

| <b>P1</b>   | <b>Purpose: Design of learning targets</b>   |   |  |  |
|---|--|---|--|--|
| <b>State Criteria 4: Providing clear and intentional focus on subject matter content and curriculum</b> | <b>Unsatisfactory</b>  | <b>Basic</b>  | <b>Proficient</b>  | <b>Distinguished</b>   |
|   | The learning targets are rarely linked to standards, measurable, embedded in instruction or understood by students.  | The learning targets are linked to standards, but rarely measurable, embedded in instruction, and understood by students. | The learning targets are; linked to standards, frequently measurable, embedded in instruction, and understood by students.   | The learning targets are; linked to standards, always measurable, embedded in instruction, and understood by students. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>Teacher refers to learning target throughout the lesson to assess progress of class and/or individual learning.</li> </ul> |   | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Students can identify the core learning in the standard and tell how the learning target aligns with the standard.</li> <li>Students understand how the learning target will help them answer bigger essential questions.</li> </ul> |  |
|   | <b>Notes:</b>  |   |  |  |

| <b>P2</b>   | <b>Purpose: Connection to standards and broader purpose</b>   |   |  |   |
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| <b>State Criteria 4: Providing clear and intentional focus on subject matter content and curriculum</b> | <b>Unsatisfactory</b>   | <b>Basic</b>  | <b>Proficient</b>  | <b>Distinguished</b>  |
|   | The lesson is rarely linked to; standards, a broader purpose, transferable skills, or previous and future lessons.  | The lesson is based on standards, previous and future lessons, but rarely linked to a broader purpose and transferable skill. | The lesson is based on standards, previous and future lessons, and often linked to a broader purpose and transferable skill.   | The lesson is based on standards, previous and future lessons, and always linked to a broader purpose and transferable skill. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>• Teacher links standard to prior and future lessons.</li> <li>• Teacher writes the learning target on the board and either tells or asks students to explain why this is relevant to the student.</li> </ul> |   | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>• Students understand and can articulate the relevance of the learning.</li> <li>• Students apply new learning to solve a math problem.</li> </ul> |   |
|   | <b>Notes:</b>   |   |  |   |

| <b>P3</b>   | <b>Purpose: Communication of standards and learning target</b>  |  |   |  |
|---|---|--|---|--|
| <b>State Criteria 2: Demonstrating effective teaching practices</b> | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>   |
|   | Teacher rarely communicates with students about the standards and learning targets.   | Teacher states the standards and learning targets at the beginning of each lesson. | Teacher communicates the standards and learning targets through both direct statements and visual representations in the classroom and occasionally checks for student understanding of the targets.  | Teacher communicates the standards through verbal and visual strategies and checks all students for understanding. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>The standard is listed on the board, in a writing journal or notebook, and the teacher directs student attention to the standard.</li> <li>The learning target is on the board and teacher tells or asks students to explain why this is relevant to the student.</li> <li>Big idea, standard, and daily teaching point/learning target are posted in the room, or in student notebooks.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>When asked, students describe the standard and how it relates to a “big idea” in the content area.</li> <li>When asked, students can describe the learning target.</li> </ul> |  |
| <b>Notes:</b>   |   |  |   |  |

| <b>P4</b>   |   |  |   |  |
|---|---|--|---|--|
| <b>Purpose: Use of differentiated instructional approaches</b>  |   |  |   |  |
| <b>State Criteria 3: Recognizing individual student learning needs and developing strategies to address those needs</b> | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>   |
|   | In planning, teacher does not address differentiation.  | In planning, the teacher addresses differentiation in a limited manner and it does not necessarily address the learning targets. | In planning, the teacher addresses differentiation to meet the needs of groups of students and it is relevant to the learning targets.  | In planning, the teacher addresses differentiation to meet the needs of individuals and groups of students and it is relevant to the learning targets. |
|   | <b>Possible Distinguished Observables: Teacher</b>  |  | <b>Possible Distinguished Observables: Student</b>  |  |
|   | <ul style="list-style-type: none"> <li>Teacher establishes listening center for students to listen to literature.</li> <li>Teacher uses the partner reading approach.</li> <li>Teacher assigns science lab groups to support success for all students.</li> </ul> |  | <ul style="list-style-type: none"> <li>Three students who were out on a field trip work as a group on concepts they missed.</li> <li>A new non-native English speaker is assessed in his/her first language with regards to the content.</li> </ul> |  |
| <b>Notes:</b>   |   |  |   |  |

| <b>P5</b>  | <b>Purpose: Self-assessment of learning</b>   |  |  |   |
|--|---|--|--|---|
| <b>State Criteria 6: Using multiple student data elements to modify instruction and improve student learning</b> | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>  |
|  | Students are rarely given an opportunity to assess their own learning in relation to the success criteria.  | Students are occasionally given an opportunity to assess their own learning in relation to the success criteria. | Students frequently assess their own learning in relation to the success criteria.   | Students always assess their own learning in relation to the success criteria and can determine where they are in connection to the standard and proficiency. |
|  | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>• Teacher leads students through an exercise of self-assessment.</li> <li>• Teacher asks students to self-assess against a learning target and to share their understanding with a partner.</li> <li>• Teacher uses exit slips for students to self-assess and to communicate understanding of the learning targets.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>• Students have a chart of success criteria for the unit.</li> <li>• Students seek assistance if they do not understand one of the success criteria.</li> <li>• Students discuss their understandings of the success criteria in their group and help each other improve their understanding.</li> </ul> |   |
| <b>Notes:</b>  |   |  |  |   |

| <b>SE1</b>  | <b>Student Engagement: Work of high cognitive demand</b>   |  |  |   |
|---|--|--|--|---|
| <b>State Criteria 1. Centering instruction on high expectations for student achievement</b> | <b>Unsatisfactory</b>  | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>  |
|   | Teacher expectations and strategies engage few students in work of high cognitive demand.  | Teacher expectations and strategies engage some students in work of high cognitive demand. | Teacher expectations and strategies engage most students in work of high cognitive demand.   | Teacher expectations and strategies engage all students in work of high cognitive demand. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>Students are expected to explain their thinking.</li> <li>Teacher asks a question and asks A-B partners to first think, then share, then answer and justify their thinking with each other.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Students talk to their “elbow partner” about a posed question and explain their reasoning with each other.</li> <li>Lab partners talk about their hypotheses and how to prove them.</li> </ul> |   |
|   | <b>Notes:</b>  |  |  |   |

