li> <li>▪ Classroom materials and learning activities</li> <li>▪ Assessments</li> </ul> <p><b>PR 8: Uses data appropriately to plan instruction for a diverse group of learners</b></p> <ul style="list-style-type: none"> <li>▪ Lesson and unit plans</li> <li>▪ Classroom materials and learning activities</li> <li>▪ Assessments</li> </ul>

# PROFESSIONAL RESPONSIBILITIES DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

## PR1: Understands and participates in school/district-based initiatives and activities

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

- ELEMENTS:** • Knowledge of school and district initiatives and activities • Involvement in school and district initiatives and activities  
**INDICATORS:** • Attendance at school or district activities • Leadership roles in a school or district activities • Contributions to school or district activities

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

# PROFESSIONAL RESPONSIBILITIES DOMAIN 1: SCHOOL RESPONSIBILITIES & COMMUNICATION

## PR2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress

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

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

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

# PROFESSIONAL RESPONSIBILITIES DOMAIN 2: PROFESSIONALISM

## PR3: Acts on the belief that all students can learn and advocates for students' best interests

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

**ELEMENTS:** • Teacher interactions with students • Teacher interactions with parents • Course offerings • Support services offerings

• Student advocacy meeting or call notes • After school support logs

**INDICATORS:** • Addressing student needs beyond those of the traditional classroom • Advocating for student health services • Enforcement of individual learning plans and other developmental tracking tools • Communicating information about students' needs and available services to students and families

• Holding oneself and colleagues accountable for all students' learning • Posting hallway and classroom messages indicating all students can learn

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

# PROFESSIONAL RESPONSIBILITIES DOMAIN 2: PROFESSIONALISM

## PR4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions

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

**ELEMENTS:** • Interactions with colleagues • Interactions with parents or other community members  
**INDICATORS:** • Respectful communication • Body language • Professional manner • Encouragement • Active listening • Clear and accessible written communications

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

# PROFESSIONAL RESPONSIBILITIES DOMAIN 2: PROFESSIONALISM

## PR5: Acts ethically and with integrity while following all school, districts and state policies

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

- ELEMENTS:** • Required personnel file documentation of behavior • Interactions with school leadership • Interactions with colleagues  
**INDICATORS:** • Ethical behavior • Adherence to school, district and state policies • Advocacy

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

## PROFESSIONAL RESPONSIBILITIES DOMAIN 2: PROFESSIONALISM

### PR6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning.

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

**ELEMENTS:** • Professional Growth Plans • Involvement in district or school-sponsored professional development  
**INDICATORS:** • Collaboration with colleagues (seeks assistance and provides assistance to other educators) • Setting and working toward meaningful Professional Growth Goals • Taking advantage of available district/school resources to advance professional growth

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



# PROFESSIONAL RESPONSIBILITIES DOMAIN 3: PLANNING

## PR7: Plans effectively based on accurate knowledge of how children learn and develop

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

- ELEMENTS:** • Lesson and unit plans • Classroom materials and learning activities • Assessments
- INDICATORS:** • Identification of the most important concepts/standards/skills for that grade • Specific, student-focused and outcome-based objectives
- Appropriate sequencing of information • Developmentally appropriate content activities and resources

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

# PROFESSIONAL RESPONSIBILITIES DOMAIN 3: PLANNING

## PR8: Uses data appropriately to plan instruction for a diverse group of learners

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

- ELEMENTS:** • Lesson and unit plans • Classroom materials and learning activities • Assessments
- INDICATORS:** • Demonstrated knowledge of students’ skills, knowledge and language proficiency • Knowledge of student backgrounds and interests  
• Appropriate differentiation • Use of relevant data • Selection of appropriate resources

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

