

Teacher Performance Rubric

Standard 1	1	2	3	4
LEARNER DEVELOPMENT	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.			
1.1 Demonstrates an understanding of how children/adolescents learn and develop. The teacher knows how to use instructional strategies to promote student learning.	Demonstrates minimal knowledge of student patterns of learning and development.	Demonstrates basic knowledge of student patterns of learning and development, and is aware of different levels, but tends to teach to the whole class.	Demonstrates thorough knowledge of student patterns of learning and development by regularly self-assessing, designing, and modifying instruction to meet learner's needs.	Demonstrates expertise in understanding and interpreting student patterns of learning and development.
1.2 Designs and implements developmentally appropriate instruction.	Implements activities and assignments that are not developmentally appropriate for students.	Implements some activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that challenge each student at his/her developmental level.
Possible Teacher Evidence (The teacher...)		Possible Student Evidence (The student...)		Guiding Questions
<ul style="list-style-type: none"> ▪ Uses differentiation ▪ Uses data for flexible grouping ▪ Identifies the accommodations/ adaptations that must be made for individual ELL students or groups within a lesson and/or unit of instruction ▪ Makes visible accommodations and adaptations throughout the classroom and units of instruction ▪ Organizes students into groups with the expressed idea of deepening their knowledge of informational content ▪ Sets up structures which allow flexible grouping for individual re-teaching and/or extensions ▪ Scaffolds questions for all students for language and ability needs ▪ Allows various responses to show understanding ▪ Gives wait time equitably ▪ Designs learning opportunities that often accommodate students' learning styles, skill levels, interests and cultural heritage ▪ Makes verbal responses that are age/ individually appropriate ▪ Listens for and understands the learning needs of students and has a plan to meet them ▪ Is clear about individual instructional learning targets ▪ Matches instructional resources to learning goals ▪ Uses a variety of instructional strategies and approaches to engage most students in learning 		<ul style="list-style-type: none"> ▪ Is aware of available resources and access them appropriately ▪ Says that the teacher expects everyone to participate ▪ Says that the teacher asks difficult questions of every student ▪ Says that the teacher helps them answer questions successfully ▪ Asks questions and takes risks as they try new learning ▪ Works at appropriate levels of challenge and rate ▪ Feels challenged but not overwhelmed ▪ Shows growth towards acquiring skills, knowledge and processes ▪ Feels that the teacher is invested in their success and tracks their progress and productivity ▪ Has adequate time to complete tasks 		<ul style="list-style-type: none"> ▪ How is student data used to modify instruction? ▪ Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding? ▪ Is there a demonstrated understanding of student development?

Standard 2	1	2	3	4
LEARNING DIFFERENCES	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.			
2.1 Make appropriate and timely provisions for individual students with particular learning differences and needs	Rarely differentiates instruction according to students' learning differences or needs.	Attempts to differentiate instruction according to students' learning differences or needs.	Differentiates instruction according to students' learning differences or needs.	Anticipates individual students' learning needs by proactively designing differentiated instruction, and makes effective differentiation decisions while teaching
2.2 Incorporates tools of language development in to planning and instruction to support development of academic language proficiency.	Rarely use strategies and tools to support student development of academic language proficiency.	Attempts to use strategies and tools to support student development of academic language proficiency.	Uses strategies and tools to support student development of academic language proficiency.	Incorporates knowledge about student cultural heritage in the development of academic language.
Possible Teacher Evidence (The teacher...)	Possible Student Evidence (The student...)		Guiding Questions	
<ul style="list-style-type: none"> ▪ Has informal conversations with students about topics in which they are interested ▪ Builds student interests into lessons ▪ Compliments students regarding academic and personal accomplishments ▪ Uses humor with students when appropriate ▪ Makes eye contact with students ▪ Smiles, nods, etc. at students when appropriate ▪ Displays sensitivity to culture ▪ Organizes space to accommodate special learning/ physical needs of the group ▪ Takes learning styles into account 	<ul style="list-style-type: none"> ▪ Describes the teacher as someone who knows them and/or is interested in them ▪ Responds when the teacher demonstrates understanding of their interests and background ▪ Participates willingly in collaborative activities ▪ Describes the teacher as someone who values and respects them ▪ Responds respectfully to the teacher's verbal and nonverbal interactions ▪ Demonstrates a strong sense of belonging ▪ Asks questions and take risks as they try new learning 		<ul style="list-style-type: none"> ▪ Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understandings or skills? ▪ Is an understanding of students' needs and backgrounds demonstrated? ▪ Are high expectations for <u>all</u> students consistently communicated? ▪ Are tools of language development used to scaffold learning for diverse students? 	