| <b>SE2 Student Engagement: Quality of questioning</b>                                       |  |  |   |  |
|---|--|--|---|--|
| <b>State Criteria 1. Centering instruction on high expectations for student achievement</b> | <b>Unsatisfactory</b>  | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>   |
|   | Teacher rarely asks questions to probe and deepen students' understanding or uncover misconceptions.   | Teacher occasionally asks questions to probe and deepen students' understanding or uncover misconceptions. | Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions.  | Teacher always asks questions to probe and deepen students' understanding or uncover misconceptions and assists students in clarifying their thinking. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>• Partner-talk with protocols results in equitable sharing.</li> <li>• Wait time is used to increase student response to questions.</li> <li>• Teacher asks questions to probe and deepen students' conceptual understanding.</li> <li>• Teacher questions students to uncover misconceptions and assists students to clarify their thinking.</li> <li>• Teacher engages with students' ideas to deepen/broaden understanding rather than "correcting" student misconceptions.</li> <li>• Teacher and students ask probing questions that foster deeper thinking.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>• Students continually try to re-clarify their thinking by explaining reasoning in multiple ways.</li> <li>• Third graders demonstrate understanding of multiplication by showing a problem solution in words, pictures and numbers.</li> </ul> |  |
| <b>Notes:</b>   |  |  |   |  |

| <b>SE3</b>  | <b>Student Engagement: Ownership of learning</b>   |  |  |  |
|---|--|--|--|--|
| <b>State Criteria 1. Centering instruction on high expectations for student achievement</b> | <b>Unsatisfactory</b>  | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>   |
|   | Teacher provides few or no opportunities for students to take ownership for their own learning to meet standards.  | Teacher occasionally provides opportunities for students to take ownership for their own learning to meet standards. | Teacher frequently provides opportunities for students to take ownership for their own learning to meet standards.   | Teacher always provides opportunities for students to take ownership for their own learning to meet standards. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>Students have choice about reading or topics to research.</li> <li>Teacher models how to solve a problem, works on another one with students, then asks students to solve one on their own.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Students reflect on learning.</li> <li>Students independently choose new reading at their reading level.</li> <li>Students are collecting recording, and interpreting data.</li> </ul> |  |
| <b>Notes:</b>   |  |  |  |  |

| <b>SE4 Student Engagement: Participation and meaning making</b>     |  |  |  |  |
|---|--|--|--|--|
| <b>State Criteria 2: Demonstrating effective teaching practices</b> | <b>Unsatisfactory</b>  | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>   |
|   | Teacher rarely uses engagement strategies and structures to facilitate participation and meaning making by all students.   | Teacher occasionally uses engagement strategies and structures to facilitate participation and meaning making by all students. | Teacher frequently uses engagement strategies and structures to facilitate participation and meaning making by all students.   | Teacher always uses engagement strategies and structures to facilitate participation and meaning making by all students. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>• Small group work with protocols (e.g. peer editing rubrics, lab rubrics, and discussion rubrics).</li> <li>• Partner-talk with protocols results in equitable sharing.</li> <li>• Teacher uses a variety of instructional moves to ensure that all students participate in the talk (providing wait time, who can repeat, who wants to add on, where can we find that, why do you think that?).</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>• Students each have a role in their cooperative groups and are accountable for their work.</li> <li>• Students in A-B partners hear each other’s ideas then paraphrase what the other student is thinking.</li> </ul> |  |
|   | <b>Notes:</b>  |  |  |  |

| <b>SE5 Student Engagement: Use of student background to plan lessons and units</b>                                      |   |   |  |   |
|---|---|---|--|---|
| <b>State Criteria 3: Recognizing individual student learning needs and developing strategies to address those needs</b> | <b>Unsatisfactory</b>   | <b>Basic</b>  | <b>Proficient</b>  | <b>Distinguished</b>  |
|   | Teacher rarely acknowledges background knowledge, life experience and interests of students in lesson/unit plans.   | Teacher occasionally acknowledges background knowledge, life experience and interests of students in lesson/unit plans. | Teacher frequently acknowledges background knowledge, life experience and interests of students in lesson/unit plans.  | Teacher always acknowledges background knowledge, life experience and interests of students in lesson/unit plans. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>Teacher uses knowledge of students in giving examples (e.g. during read aloud a student to text example, or in analogies).</li> <li>Teacher knows where each student "is at" in their ability/skills to participate in talk and scaffolds instruction to ensure equitable participation.</li> </ul> |   | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Students share personal stories that help clarify and support their personal understanding of the content.</li> <li>Students reference their background experiences to support and enhance the understanding of fellow students related to the content.</li> </ul> |   |
|   | <b>Notes:</b>   |   |  |   |

| <b>SE6 Student Engagement: Access to quality talk</b>               |   |  |   |   |
|---|---|--|---|---|
| <b>State Criteria 2: Demonstrating effective teaching practices</b> | <b>Unsatisfactory</b>   | <b>Basic</b>                               | <b>Proficient</b>   | <b>Distinguished</b>                      |
|   | Few students have access to quality talk.   | Some students have access to quality talk. | Most students have access to quality talk.  | All students have access to quality talk. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>Teacher monitors discourse to be sure that students are on topic.</li> <li>Teacher displays a chart with sentence stems for students to use when talking to one another.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Students facilitate each other's learning.</li> <li>Students dialogue with each other about ideas.</li> <li>Students are engaged and participate in content specific talk or action.</li> </ul> |   |
|   | <b>Notes:</b>   |  |   |   |

| <b>SE7 Student Engagement: Substance of student talk</b>  |   |  |  |  |
|---|---|--|--|--|
| <b>State Criteria 4: Providing clear and intentional focus on subject matter content and curriculum</b> | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>   |
|   | Student talk is non-existent or is unrelated to content or is limited to single word responses or incomplete sentences directed to the teacher. Talk between students is non-existent or unrelated to content.  | Student talk is directed to the teacher. Talk associated with content between students occurs occasionally, but students do not provide evidence for their thinking. | Student-to-student talk reflects the knowledge and concepts associated with the content. Students sometimes provide evidence for their thinking.   | Student-to-student talk reflects discussion of the knowledge and concepts associated with the content. Students provide evidence for their content knowledge and use evidence to provide arguments that support new ideas. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>Teacher monitors discourse and reminds students to use content-specific vocabulary.</li> <li>Teacher reminds students that they are all scientists in her class and must act and talk like scientists.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Students explain their thinking using analogies/examples/evidence.</li> <li>Students explain the options they thought about and why they chose a certain option to attack a math problem.</li> <li>Students are responding to a social studies scenario predicting outcomes using evidence from resources.</li> <li>Students provide accurate information and refer to text or previously learned information.</li> <li>Students elaborate by making analogies, comparing, and contrasting.</li> <li>Students justify their reasoning by using multiple models or data ranges.</li> <li>Students support their analysis by connecting multiple examples.</li> <li>Students make inferences and explain how they know their inference is feasible using evidence.</li> <li>Teacher and students ask probing questions that foster deeper thinking.</li> </ul> |  |
| <b>Notes:</b>   |   |  |  |  |

| <b>CP1</b>  | <b>Curriculum &amp; Pedagogy: Alignment of instructional materials and tasks</b>   |  |   |  |
|---|--|--|---|--|
| <b>State Criteria 4: Providing clear and intentional focus on subject matter content and curriculum</b> | <b>Unsatisfactory</b>  | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>   |
|   | Instructional materials and tasks rarely align with the purpose of the unit and lesson.  | Instructional materials and tasks align with the purpose of the unit and lesson. | Instructional materials and tasks align with the purpose of the unit and lesson. Materials and tasks frequently align with student’s level of challenge.  | Instructional materials and tasks align with the purpose of the unit and lesson. Materials and tasks always align with student’s level of challenge. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>• Posted purpose requires students to think at high levels.</li> <li>• Text is age appropriate and directly relates to purpose.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>• Students can explain why they chose a specific manipulative to solve a math problem.</li> <li>• Students make sense of complex concepts by using manipulatives and explaining the connection between concepts and symbols.</li> </ul> |  |
|   | <b>Notes:</b>  |  |   |  |

