


# Educator Effectiveness Observation & Practice



## FRAMEWORK FOR EVALUATION:

### Classroom Teacher

Revised June 2021



**pennsylvania**  
DEPARTMENT OF EDUCATION

# **Educator Effectiveness Observation and Practice – Framework for Evaluation: Classroom Teacher**

## **DOMAIN 1: Planning and Preparation**

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' understanding of the subject as identified through effective use of assessments. Instructional outcomes are clear, represent important learning in the subject, and are aligned to academic standards. The instructional design includes relevant learning activities and modalities that are well sequenced and support all students in meeting high expectations in an environment that provides positive, equitable, and inclusive opportunities for learning.

<i>Component</i>	<i>Falling</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished</i>
<b>1A: Knowledge of Content and Pedagogy</b>	<ul style="list-style-type: none"> <li>• The teacher makes content errors in planning and practice.</li> <li>• The teacher does not consider prerequisite relationships when planning.</li> <li>• The teacher's plans reflect inappropriate or limited strategies for the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is familiar with the discipline but does not see conceptual relationships.</li> <li>• The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>• Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher identifies important concepts of the discipline, their relationships, and appropriateness to diverse students.</li> <li>• The teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</li> <li>• The teacher's plans and practice reflect familiarity with effective pedagogical approaches in the discipline.</li> </ul>	<p>The teacher's lessons reflect extensive knowledge of the discipline, structural relationships, and appropriateness to diverse students.</p> <ul style="list-style-type: none"> <li>• The teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and link to necessary cognitive structures to ensure student understanding.</li> <li>• The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating and addressing student misconceptions.</li> </ul>
<b>1B: Demonstrating Knowledge of Students</b>	<ul style="list-style-type: none"> <li>• The teacher designs instruction without any attention to different student cultures, learning needs, and skill levels.</li> <li>• The teacher does not attempt to ascertain varied ability levels, interests, or backgrounds among students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher has limited knowledge of, and little or no connection to, students' backgrounds and/or learning needs.</li> <li>• The teacher is aware of the different student ability levels, interests, and cultural backgrounds but tends to teach to the whole group; does not design lessons aligned to individual student needs or differentiate materials to accommodate differences.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher demonstrates a thorough knowledge of the cultural background and learning needs of student groups.</li> <li>• The teacher uses a variety of assessments to determine students' skill levels and social-emotional competencies and designs instruction accordingly, aligning lessons to individual student needs and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher actively seeks and values individual student's cultural background as well as cognitive and physical needs; applying that knowledge to advocate boldly on their behalf.</li> <li>• The teacher fosters student ownership of learning and personal development; promoting student success and autonomy.</li> </ul>
<b>1C: Setting Instructional Outcomes</b>	<ul style="list-style-type: none"> <li>• Instructional outcomes lack rigor and do not represent important learning in the discipline.</li> <li>• Instructional outcomes are unclear or are stated as activities and are not suitable for many students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional outcomes minimally reflect important learning in the discipline, representing moderate expectations.</li> <li>• Instructional outcomes are suitable for most of the class but focus on what students will do rather than learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional outcomes are related to the "big ideas" of the discipline and represent high expectations.</li> <li>• Instructional outcomes are clear and written in terms of what students will learn rather than do.</li> <li>• Instructional outcomes and assessments are suitable to groups of students in the class and are differentiated where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional outcomes are rigorous and reference curricular frameworks or blueprints to ensure accurate sequencing.</li> <li>• Instructional outcomes show evidence of student input in goal setting.</li> <li>• Instructional outcomes and assessments are suitable for diverse learners and differentiated to encourage individual students to take educational risks.</li> </ul>
<b>1D: Demonstrating Knowledge of Resources</b>	<ul style="list-style-type: none"> <li>• The teacher uses only district-provided materials, even when more variety would assist some students.</li> <li>• The teacher does not seek out resources available to expand his or her own skill.</li> <li>• Although aware of some student needs, the teacher does not inquire about possible resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses a variety of district-provided materials but provides limited supplemental resources and exhibits minimal knowledge of the availability of supplemental resources; does not seek out other resources and maintains few collaborative, external partnerships.</li> <li>• The teacher participates in content-area workshops offered by the school but does not pursue other professional development or training.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher seeks out a variety of multi-disciplinary resources to enhance student learning as well as the teacher's own knowledge and pedagogy.</li> <li>• The teacher sustains a variety of stakeholder contacts (e.g., community, businesses) to provide learning opportunities for students inside the classroom (e.g., guest speakers).</li> <li>• The teacher pursues training options (e.g., postsecondary coursework) to enhance instructional knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher demonstrates an extensive knowledge of resource availability and integrates into student learning and instructional practice, as appropriate.</li> <li>• The teacher actively maintains existing, and pursues new, stakeholder partnerships to provide multidisciplinary learning opportunities for students inside and outside the classroom and to enhance own knowledge.</li> <li>• The teacher pursues training opportunities and/or non-traditional learning opportunities (e.g., professional externships) to enhance instructional knowledge and real-world content connections.</li> </ul>
<b>1E: Designing Coherent Instruction</b>	<ul style="list-style-type: none"> <li>• The teacher delivers instruction in the current instructional setting without any effort to vary instructional design.</li> <li>• Learning activities/materials do not engage students and/or are not</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is comfortable with one instructional delivery system within the current instructional setting but cannot easily design or transition classroom instruction outside of prepared curriculum and learning tools.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher designs instruction in the current instructional setting to include more than one mode of delivery, relying on prepared curriculum and learning tools.</li> <li>• The teacher transitions effectively between modes of delivery, differentiating instruction to accommodate student groups with some opportunity for student interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher designs instruction to include multiple deliveries in the current instructional setting using a variety of engaging learner tools and activities.</li> <li>• The teacher seamlessly transitions from one delivery method to another, differentiates instruction to accommodate student learning modalities and modes of delivery, and provides ample opportunities for student interaction.</li> </ul>