Standard 3		1	2	3	4
LEARNING ENVIRONMENTS		The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.			
3.1	Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.	Ineffectively designs and manages the learning environment and/or instructional time, resulting in students failing to engage in learning.	Attempts to design and manage the learning environment and/or instructional time to accommodate students' needs and involvement in learning.	Designs and manages the learning environment and instructional time to accommodate all students' needs and involvement in learning.	Proactively establishes systems in which both teacher and students manage the learning environment, transitions and instructional time to maximize active involvement in learning for all students.
3.2	Communicates with students in ways that respect unique backgrounds and support a positive classroom climate with regard to race, culture, gender, sexual orientation, religion, socio-economic status, & exceptionalities.	Does not build a classroom community based upon shared values and expectations. Fails to communicate with students in a fair and respectful manner.	Attempts to build a classroom community based on shared values and expectations. Communicates with students in a fair and respectful manner.	Creates a positive classroom community based on shared values & expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, socio-economic status, & exceptionalities.	Collaborates with students to facilitate their self-reflection and ownership for ongoing improvement of the classroom community based upon respect, fairness, and the inherent value of all members.
3.3	The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures	Teacher does not effectively monitor student behavior or respond consistently. Minimal standards of conduct or systems for performing non-instructional tasks are in place.	Standards of conduct and systems for performing non-instructional tasks are in place; however, they are at times inconsistent or unclear. Teacher monitors student behavior and responds with moderate effectiveness.	Standards of conduct are clear; efficient systems for performing non-instructional tasks are in place. Teacher monitors student behavior and responds effectively.	Standards of conduct and efficient systems encourage students to independently monitor their behavior and performance. Monitoring by teacher is subtle and preventive.
Possible Teacher Evidence (The teacher...)		Possible Student Evidence (The student...)			Guiding Questions
<ul style="list-style-type: none"> ▪ Has a learning target/ goal posted so that all students can see it ▪ Uses a variety of ways to celebrate success (e.g., show of hands, round of applause) ▪ Employs one or more strategies to re-engage students if students are not engaged ▪ Employs crisp transitions from one activity to another ▪ Alters the pace appropriately (e.g., speeds up, slows down) ▪ Is purposeful to design the classroom in regard to teaching spaces and placement of resources ▪ Provides cues or signals when a rule or procedure should be used ▪ Moves around the room and uses proximity when needed ▪ Scans the entire room, making eye contact with all students ▪ Provides verbal/ nonverbal signals when students' behavior is not appropriate ▪ Provides verbal/ nonverbal cues and signals to acknowledge and reinforce positive behavior 		<ul style="list-style-type: none"> ▪ Can explain why the content is important to pay attention to ▪ Moves to groups in an orderly fashion ▪ Appears to understand expectations about appropriate behavior in groups ▪ Visibly adjusts their level of engagement based on teacher actions ▪ Quickly responds to transitions and re-engages when a new activity begins ▪ Increases their attention levels when the teacher demonstrates intensity and enthusiasm for the content ▪ Moves easily about the classroom ▪ Follows the established rules and procedures ▪ Can describe established rules and procedures ▪ Recognizes cues and signals from the teacher ▪ Recognizes that the teacher is aware of their behavior ▪ Ceases inappropriate behavior when signaled by the teacher ▪ Accepts consequences as part of the way class is conducted ▪ Responds to positive reinforcement 			<ul style="list-style-type: none"> ▪ In what ways is the environment organized to engage students in learning? ▪ Is a behavior system in place which promotes a climate of respect and learning? ▪ Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior, and the classroom environment? ▪ Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year?