| <b>CP2</b>  | <b>Curriculum &amp; Pedagogy: Relevance of tasks to student background and culture</b>   |  |   |  |
|---|--|--|---|--|
| <b>State Criteria 3: Recognizing individual student learning needs and developing strategies to address those needs</b> | <b>Unsatisfactory</b>  | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>   |
|   | Teacher rarely incorporates instructional tasks/activities that are relevant to the backgrounds and culture of students.   | Teacher occasionally incorporates instructional tasks/activities that are relevant to the backgrounds and culture of students. | Teacher frequently incorporates instructional tasks/activities that are relevant to the backgrounds and culture of students.  | Teacher always incorporates instructional tasks/activities that are relevant to the backgrounds and culture of students. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>• Current events include multiple points-of-view.</li> <li>• Teacher explains to class they are skipping the next section based on the pre-assessment data.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>• Students engage in content-related conversations with peers in their native language if their ability to engage with the content is stronger in that language.</li> </ul> |  |
| <b>Notes:</b>   |  |  |   |  |

| <b>CP3 Curriculum &amp; Pedagogy: Discipline-specific habits of thinking and communication</b> |   |   |  |   |
|--|---|---|--|---|
| <b>State Criteria 2: Demonstrating effective teaching practices</b>                            | <b>Unsatisfactory</b>   | <b>Basic</b>  | <b>Proficient</b>  | <b>Distinguished</b>  |
|  | Instruction is rarely consistent with pedagogical content knowledge and does not engage students in discipline-specific habits of thinking and communication.     | Instruction is occasionally consistent with pedagogical content knowledge and engages students in discipline-specific habits of thinking and communication. | Instruction is frequently consistent with pedagogical content knowledge and engages students in discipline-specific habits of thinking and communication.  | Instruction is always consistent with pedagogical content knowledge and engages students in discipline-specific habits of thinking and communication. |
|  | <b>Possible Distinguished Observables: Teacher</b>  |   | <b>Possible Distinguished Observables: Student</b>   |   |
|  | <ul style="list-style-type: none"> <li>Teacher poses a problem in which students must explore and explain the relationship between area and perimeter.</li> </ul> |   | <ul style="list-style-type: none"> <li>Students talk about making text-to-text, text-to-self and text-to-the-world connections in a literature class.</li> <li>Students draw conclusions from observations during a lab experiment using scientific language.</li> </ul> |   |
| <b>Notes:</b>  |   |   |  |   |

| CP4 Curriculum & Pedagogy: Planning reflects discipline habits of thinking                              |  |  |  |  |
|---|--|--|--|--|
| <b>State Criteria 4: Providing clear and intentional focus on subject matter content and curriculum</b> | Unsatisfactory   | Basic  | Proficient   | Distinguished  |
|   | Teacher planning rarely reflects an understanding of the content, habits of thinking within the discipline, and big ideas/enduring understandings in the content area.   | Teacher planning occasionally reflects an understanding of the content, habits of thinking within the discipline, and big ideas/enduring understandings in the content area. | Teacher planning frequently reflects an understanding of the content, habits of thinking within the discipline, and big ideas/enduring understandings in the content area.   | Teacher planning always reflects an understanding of the content, habits of thinking within the discipline, and big ideas/enduring understandings in the content area. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>Teacher has students create an experiment to test their hypotheses then draw conclusions.</li> <li>Teacher has students create their own haiku.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Students in science describe what might have happened with an experiment when results seem unexpected and decide if it is feasible to do multiple trials.</li> <li>Using mathematical vocabulary, students attempt to explain and generalize a process that worked for one math problem.</li> <li>Students can explain what they are thinking about while they are reading.</li> <li>Students can articulate which part of the writing process they are engaged in.</li> </ul> |  |
| <b>Notes:</b>   |  |  |  |  |

| <b>CP5 Curriculum &amp; Pedagogy: Scaffolds for individual and group learning needs</b>                                 |   |  |  |   |
|---|---|--|--|---|
| <b>State Criteria 3: Recognizing individual student learning needs and developing strategies to address those needs</b> | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>  |
|   | Teacher does not vary instructional strategies to meet student needs.   | Teacher varies instructional strategies in a limited manner and does not necessarily address different learning needs. | Teacher uses different and effective instructional strategies to scaffold learning for group learning needs.   | Teacher uses different and effective instructional strategies to scaffold learning for individual and group learning needs. |
|   | <b>Possible Distinguished Observables: Teacher</b>  |  | <b>Possible Distinguished Observables: Student</b>   |   |
|   | <ul style="list-style-type: none"> <li>In trying to decide if a confusing answer from a student is conceptual or a linguistic problem, the teacher asks an ELL student to, "think of the answer in your native language and translate the answer the best you can."</li> <li>Teacher establishes centers for skill practice based on need and students can articulate that they need practice with specific skills.</li> <li>Groups are set up to scaffold work and students can articulate their roles.</li> <li>Teacher invites a small group to study with her to focus on a specific aspect of the learning target or specific learning targets.</li> <li>Leveled readings are provided to cover content at all reading levels.</li> <li>Teacher sends different problem sets to students using graphing calculators based on students' needs.</li> <li>Teacher works with a small group to re-teach a specific concept so the class can move forward.</li> </ul> |  | <ul style="list-style-type: none"> <li>Students use anchor charts to refer to when solving problems.</li> <li>Groups are set up to scaffold work and students can articulate their roles.</li> </ul> |   |
| <b>Notes:</b>   |   |  |  |   |

| <b>CP6 Curriculum &amp; Pedagogy: Planning for student learning and independence</b>                                    |  |  |   |  |
|---|--|--|---|--|
| <b>State Criteria 3: Recognizing individual student learning needs and developing strategies to address those needs</b> | <b>Unsatisfactory</b>  | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>   |
|   | Teacher rarely plans to gradually release responsibility to students to promote learning and independence.   | Teacher occasionally plans to gradually release responsibility to students to promote learning and independence. | Teacher frequently plans to gradually release responsibility to students to promote learning and independence.  | Teacher always plans to gradually release responsibility to students to promote learning and independence. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>Teacher points to purpose and does a class check on progress.</li> <li>Routines are in place to support independent work.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Students refer to purpose to modify pre-writing, in discussion or group actions.</li> <li>Students work successfully without teacher assistance.</li> <li>Students use appropriate strategies to edit writing.</li> </ul> |  |
|   | <b>Notes:</b>  |  |   |  |