Standard 4	1	2	3	4
CONTENT KNOWLEDGE	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.			
4.1 Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) he/she teaches.	Displays minimal content knowledge. Instructional practices indicate little awareness of learning progressions and such knowledge is incomplete or inaccurate.	Displays basic content knowledge. Instructional practices indicate some awareness of learning progressions, although such knowledge may be incomplete or inaccurate.	Displays thorough content knowledge. Instructional practices reflect understanding of learning progressions within the discipline.	Displays mastery of content knowledge. Instructional practices reflect understanding of learning progressions allowing for flexible adjustments to address students at their current level.
4.2 Integrates culturally relevant content to build on learner's background knowledge in the discipline(s) and setting(s) he/she teaches.	Demonstrates inadequate knowledge of learners' cultural backgrounds and experiences and lacks ability to design learning experiences as a result.	Demonstrates limited knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Designs learning experiences that integrate culturally relevant content for each student within the context of the curriculum.
4.3 Engages students in learning experiences in the discipline(s) and settings he/she teaches that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	Rarely applies strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	Attempts to apply strategies designed to engage students in understanding, questioning, and analyzing ideas from diverse perspectives within the discipline.	Applies strategies designed to engage students in understanding, questioning, and analyzing ideas from diverse perspectives within the discipline.	Creates an interactive environment where students take the initiative to independently understand, question, and analyze ideas from diverse perspectives within the discipline.

Possible Teacher Evidence (The teacher...)	Possible Student Evidence (The student...)	Guiding Questions
<ul style="list-style-type: none"> ▪ Uses content language appropriately ▪ Connects content to the standards ▪ Engages in content discussions with colleagues ▪ Communicates standards to parents ▪ Uses assessments that reflect standards ▪ Can describe resources within the classroom that will be used to enhance students' understanding of the content ▪ Anticipates misconceptions that students may experience ▪ Asks and answers questions to clarify content and minimize student misconceptions ▪ Is confident about and well-grounded in content knowledge ▪ Is stimulated by the content he/she teaches and is constantly learning to deepen his/her own understanding, knowledge and pedagogy ▪ Uses materials and resources that support and enhance the connection of old and new knowledge and understandings 	<ul style="list-style-type: none"> ▪ Can summarize the important content ▪ Can describe the standard that is being worked on ▪ Can describe how content is related to previous lessons, units, or other content ▪ Is curious about content to be learned and willing to participate ▪ Makes connections and relationships between the content, other areas of the curriculum and the real world ▪ Engages in constructive dialogue with the teacher and peers about ideas and content ▪ Use materials and resources appropriately to access the content 	<ul style="list-style-type: none"> ▪ Are opportunities created to develop academic language as a part of the content instruction? ▪ Is instruction connected to state content standards? ▪ Are multiple levels of questioning strategies used to engage students? ▪ Do students understand the purpose of lessons and value of the content area being taught?

Standard 5		1	2	3	4
APPLICATION OF CONTENT		The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.			
5.1	Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.	Rarely designs learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	While not always effective, the teacher attempts to design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Designs learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Embeds interdisciplinary connections within curriculum, allowing students to independently relate these connections to key concepts and underlying themes.
5.2	Engages learners in critical and creative thinking, encouraging new ideas and approaches.	Rarely applies strategies which encourage students' formation of independent ideas and creative approaches.	Attempts to apply strategies that may allow students to form independent ideas and creative approaches that are sometimes connected to relevant content.	Applies strategies that facilitate students' formation of independent ideas and creative approaches that are connected to relevant content.	Creates an environment that regularly encourages students' formation of independent ideas and creative approaches.
Possible Teacher Evidence (The teacher...)		Possible Student Evidence (The student...)			Guiding Questions
<ul style="list-style-type: none"> ▪ Cues the importance of upcoming information ▪ Previews new content by activating students' prior knowledge ▪ Breaks lecture into segments to allow for processing time ▪ Presents situations or problems that require inferences ▪ Asks students to state or record what they are clear about and what they are confused about ▪ Asks students to examine the strength of support presented for a claim (statement of a clear claim, evidence for the claim presented, qualifiers presented showing exceptions to the claim) ▪ Repeats academic vocabulary throughout learning activities ▪ Possesses an adequate vocabulary that can be called upon to aid learning and challenge students ▪ Make connections to other content areas ▪ Expects students to give reasoning and/or evidence behind their thinking with answers ▪ Encourages students to explain the "big ideas" of content 		<ul style="list-style-type: none"> ▪ Can explain connections with prior knowledge ▪ Makes predictions about upcoming content ▪ Actively engages in previewing activities ▪ Visibly adjusts their level of engagement ▪ Processes with classmates ▪ Uses higher-level thinking skills ▪ Can explain what they are clear about and what they are confused about ▪ Gives reasoning and/or evidence behind their thinking with answers ▪ Refers to and use previous academic vocabulary ▪ Uses content vocabulary in student- and teacher-led conversations ▪ Asks appropriate questions to clarify and make meaning between prior and new learning ▪ Collaborates and problem-solves ▪ Engages in cognitively challenging activities/ tasks ▪ Questions themselves and others to clarify and deepen their understanding ▪ Voices "ah ha's" and excitement about learning ▪ Explains, justifies, and test hypotheses ▪ Can explain the "big ideas" of content 			<ul style="list-style-type: none"> ▪ How is content made "real" to students as they reach the level of application? ▪ Are students' literacy skills supported by instruction which allows them to access and demonstrate understanding of the content area? ▪ What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively? ▪ Are different strategies being used for instruction? ▪ Is content being connected in a relevant way to students' lives? ▪ Are students given the opportunity to demonstrate understanding of content?

Standard 6	1	2	3	4
ASSESSMENT	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.			
6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learner can demonstrate their knowledge and skills.	Rarely aligns assessments with learning objectives and/ or do not enable students to demonstrate their learning.	Designs and/or selects formative and summative assessments that sometimes do not align with learning objectives, and may use limited measures for learners to demonstrate what they know.	Designs and/or selects formative and summative assessments that align with learning objectives and use multiple measures for learners to demonstrate what they know.	Designs and/or selects assessments that clearly inform students of their progress and encourage them to take responsibility for their learning by showing an understanding of where they are and their next steps for learning.
6.2 Works independently and/or collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.	Rarely examines assessment data independently and/or with colleagues; uses assessment solely as a means to determine a grade.	Documents, analyzes and interprets limited student assessment data independently and/or with colleagues; assessment data is sometimes used to identify student learning needs.	Documents, analyzes and interprets a variety of student assessment data, independently and/or with colleagues, to identify individual student learning needs, trends, and patterns among groups of students to inform instruction.	Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, resulting in a continuous feedback loop of effective assessment informing effective instruction.
6.3 Engages learners in understanding and identifying learning targets to produce quality work and provides them with effective descriptive feedback to guide their progress.	Rarely provides learning targets, models, or feedback to students to improve the quality of their work.	Sometimes provides learning targets for student work and/or standards may lack specific expectations. Sometimes provides models and feedback to guide students in methods for improving the quality of their work.	Provides explicit learning targets for student work. Provides models and feedback to guide students in methods for improving the quality of their work.	Models and facilitates processes that involve students in examining and assessing their work products, both individually and collectively, using clearly defined learning targets. Allocates time to provide specific descriptive feedback to individual learners.

Standard 6 (cont.)

Possible Teacher Evidence (The teacher...)	Possible Student Evidence (The student...)	Guiding Questions
<ul style="list-style-type: none"> ▪ Uses common assessments designed by collaborative teams to assess student learning ▪ Explains the structure of assessments to students and how they will be graded ▪ Differentiates assessment practices according to student needs ▪ Analyzes data from formal and informal assessments to plan ▪ Helps students track their individual progress on the learning goal ▪ Charts the progress of the entire class on the learning goal ▪ Has a scale or rubric aligned to the learning goal posted so that all students can see it ▪ Makes reference to the scale or rubric throughout the lesson ▪ Acknowledges students who have achieved a certain score and/or made gains in their knowledge and skill relative to the learning goal ▪ Asks students to state or record what they might have done to enhance their learning ▪ Reviews assessment results and shares appropriate data with students ▪ Provides positive and constructive feedback equitably for all students ▪ Provides feedback that is accurate, constructive, meaningful, specific and timely ▪ Is aware of the methods and frequency of feedback in his/her classroom ▪ Assesses and reteaches continuously as appropriate 	<ul style="list-style-type: none"> ▪ Knows what to expect on assessments ▪ Can explain why they were assigned a specific grade on an assessment ▪ Can explain what they need to learn next to improve their performance on an assessment ▪ Are engaged in different assessment activities based on their individual needs and abilities ▪ Can describe their status relative to the learning goal using the scale or rubric ▪ Reflects regularly about their learning ▪ Can explain the meaning of the levels of performance articulated in the scale or rubric ▪ Can explain how they will achieve the learning target/ goal ▪ Can explain what they could have done to enhance their learning ▪ Conferences with the teacher about assessment results ▪ Interacts with their peers about goals and performance ▪ Asks clarifying questions about standards, and their responsibility as a learner to meet them ▪ is motivated to improve their performance ▪ Responds to feedback positively rather than defensively ▪ Uses feedback in their learning 	<ul style="list-style-type: none"> ▪ Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study? ▪ How is assessment data reviewed, both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction? ▪ Do students receive timely and effective feedback to guide their academic progress?