| <b>CP7 Curriculum &amp; Pedagogy: Effective use of technology</b>   |   |   |  |  |
|---|---|---|--|--|
| <b>State Criteria 2: Demonstrating effective teaching practices</b> | <b>Unsatisfactory</b>   | <b>Basic</b>  | <b>Proficient</b>  | <b>Distinguished</b>   |
|   | Teacher doesn't effectively use provided technology for management tasks, instruction or student learning.  | Teacher effectively uses provided technology for management tasks and instructional activities. | Teacher and student effectively use provided technology for management tasks, instructional activities and to improve student learning.  | Teacher and student effectively use provided technology for management tasks, instructional activities and to improve student learning.<br>Teacher pilots and instructs students on new technology, helps other staff, teaches a course, and/or evaluates a piece of hardware or software. |
|   | <b>Possible Distinguished Observables: Teacher</b>  |   | <b>Possible Distinguished Observables: Student</b>   |  |
|   | <ul style="list-style-type: none"> <li>Teacher uses document cameras to readily display student work.</li> <li>Smart boards are used to highlight vocabulary in a text and explain their meaning before reading.</li> </ul> |   | <ul style="list-style-type: none"> <li>Students use graphing calculators to determine whether or not their predictions about graphs are accurate.</li> <li>Students use computers to manipulate geometric figures and create theories about them.</li> </ul> |  |
| <b>Notes:</b>   |   |   |  |  |

| <b>CP8 Curriculum &amp; Pedagogy: Follows the district curriculum</b>                                   |  |   |   |  |
|---|--|---|---|--|
| <b>State Criteria 4: Providing clear and intentional focus on subject matter content and curriculum</b> | <b>Unsatisfactory</b>  | <b>Basic</b>  | <b>Proficient</b>   | <b>Distinguished</b>   |
|   | Teacher rarely follows district curriculum at an appropriate pace to meet the district/department calendar and rarely makes adjustments to meet student needs.   | Teacher follows district curriculum and attempts to meet the district/department calendar but goes either too quickly in order to cover the curriculum, regardless of student needs or goes too slowly to adequately address the key concepts/skills in the curriculum. | Teacher follows district curriculum as the core classroom program utilizing the district/ department calendar for major concepts and skills but makes adjustments as appropriate to meet student needs. | Teacher follows district curriculum as the core classroom program utilizing the district/ department calendar for major concepts and skills and makes appropriate pacing changes to meet student needs. Teacher tracks the pacing and shares concerns and ideas for improvement with content/grade level colleagues. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>• Posted purpose requires students to think at high levels.</li> <li>• Text is age-appropriate and directly relates to purpose.</li> </ul> |   | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>• Students can explain why they chose a specific manipulative to solve a math problem.</li> </ul>             |  |
|   | <b>Notes:</b>  |   |   |  |

| <b>CP9 Curriculum &amp; Pedagogy: Use of supplemental materials</b>                                     |   |   |  |   |
|---|---|---|--|---|
| <b>State Criteria 4: Providing clear and intentional focus on subject matter content and curriculum</b> | <b>Unsatisfactory</b>   | <b>Basic</b>  | <b>Proficient</b>  | <b>Distinguished</b>  |
|   | Supplemental materials are rarely chosen to support and enrich the curriculum. Materials may be chosen but rarely to challenge/support learners, or have unclear connections to standards or are of poor quality. Teacher does not follow district policies when bringing in supplemental materials.                              | Supplemental materials are used to support curriculum. Materials connect to the standard. | Supplemental materials are frequently chosen by the teacher to support and enrich the curriculum. Materials connect and provide support for learners in an intentional way.  | Supplemental materials are collaboratively chosen by the teacher and students to support and enrich the curriculum. Students can explain how the materials chosen challenge and support their learning. |
|   | <b>Possible Distinguished Observables: Teacher</b>  |   | <b>Possible Distinguished Observables: Student</b>   |   |
|   | <ul style="list-style-type: none"> <li>Teacher uses progress of current laws during the legislative session to teach students about how laws are made.</li> <li>Teacher has students read "The Pit and the Pendulum" then has students explore the factors that would determine if the prisoner could actually escape.</li> </ul> |   | <ul style="list-style-type: none"> <li>Second graders clip coupons from a magazine and add up their savings using various addition techniques.</li> <li>Students test their theory about "The Pit and the Pendulum" by making a model and testing it.</li> </ul> |   |
| <b>Notes:</b>   |   |   |  |   |

| <b>A1</b>  | <b>Assessment for Student Learning: Demonstration of understanding</b>  |  |   |  |
|--|---|--|---|--|
| <b>State Criteria 6: Using multiple student data elements to modify instruction and improve student learning</b> | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>   |
|  | Students rarely have the opportunity to demonstrate their understanding.  | Students have the opportunity to demonstrate their understanding but not all evidence is monitored by teacher. | Students have the opportunity to demonstrate their understanding and teacher monitors closely.  | Students have the opportunity to and are expected to demonstrate their understanding before, during, and after learning activities and teacher monitors closely. |
|  | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>Teacher formative assessments are aligned with learning targets both in content and processes.</li> <li>Summative assessment includes only what was taught and processed during instruction.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Students hold up work on small white boards and teacher scans for all students' responses.</li> <li>Each student in small group takes turns explaining thinking while teacher monitors groups.</li> <li>Students turn to an "elbow partner" to explain thinking.</li> <li>Students participate and respond to probing questions from the teacher.</li> <li>At the end of the lesson, students reflect on their learning.</li> </ul> |  |
| <b>Notes:</b>  |   |  |   |  |

| A2 Assessment for Student Learning: Formative assessment opportunities   |   |   |   |  |
|--|---|---|---|--|
| <b>State Criteria 6: Using multiple student data elements to modify instruction and improve student learning</b> | <b>Unsatisfactory</b>   | <b>Basic</b>  | <b>Proficient</b>   | <b>Distinguished</b>   |
|  | Teacher rarely creates formative assessment opportunities during the lesson.  | Teacher creates formative assessment opportunities during the lesson for the teacher to determine students' understanding of directions and task. | Teacher creates formative assessment opportunities during the lesson for students and teacher to determine students' understanding of directions, task, and concept/skill.  | Teacher creates formative assessment opportunities during the lesson for students and teacher to determine students' understanding of directions, task, concept, and students' understanding of their learning in relation to the concept. |
|  | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>• Each student in small group takes turns explaining thinking while teacher assesses for progress towards learning targets.</li> <li>• Teacher confers with individuals or small groups to assess progress.</li> <li>• Teacher sorts students to practice skills based on previous work.</li> </ul> |   | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>• Students have the opportunity to compare their work to an Distinguished.</li> <li>• Students use a rubric to determine their individual levels of proficiency.</li> </ul> |  |
| <b>Notes:</b>  |   |   |   |  |