Standard 7		1	2	3	4
PLANNING FOR INSTRUCTION		The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.			
7.1 Designs learning experiences aligned to curriculum standards and student needs.	Rarely demonstrates evidence of planning aligned to curriculum standards and student needs.	While not always effective, attempts to create short- and long-term plans which may be aligned to curriculum standards. Attempts to integrate student learning needs, goals, and learning activities into plans.	Creates short- and long-term plans aligned to curriculum standards. Lesson plans integrate student learning needs, goals, and learning activities.	Lesson plans reflect understanding of prerequisite relationship between curriculum standards. Teacher is proactive in planning for student misconceptions and addressing them before proceeding.	
7.2 Evaluates and adjusts plans based on student performance.	Rarely evaluates or adjusts instructional plans based upon student performance.	Sometimes adjusts instructional plans based upon student performance.	Adjusts instructional plans based upon student performance by tailoring instruction and strategies to meet student needs.	Anticipates and plans for a wide range of adaptations to lessons based on analysis of individual student outcomes. Engages with students to identify adjustments in instruction that best meet their learning needs.	
7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.	Rarely accesses and responds to colleagues and/or specialists for collaborative planning.	Consultation with colleagues and/or specialists sometimes influences the design of instruction to address unique learning needs.	Collaborates with colleagues and/or specialists to design instruction that addresses unique learning needs.	Anticipates unique student needs and collaborates with colleagues and/or specialists to proactively address them.	
Possible Teacher Evidence (The teacher...)		Possible Student Evidence (The student...)		Guiding Questions	
<ul style="list-style-type: none"> ▪ Modifies instruction based on assessment results ▪ Has a learning target/ goal posted so that all students can see it ▪ Ensures that the learning target/ goal is a clear statement of knowledge or skill as opposed to an activity or assignment ▪ Makes reference to the learning target/ goal throughout the lesson ▪ Regularly designs learning opportunities that accommodate students' learning styles, skill levels, interests and cultural heritage ▪ Asks age appropriate questions based on interests/ abilities of the students ▪ Aligns instructional goals with district curriculum frameworks and standards ▪ Incorporates within goals the important concepts, knowledge, skills and/or processes of the discipline ▪ Develops assessable goals aligned to standards ▪ Develops goals that are student learning centered ▪ Listens for and understands the learning needs of students and has a plan to meet them ▪ Is confident and clear about instructional expectations and learning targets ▪ Uses long-range plans that are congruent with learning goals ▪ Directs instructional resources toward learning goals ▪ Is organized and ready ▪ Is clear about where instruction is going 		<ul style="list-style-type: none"> ▪ Can explain the learning target for that day's lesson ▪ Can explain the relationship between the daily target to the long-term learning goal ▪ Can explain how their current activities relate to the learning target/ goal ▪ Demonstrates that activities and assignments are meaningful ▪ Works at appropriate levels of challenge and rate ▪ Works at classroom tasks that are directly related to the instructional goal ▪ Feels challenged, but not overwhelmed ▪ Is confident of success most of the time ▪ Recalls and states connections to prior instruction and learning activities ▪ Can explain what they can do ▪ Progresses through learning experiences ▪ Acquire skills, knowledge and processes 		<ul style="list-style-type: none"> ▪ Do planned lessons assist students in meeting learning goals and relevant standards of proficiency? ▪ Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs? ▪ Is data from team meetings used to inform instructional plans? ▪ Is student achievement data used to differentiate instruction? 	