| A3 Assessment for Student Learning: Collection of formative assessment data                               |   |   |   |  |
|---|---|---|---|--|
| State Criteria 6: Using multiple student data elements to modify instruction and improve student learning | Unsatisfactory  | Basic   | Proficient  | Distinguished  |
|   | Teacher has no observable systems and/or routines for recording formative assessment data.  | Teacher has an observable system and/or routines for recording formative assessment data and sometimes uses the system. | Teacher has an observable system and/or routines for recording formative assessment data and frequently uses the data to make sense of student learning.  | Teacher has an observable system and/or routines for recording formative assessment data and always uses the data to make sense of student learning. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>Teacher documents student progress and next steps.</li> <li>Teacher reads exit slips to check for understanding.</li> </ul> |   | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Students explain thinking in an exit slip read by the teacher.</li> <li>Student record current learning focus on a classroom chart.</li> <li>Students chart fluency score.</li> </ul> |  |
|   | <b>Notes:</b>   |   |   |  |

| <b>A4 Assessment for Student Learning: Use of formative assessment information</b>                               |   |  |   |  |
|--|---|--|---|--|
| <b>State Criteria 6: Using multiple student data elements to modify instruction and improve student learning</b> | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>   |
|  | Teacher rarely uses formative assessment information to make instructional adjustments or modify lessons.   | Teacher occasionally uses formative assessment information to make instructional adjustments or modify lessons to close the gap between current student understanding and the targeted learning. | Teacher uses formative assessment information to make instructional adjustments and modify lessons to meet the needs of each student so that all students achieve the learning targets.   | Teacher always uses formative assessment information to make instructional adjustments and modify lessons to meet the needs of each student so that all students achieve the learning targets (while continuing to keep focused on the standards and teaching points). |
|  | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>Based on assessment data, teacher pulls aside small group while others work independently.</li> <li>Teacher has multiple prompts or questions for students to respond to based on predictions from formative assessment.</li> <li>Teacher leads discussion regarding test results, common errors, and goal setting for the next unit.</li> <li>Teacher uses planned and “in the moment” assessment feedback to clarify a common misconception.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Students use the assessment information to set learning goals and identify strategies to meet the goals.</li> <li>Students analyze feedback from teacher and strategize how to incorporate feedback into final product</li> </ul> |  |
| <b>Notes:</b>  |   |  |   |  |

| A5 Assessment for Student Learning: Creation and use of summative assessment information                         |   |   |  |   |
|--|---|---|--|---|
| <b>State Criteria 6: Using multiple student data elements to modify instruction and improve student learning</b> | Unsatisfactory  | Basic   | Proficient   | Distinguished   |
|  | Summative assessment is given; grades recorded and handed back to student without discussion. Assessment does not align to unit lesson plans or state standards.  | Summative assessments are aligned, recorded and returned without student opportunities for discussion or reflection on results. | Summative assessments are aligned to unit lessons and state standards. Students have an opportunity to discuss results.  | Summative assessments are aligned to unit lessons and state standards. Students have an opportunity to discuss results, identify strengths and weaknesses, and create individual goals to increase success. |
|  | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>Teachers have students compare test results with success criteria and make adjustments.</li> <li>Teacher leads discussion regarding test results, common errors, and goal setting for the next unit.</li> </ul> |   | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Students compare test results with their own assessment of success criteria and see if their assessments are accurate.</li> <li>Students analyze common errors on a test or final paper and strategize how to avoid errors next time.</li> </ul> |   |
|  | <b>Notes:</b>   |   |  |   |

| <b>CEC1</b>   | <b>Classroom Environment &amp; Culture: Physical arrangement of classroom</b>   |   |   |   |
|---|---|---|---|---|
| <b>State Criteria 5: Fostering and managing a safe, positive learning environment</b> | <b>Unsatisfactory</b>   | <b>Basic</b>  | <b>Proficient</b>   | <b>Distinguished</b>  |
|   | Physical arrangement of the room gets in the way and/or distracts from student learning and the purpose of the lesson.  | The physical arrangement neither supports nor distracts from student learning or the purpose of the lesson. | The physical arrangement supports student learning and the purpose of the lesson.   | The physical arrangement supports student learning and the purpose of the lesson. Teacher and students utilize the physical arrangement for learning. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>• The document camera is ready and set up for use.</li> <li>• Teacher wants students to talk in groups so desks are arranged in clusters of four.</li> <li>• Teacher can move around the classroom to monitor, observe and confer.</li> <li>• There are public records of student work on the walls.</li> </ul> |   | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>• Students know where the “meeting area” is and know where to sit so they have personal space.</li> <li>• Students know where anchor charts are located for their reference.</li> </ul> |   |
| <b>Notes:</b>   |   |   |   |   |

| CEC2  | <b>Classroom Environment &amp; Culture: Accessibility of classroom materials</b>  |   |   |   |
|---|---|---|---|---|
| <b>State Criteria 5: Fostering and managing a safe, positive learning environment</b> | <b>Unsatisfactory</b>   | <b>Basic</b>  | <b>Proficient</b>   | <b>Distinguished</b>  |
|   | Materials are not available or accessible to students to support their learning during the lesson.  | Materials are available but not readily accessible to students to support their learning during the lesson. | Materials are available and readily accessible to students during the lesson.   | Materials are available, readily accessible, and managed by students during the lesson. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>• Libraries, materials, charts, technology, and tools are neatly arranged and can be easily accessed by students.</li> <li>• Teacher puts pens, pencils, erasers and scissors in the middle of group tables so students don't have to look for them.</li> </ul> |   | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>• Students know where materials are kept and access them readily.</li> <li>• Students are choosing to use a variety of resources for learning.</li> </ul> |   |
|   | <b>Notes:</b>   |   |   |   |

| <b>CEC3 Classroom Environment &amp; Culture: Relevance of displayed materials</b>     |  |  |   |  |
|---|--|--|---|--|
| <b>State Criteria 5: Fostering and managing a safe, positive learning environment</b> | <b>Unsatisfactory</b>  | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>   |
|   | The materials displayed in the classroom do not relate to the content or current units studied.  | The materials displayed in the classroom may relate to the content or current unit studied, but are not referenced by the teacher. | The materials displayed in the classroom relate to the content, are current and are referenced by the teacher to support learning.  | The materials displayed in the classroom relate to the content, are current and referenced by both teacher and students to support learning. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>• Displayed materials are relevant to and support student success for current content, classroom procedures, learning targets, daily routines, and assignments.</li> <li>• Teacher makes public records of student ideas related to lesson purpose.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>• Without prompting, students check a display to collect information missed from previous day.</li> <li>• Without prompting, students look at and use posted discussion prompts in small groups.</li> </ul> |  |
|   | <b>Notes:</b>  |  |   |  |

| <b>CEC4 Classroom Environment &amp; Culture: Routines for discussion and collaboration</b> |   |   |   |  |
|--|---|---|---|--|
| <b>State Criteria 5: Fostering and managing a safe, positive learning environment</b>      | <b>Unsatisfactory</b>   | <b>Basic</b>  | <b>Proficient</b>   | <b>Distinguished</b>   |
|  | Routines for discussion and collaborative work are absent or poorly executed.   | Routines for discussion and collaborative work are present; but students have not been taught how to engage in effective discourse. | Routines for discussion and collaborative work have been taught, are evident, and result in effective discourse related to the lesson purpose. With prompts students use these routines during the lesson.  | Routines for discussion and collaborative work have been explicitly taught, are evident, and result in effective discourse related to the lesson purpose. Students regularly and independently use the routines during the lesson. |
|  | <b>Possible Distinguished Observables: Teacher</b>  |   | <b>Possible Distinguished Observables: Student</b>  |  |
|  | <ul style="list-style-type: none"> <li>Teacher posts sentence stems and invitations such as: "What do you think?" or "Do you agree?" or "What evidence do you have?"</li> <li>Teacher uses A-B partners and has one go first/then the other and has set times for the conversation.</li> <li>Teacher uses a fish bowl protocol to demonstrate expectations for a discussion or activity.</li> </ul> |   | <ul style="list-style-type: none"> <li>Students utilize content specific language in discourse with other students.</li> <li>Students utilize a protocol that was previously taught.</li> <li>Students use phrases like "I agree with ..." or "I disagree with..." as a routine to continue discourse about a topic.</li> </ul> |  |
| <b>Notes:</b>  |   |   |   |  |

| <b>CECS</b>   | <b>Classroom Environment &amp; Culture: Routines for accountability</b>  |   |  |   |
|---|--|---|--|---|
| <b>State Criteria 5: Fostering and managing a safe, positive learning environment</b> | <b>Unsatisfactory</b>  | <b>Basic</b>  | <b>Proficient</b>  | <b>Distinguished</b>  |
|   | Classroom routines and rituals do not hold students accountable for their work and learning.   | Classroom routines and rituals hold students accountable for their work but not for their own learning. | Classroom routines and rituals hold students accountable for their work and their own learning.  | Classroom routines and rituals hold students accountable for their work, their own learning, and collaboration in the learning of others. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>• Teacher reviews student homework daily and gives feedback.</li> <li>• Teacher monitors group work and ensures use of participation protocols.</li> </ul> |   | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>• Students turn in homework at the beginning of the class in a designated place.</li> <li>• Students critique each other's written work before it is revised and handed in.</li> <li>• Students perform closing procedures which include student reflection and materials/assignment management.</li> <li>• Students redirect peers when they are off task.</li> </ul> |   |
|   | <b>Notes:</b>  |   |  |   |

| CEC6 Classroom Environment & Culture: Routines for effective transitions              |  |  |  |   |
|---|--|--|--|---|
| <b>State Criteria 5: Fostering and managing a safe, positive learning environment</b> | Unsatisfactory   | Basic  | Proficient   | Distinguished   |
|   | Transitions are disorganized and prolonged.  | Some transitions are disorganized and prolonged. | Transitions are teacher dependent and efficient.   | Transitions have been taught and are student managed, efficient, and maximize instructional time. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>When needed, check-out procedures are efficient and seamless.</li> <li>Teacher re-collects class at the rug to review behavior expectations. Students then successfully transition to the small group activity.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Students change room configuration quickly and efficiently to support different groupings.</li> <li>Students engage in learning immediately after a transition.</li> </ul> |   |
|   | <b>Notes:</b>  |  |  |   |

| CEC7 Classroom Environment & Culture: Routines for use of learning time               |  |   |  |   |
|---|--|---|--|---|
| <b>State Criteria 5: Fostering and managing a safe, positive learning environment</b> | Unsatisfactory   | Basic   | Proficient   | Distinguished   |
|   | Teacher or students frequently disrupt or interrupt learning activities, which results in loss of learning time.   | Teacher or students occasionally disrupt or interrupt learning activities, which results in some loss of learning time. | Learning time is rarely interrupted disjointed.  | All available time is maximized in service of learning. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>Teacher reserves time for student questions.</li> <li>Teacher reserves time for student reflection.</li> <li>Teacher provides ample time for exploration in a math class.</li> </ul> |   | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Students engage in learning for the entire period.</li> <li>Students enter classroom and immediately engage in entry tasks.</li> </ul> |   |
|   | <b>Notes:</b>  |   |  |   |

| <b>CEC8 Classroom Environment &amp; Culture: Routines for managing student behavior</b> |  |  |   |   |
|---|--|--|---|---|
| <b>State Criteria 5: Fostering and managing a safe, positive learning environment</b>   | <b>Unsatisfactory</b>  | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>  |
|   | Teacher rarely responds to behavior by following classroom/building discipline procedures. Student behavior does not change or may escalate.   | Teacher attempts to respond to student behavior by following classroom/building discipline procedures, but with uneven results. Student behaviors are improving. | Teacher response to behavior follows classroom/building discipline procedures and is appropriate. Student behavior is rare.   | Teacher response to behavior follows classroom/building discipline procedures and is highly effective in positively managing student behavior. Students assist each other in managing behavior. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>After teacher cue, misbehaving student immediately stops poor behavior and attends to task at hand.</li> <li>After following the student’s behavior plan, teacher sends the student to the office if appropriate.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Students independently follow classroom routines and behavioral expectations.</li> <li>Students know that they are responsible for their own work and own behavior.</li> <li>Students remind each other about classroom behavior routines.</li> </ul> |   |
| <b>Notes:</b>   |  |  |   |   |

| CEC9  | <b>Routines for student and teacher safety</b>  |  |   |  |
|---|---|--|---|--|
| <b>State Criteria 5: Fostering and managing a safe, positive learning environment</b> | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>   |
|   | Tools, materials and equipment are kept in unsafe condition. Students and/or teacher do not follow safety standards.  | Tools, materials and equipment are used in a safe manner. Students and teacher know how to use all of the above. Teacher follows all safety standards and students follow most safety standards. | Tools, materials and equipment are used in a safe manner. Students and teacher know how to use all of the above, and follow all safety standards.   | Tools, materials and equipment are used in a safe manner. Students and teacher know how to use all of the above, and follow safety standards. Students assist in managing safety procedures. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>• Safety posters are easy to read and pertinent.</li> <li>• Teacher and students are using safety equipment appropriately.</li> <li>• Teacher demonstrates appropriate use of equipment and follows with step-by-step instructions for students.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>• Students are using safety equipment appropriately.</li> <li>• Students lead safety drills and become door monitors during such drills.</li> </ul> |  |
|   | <b>Notes:</b>   |  |   |  |

| <b>CEC10 Classroom Environment &amp; Culture: Classroom norms</b>                     |  |  |  |   |
|---|--|--|--|---|
| <b>State Criteria 5: Fostering and managing a safe, positive learning environment</b> | <b>Unsatisfactory</b>  | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>  |
|   | Classroom norms are written but do not speak to risk taking, collaboration, and respect for thinking or classroom norms have not been addressed.   | Classroom norms are written and encourage risk taking, collaboration and respect for thinking, yet the teacher and student interactions do not align with the written norms. | Classroom norms are written and encourage risk taking, collaboration and respect for thinking. The teacher and student interactions often align with the written norms.  | Classroom norms are written and encourage risk taking, collaboration and respect for thinking. The teacher and student refer to the norms regularly, and interactions align with the written norms. |
|   | <b>Possible Distinguished Observables: Teacher</b>   |  | <b>Possible Distinguished Observables: Student</b>   |   |
|   | <ul style="list-style-type: none"> <li>Teacher engages students in a norm-setting activity for the class.</li> <li>Teacher displays the written norms, refers to them, and gives the class feedback on adhering to the norms.</li> </ul> |  | <ul style="list-style-type: none"> <li>Students engage in debate over an issue in a respectful manner.</li> <li>Students refer to discussion/behavioral norms on a chart or in their notebook to redirect a student behavior.</li> <li>Students suggest revisions to classroom norms.</li> </ul> |   |
| <b>Notes:</b>   |  |  |  |   |