Standard 8	1	2	3	4
INSTRUCTIONAL STRATEGIES	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.			
8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)	Rarely uses varied instructional processes; utilizes only a teacher-directed instructional approach.	Some integration of role variation, but relies primarily on direct instruction.	Varies role between instructor, facilitator, guide and audience. Considers learners' needs and instructional goals in determining appropriate instructional role.	Integrates a variety of roles for all members of the classroom community, so students take on various roles.
8.2 The teacher understands how content and skill development can be supported by media and technology and incorporated into instruction.	Rarely incorporates effective available media and technology in support of content and skill development	Moderately effective at incorporating available media and technology; support of content and skill development is not always clear.	Incorporates available media and technology that clearly supports content and skill development.	Seeks out and used new and/or innovative ways to integrate available media and technology to support content and skill development.
8.3 Uses a variety of instructional strategies to support and expand learners' understanding of communication through speaking, listening, reading, writing, and other modes.	Rarely uses instructional strategies which provide opportunities for students to communicate.	Sometimes uses instructional strategies which provide opportunities for students to communicate. May not allow for a variety of methods for communicating.	Uses instructional strategies which provide regular opportunities for students to develop and use a variety of methods for communicating.	Uses instructional strategies to create an interactive environment where students select and use a variety of communication modes.
8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.	Rarely uses questioning strategies to stimulate discussion that enhances student learning.	While not always effective, attempts to use questioning strategies to stimulate discussion that enhances student learning.	Uses effective questioning strategies to stimulate discussion that enhances student learning.	Flexibly uses questioning strategies, based on in the moment analysis of student understanding, to stimulate discussion and move students forward in their learning.
8.5 Engages all learners in developing higher order thinking skills and metacognitive processes.	Rarely uses teaching strategies to develop higher order thinking skills or metacognitive processes.	Uses a limited number of strategies that are sometime effective at developing higher order thinking skills and metacognitive processes for most learners.	Uses various strategies to engage all learners in developing higher order thinking skills and metacognitive processes.	Creates a classroom culture where students use higher order thinking skills and metacognitive processes, both independently and with others, as a natural part of the learning process.

Possible Teacher Evidence (The teacher...)	Possible Student Evidence (The student...)	Guiding Questions
<ul style="list-style-type: none"> ▪ Monitors and adjusts the pace, sequence and content of instruction to match learning needs and styles ▪ Uses a variety of instructional strategies and approaches to engage students in learning ▪ Uses carefully framed questions to enable students to reflect on their understanding and consider new possibilities ▪ Asks higher level Blooms' questions over 50% of the time (e.g., application, analysis, evaluation, synthesis) ▪ Engages students in activities that require them to examine similarities and differences between content ▪ Uses advance organizers and/or anticipation guides to activate knowledge ▪ Engages students in practice activities that are appropriate to their current ability to execute a skill, strategy, or process ▪ Employs crisp transitions from one activity to another ▪ Uses response rate techniques to maintain student engagement in questions (e.g., wait time, response cards, hand signals, choral response, technology, etc.) ▪ Breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly ▪ Uses unusual or intriguing information about the content to enhance student engagement ▪ Has students examine multiple perspectives and opinions about the content ▪ Uses teacher and student generated nonlinguistic images ▪ Has students working in collaborative groups ▪ Strengthens literacy using Cornell notes, Socratic seminars and/or argumentation ▪ Has students interacting with text 	<ul style="list-style-type: none"> ▪ Is motivated, involved in learning, and engaged in activities that links new and prior knowledge ▪ Takes turns speaking, occasionally responding to fellow students' comments while sharing their own insights ▪ Participates appropriately in class discussions ▪ Feels validated as a person with a meaningful contribution to the class discussion ▪ Sets personalized learning goals ▪ Adapts quickly to transitions then re-engage ▪ Responds to questions posed by the teacher ▪ Says that the teacher expects everyone to participate ▪ Says that the teacher asks difficult questions of every student ▪ Says that the teacher won't "let you off the hook" ▪ Demonstrates increased engagement when unusual or intriguing information is presented about the content ▪ Engages in friendly controversy activities with enhanced engagement ▪ Makes comparisons and generate inferences about the content ▪ Represents the content using nonlinguistic representations accurately ▪ Participates actively in collaborative learning ▪ Demonstrates higher order thinking (Blooms) by engaging in decision making, problem solving, investigation and/or inquiry ▪ Includes critical content in their notes and in their summaries ▪ Interacts with text 	<ul style="list-style-type: none"> ▪ Are varied roles used (at appropriate times) during the instructional process? ▪ Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? ▪ Do students receive encouragement in applying various levels of questioning and problem-solving strategies? ▪ Is collaboration in inquiry and problem-solving encouraged among students?