| <b>CEC11 Classroom Environment &amp; Culture: Student status</b>                      |  |  |  |   |
|---|--|--|--|---|
| <b>State Criteria 5: Fostering and managing a safe, positive learning environment</b> | <b>Unsatisfactory</b>  | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>  |
|   | Patterns of interaction or lack of interaction promotes rivalry and/or unhealthy competition among students or some students are relegated to low status positions.  | Patterns of interactions between teacher and students may unintentionally send messages that some students' contributions are more valuable than others. | Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.  | Patterns of interaction between teacher and students, and among students indicate that all are valued for their contributions. Opportunities that support student efficacy, value mistakes as sites for possible learning, and foster intellectual risk taking are present. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>Teacher models alternative ways of thinking about problems.</li> <li>Teacher uses a wrong answer to uncover a common misconception and how to avoid it.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>Student says, "I'm not sure if this is correct, but here is my idea."</li> <li>Students know that their status in the classroom comes from their ability to think and reason.</li> <li>Student brings problem to the document camera and says, "I need help with this!"</li> </ul> |   |
|   | <b>Notes:</b>  |  |  |   |

| <b>CEC12</b>  | <b>Concern for student emotional and physical well being</b>  |  |  |  |
|---|---|--|--|--|
| <b>State Criteria 5: Fostering and managing a safe, positive learning environment</b> | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>   |
|   | Teacher spends little or no time developing appropriate and positive adult-student relationships that attend to students' emotional and physical well-being.  | Teacher demonstrates appropriate adult-student relationships that foster students' emotional well-being. | Teacher and students demonstrate appropriate adult-student relationships that foster students' emotional and physical well-being; adapts academic and/or classroom expectations to meet individual student needs, while maintaining accountability as appropriate.   | Teacher and students demonstrate appropriate adult-student relationships that foster students' emotional and physical well-being; adapts academic and/or classroom expectations to meet individual student needs, while maintaining accountability as appropriate. Teacher has systems in place to keep track of student information and required support. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how new skills can be used in students' lives outside of school.</li> <li>• Teacher validates student thinking.</li> <li>• Teacher makes short-term adjustments to address student's individual emotional needs.</li> <li>• Teacher references anecdotal notes for student before beginning a lesson.</li> </ul> |  | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>• Students feel comfortable and at ease in the class.</li> <li>• Students ask for help from peers when needed.</li> <li>• Students value peers' opinions.</li> <li>• Students assist each other to fully participate in classroom activities.</li> </ul> |  |
|   | <b>Notes:</b>   |  |  |  |

|   |   |   |  |   |
|---|---|---|--|---|
| <b>CEC13</b>  | <b>Approachable towards all students</b>  |   |  |   |
| <b>State Criteria 5: Fostering and managing a safe, positive learning environment</b> | <b>Unsatisfactory</b>   | <b>Basic</b>  | <b>Proficient</b>  | <b>Distinguished</b>  |
|   | Teacher’s professional role toward students is unfriendly or crosses appropriate boundaries.  | Teacher may be uncomfortable or unsure about how to approach unfamiliar students or situations. | Teacher approaches all students respectfully, whether known or unknown, and assists them in problem solving and monitoring behavior.   | Teacher approaches all students respectfully, whether known or unknown, and assists them in problem solving and monitoring behavior. Teacher recognizes situations where more information might be needed before action can be taken, or when others need to be involved. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>• Teacher uses guiding questions to help students problem-solve on their own.</li> <li>• Students who are struggling with a concept are supported by probing questions from the teacher.</li> </ul> |   | <b>Possible Distinguished Observables: Student</b> <ul style="list-style-type: none"> <li>• Students ask each other for help.</li> <li>• Students explain issues impacting their learning with the teacher.</li> </ul> |   |
| <b>Notes:</b>   |   |   |  |   |

| <b>CC1 Communication student progress with parents and caretakers</b>                      |  |  |   |   |
|--|--|--|---|---|
| <b>State Criteria 7: Communicating and collaborating with parents and school community</b> | <b>Unsatisfactory</b>  | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>  |
|  | Teacher rarely communicates in any manner with parents and caretakers about student progress.  | Teacher occasionally communicates with parents and caretakers about student progress, but usually relies on only one method for communication. | Teacher frequently uses multiple tools to communicate in a timely and positive manner about student progress with all parents and caretakers. | Teacher frequently uses multiple tools to communicate in a timely and positive manner with all parents and caretakers about student progress. Teacher effectively engages in two-way forms of communication and is responsive to parent and caretaker insights. |
|  | <b>Possible Distinguished Observables: Teacher</b>   |  |   |   |
|  | <ul style="list-style-type: none"> <li>• Teacher is fully prepared for parent conferences.</li> <li>• Teacher facilitates student-led conferences with parents and caretakers.</li> <li>• Teacher collaborates with peers.</li> <li>• Teacher has multiple data points to share with parents and caretakers.</li> <li>• Teacher communicates positively with parents and caretakers using multiple formats.</li> </ul> |  |   |   |
| <b>Notes:</b>  |  |  |   |   |

| CC2 Culturally relevant communication with parents and caretakers                          |   |  |   |   |
|--|---|--|---|---|
| <b>State Criteria 7: Communicating and collaborating with parents and school community</b> | Unsatisfactory  | Basic  | Proficient  | Distinguished   |
|  | Teacher communicates with parents and caretakers about student progress in the same manner without regard to student background.  | Teacher communicates with parents and caretakers about student progress in the same manner with regard to some students' background. | Teacher uses multiple tools to communicate in a culturally sensitive, timely, and positive manner about student progress with all parents and caretakers. | Teacher uses multiple tools to communicate in a culturally sensitive, timely, and positive manner with all parents and caretakers about student progress. Teacher effectively engages in two-way forms of communication and is responsive to parent and caretaker insights. |
|  | <p><b>Possible Distinguished Observables: Teacher</b></p> <ul style="list-style-type: none"> <li>• Teacher web page is updated weekly with course syllabus, assignments, and policies.</li> <li>• Teacher uses blog or parent access to enter project information, homework updates, etc.</li> <li>• Written and verbal communication to parents and caretakers is accessible.</li> <li>• Teacher ensures important learning documents are translated into the first language of parents and caretakers as needed.</li> </ul> |  |   |   |
| <b>Notes:</b>  |   |  |   |   |