Standard 9	1	2	3	4
PROFESSIONAL LEARNING AND ETHICAL PRACTICE	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.			
9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others.
9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.	Does not use evidence to self-assess professional practice.	Uses few sources of evidence to self-assess professional practice.	Utilizes multiple sources of evidence to self-assess professional practice.	Integrates experimentation, data analysis, and reflection into daily professional practice. Readily engages in collaborative efforts to reflect on professional practice.
9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.	Demonstrates inadequate knowledge of federal, state, and district regulations and policies.	Demonstrates limited understanding of federal, state, and district regulations and policies.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities.

Standard 9 (cont.)	
Possible Teacher Evidence (The teacher...)	Guiding Questions
<ul style="list-style-type: none"> ▪ Identifies specific areas of his/her strengths and weaknesses ▪ Can explain the differential effects of specific classroom strategies and behaviors on specific categories of students ▪ Actively seeks help and input from appropriate school personnel to address issues that impact instruction ▪ Respects and maintains confidentiality of student and family information ▪ Is punctual and prepared for meetings ▪ Addresses other respectfully ▪ Assists in the effective functioning of a team/ group ▪ Actively participates and contributes ▪ Analyzes assessment results to evaluate and drive instruction ▪ Speaks positively about colleagues' actions and intentions ▪ Keeps track of specifically identified focus areas for improvement ▪ Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (e.g., different socio-economic groups, different ethnic groups) ▪ Designs a growth plan that outlines measureable goals, action steps, manageable timelines and appropriate resources for the students ▪ Keeps current data on student learning, attendance, home communication, behavior, etc. 	<ul style="list-style-type: none"> ▪ Are strengths and areas for growth identified during self-assessment? ▪ Are student outcomes or performance data used during self-assessment? ▪ Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth? ▪ Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?

Standard 10	1	2	3	4
LEADERSHIP AND COLLABORATION	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student collaborate with learners, families, colleagues, other school professionals, and community members learner growth, and to advance the profession.			
10.1 Takes an active role on the instructional team.	Rarely engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Sometimes engages in meetings and activities designed to plan curriculum, coordinate resources and solve problems.	Engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Initiates opportunities for staff collaboration to plan curriculum, coordinate resources, and solve problems.
10.2 Works collaboratively with students and families to support learner development and achievement.	Rarely invites interactive communication to support learner development and achievement.	Sometimes invites interactive communication. Shares information to support learner development and achievement.	Invites interactive communication to support learner development and achievement.	Uses interactive communication to foster a culture in which students know how to advocate for and articulate their learning needs in order to improve their achievement.
Possible Teacher Evidence (The teacher...)			Guiding Questions	
<ul style="list-style-type: none"> ▪ Utilizes the appropriate means of communication ▪ Presents to, works with, or speaks to the school board, ad hoc committees, PTA, etc. ▪ Fosters partnerships with families/ school/ community ▪ Encourages parent and community involvement in the classroom and in school activities ▪ Works cooperatively with appropriate school personnel to address issues that impact student learning ▪ Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways ▪ Serves as an appropriate role model regarding specific classroom strategies and behaviors ▪ Participates in staff development ▪ Shares ideas, strategies and information with colleagues ▪ Actively seeks help and input in data team meetings/ professional learning communities ▪ Keeps track of specific situations in which he/she has participated in school or district initiatives ▪ Sets professional goals that are congruent with district wide and school goals ▪ Engages in professional learning that is congruent with district wide, school and individual goals ▪ Designs a growth plan that outlines measureable goals, action steps, manageable timelines and appropriate resources for the teacher ▪ Brings current data to team meetings when called for 			<ul style="list-style-type: none"> ▪ Is there evidence of collaborative work with team members and/or the entire school to advance student learning? ▪ Are opportunities to lead in student learning and development sought? ▪ Are students, families, and other community resources encouraged to collaborate and be involved in learner development? 	