| CC3 Goals of instruction are communicated to parents and caretakers                        |  |  |  |  |
|--|--|--|--|--|
| <b>State Criteria 7: Communicating and collaborating with parents and school community</b> | Unsatisfactory   | Basic  | Proficient   | Distinguished  |
|  | Teacher rarely communicates in any manner with parents and caretakers about goals of instruction.  | Teacher occasionally communicates with parents and caretakers about goals of instruction, but usually relies on only one method for communication. | Teacher frequently uses multiple tools to communicate in a culturally sensitive, timely, and positive manner about goals of instruction with all parents and caretakers. | Teacher frequently uses multiple tools to communicate in a culturally sensitive, timely, and positive manner about goals of instruction with all parents and caretakers. Teacher effectively engages in two-way forms of communication and is responsive to parent and caretaker insights. |
|  | <b>Possible Distinguished Observables: Teacher</b>   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Teacher shares succinct and relevant information about student progress at an intervention team meeting.</li> </ul> |  |  |  |
| <b>Notes:</b>  |  |  |  |  |

| CC4 Communication about instructional programs with community                       |   |   |   |   |
|---|---|---|---|---|
| State Criteria 7: Communicating and collaborating with parents and school community | Unsatisfactory  | Basic   | Proficient  | Distinguished   |
|   | Teacher conveys information about instructional programs with constituents of the school community but frequently requires support or reminders from supervisor.  | Teacher conveys information about instructional programs with some constituents of the school community but occasionally requires support or reminders from supervisor. | Teacher conveys information about instructional programs with constituents of the school community. | Teacher and students convey information about instructional programs with all constituents of the school community. |
|   | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>When asked, teacher is able to fluently describe the instructional programs in the school.</li> <li>Teacher prepares communication about the instructional program in a timely fashion.</li> <li>Teacher communicates with students, colleagues, parents, the principal, and support services.</li> </ul> |   |   |   |
|   | <b>Notes:</b>   |   |   |   |

| <b>CC5 Communication within the school community about student progress</b>                |   |  |  |   |
|--|---|--|--|---|
| <b>State Criteria 7: Communicating and collaborating with parents and school community</b> | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>  |
|  | Teacher requires support or reminders from supervisor to convey student progress information within school community.   | Teacher occasionally reports student progress information to relevant individuals within the school community. | Teacher frequently reports student progress information to relevant constituents within the school community. Teacher communicates accurately and positively about successes and challenges. | Teacher always reports student progress information to relevant constituents within the school community. Teacher and student communicate accurately and positively about successes and challenges. |
|  | <b>Possible Distinguished Observables: Teacher</b> <ul style="list-style-type: none"> <li>Teacher communicates with grade level team accurately and positively about successes and challenges for students in the Advanced Placement courses.</li> <li>Teacher responds accurately and positively to a request from a special education teacher.</li> <li>Teacher requests additional information from support staff in order to assist a student.</li> </ul> |  |  |   |
|  | <b>Notes:</b>   |  |  |   |

| EC1  | <b>Collaboration with peers to improve student learning</b>  |   |   |   |
|--|--|---|---|---|
| <b>State Criteria 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning</b> | <b>Unsatisfactory</b>  | <b>Basic</b>  | <b>Proficient</b>   | <b>Distinguished</b>  |
|  | Teacher is resistant to collaborate with peers for the purpose of improving student learning.  | Teacher occasionally collaborates with peers for the purpose of improving student learning. | Teacher consistently collaborates with peers for the purpose of improving student learning. | Teacher is always willing to collaborate and sometimes leads collaboration to improve student learning. |
|  | <p><b>Possible Distinguished Observables: Teacher</b></p> <ul style="list-style-type: none"> <li>• In a team situation, the teacher gives fair air time, participates, shares ideas and work load, and helps teammates.</li> <li>• Teacher shares resources fairly with department or grade level.</li> <li>• Teacher focuses on student achievement during teacher collaboration time.</li> </ul> |   |   |   |
| <p><b>Notes:</b></p>   |  |   |   |   |

| <b>EC2</b>   | <b>Collaboration with peers to improve instructional practice</b>   |  |  |   |
|--|---|--|--|---|
| <b>State Criteria 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning</b> | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>  |
|  | Teacher is resistant to collaborate with peers for the purpose of improving instructional practice.   | Teacher occasionally collaborates with peers for the purpose of improving instructional practice in ways that support student achievement of the learning targets. | Teacher consistently collaborates with peers for the purpose of improving instructional practice in ways that support student achievement of the learning targets. | Teacher is always willing to collaborate and sometimes leads collaboration to improve instructional practices in ways that support student achievement of the learning targets. |
|  | <p><b>Possible Distinguished Observables: Teacher</b></p> <ul style="list-style-type: none"> <li>• Teacher shares successful lessons and asks for feedback.</li> <li>• Teacher works with peers on a lesson, asks for a peer to observe, and participates in a reflective conversation.</li> <li>• Teacher makes specific observable changes in his/her practice as a result of collaboration.</li> <li>• Teacher works with a colleague to set professional goals related to student achievement.</li> </ul> |  |  |   |
| <p><b>Notes:</b></p>   |   |  |  |   |

| <b>EC3 Professional and collegial relationships</b>  |  |   |   |   |
|--|--|---|---|---|
| <b>State Criteria 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning</b> | <b>Unsatisfactory</b>  | <b>Basic</b>  | <b>Proficient</b>   | <b>Distinguished</b>  |
|  | Teacher rarely develops and sustains professional and collegial relationships for the purpose of student, staff or district growth.  | Teacher occasionally supports and sustains professional and collegial relationships for the purpose of student, staff or district growth. | Teacher consistently supports and sustains professional and collegial relationships for the purpose of student, staff or district growth. | Teacher initiates, supports and sustains professional and collegial relationships for the purpose of student, staff or district growth. |
|  | <p><b>Possible Distinguished Observables: Teacher</b></p> <ul style="list-style-type: none"> <li>• Teacher knows how to communicate with peers in a way that is honest about practice but respects the individual.</li> <li>• Teacher is able to pose inquiry questions to peers and engage in professional dialogue.</li> <li>• Teacher sets and works towards instructional practice goals with colleagues.</li> </ul> |   |   |   |
| <b>Notes:</b>  |  |   |   |   |

| <b>EC4 Supports school, district, or state initiatives</b>   |   |  |   |  |
|--|---|--|---|--|
| <b>State Criteria 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning</b> | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>   |
|  | Teacher does not support and is often unaware of school, district, or state initiatives.  | Teacher occasionally supports and has a basic understanding of school, district, or state initiatives. | Teacher consistently supports and has professional understanding of school, district, or state initiatives. | Teacher always supports and looks for opportunities to take on leadership roles in developing and implementing school, district, or state initiatives. |
|  | <p><b>Possible Distinguished Observables: Teacher</b></p> <ul style="list-style-type: none"> <li>• Teacher works with colleagues to understand and better implement instruction toward state standards.</li> <li>• Teacher relates current successful practices to new initiatives.</li> <li>• Teacher asks thoughtful questions about new initiatives to clarify purpose and expectations.</li> </ul> <p><b>Notes:</b></p> |  |   |  |