	<ul style="list-style-type: none"> <li>well aligned to the instructional goals.</li> <li>Instructional grouping, where appropriate to learning, is not utilized.</li> <li>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities/resources are suitable and moderately challenging, but there is limited variety.</li> <li>Instructional groups are random or only partially support objectives.</li> <li>Lesson structure is uneven or may be unrealistic in terms of time expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities provide opportunities for higher-level thinking using a variety of appropriately challenging materials and resources.</li> <li>Instructional groups are well organized to support objectives.</li> <li>The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides a variety of differentiated resources to support authentic learning, critical thinking, and student choice.</li> <li>Instructional groups are organized to maximize student engagement.</li> <li>The lesson plan and unit are well structured and adaptable to change.</li> </ul>
1F: Designing Student Assessment	<ul style="list-style-type: none"> <li>Assessments do not match instructional outcomes and/or are absent criteria.</li> <li>No formative assessments have been designed.</li> <li>Assessment results do not affect plans for instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The planned assessments partially address the instructional outcomes; assessment criteria are vague.</li> <li>Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>Assessment results are used to design lesson plans for the whole class rather than individual students.</li> </ul>	<ul style="list-style-type: none"> <li>All learning outcomes have a method for assessment, which may include a non-traditional test design; plans indicate modified assessments for some students, as appropriate.</li> <li>Assessment criteria are clearly written and assessment types match learning expectations.</li> <li>Plans include the use of fully-developed assessments during instruction.</li> <li>Lesson plans indicate possible adjustments based on formative assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments are appropriate, differentiated, and provide opportunities for student choice.</li> <li>The teacher encourages students to participate in designing assessments for their own work and to develop rubrics according to teacher-specified learning objectives.</li> <li>Teacher-designed assessments are authentic with real-world application, as appropriate.</li> <li>Students provide input based on formative assessment data to inform instructional adjustments.</li> </ul>

# DOMAIN 2: Classroom Environment

Effective teachers organize their classrooms so that all students can learn. Teachers know and value their students' identities, as well as their academic, social, and emotional strengths and needs. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of instructional space, and supporting and engaging in the learning of classmates. Students and teachers work in ways that demonstrate their belief that rigorous effort will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.

<i>Component</i>	<i>Failing</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished</i>
<b>2A: Creating and Environment of Respect and Rapport</b>	<ul style="list-style-type: none"> <li>• The teacher's interactions with students lack caring and respect.</li> <li>• The teacher displays little familiarity with individual student's interests or personalities.</li> <li>• Student interactions are marked by conflict, with inappropriate responses directed toward each other and no intervention or response from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's interactions with student are respectful but attempts to connect with individual students are limited in their success.</li> <li>• The quality of interactions between teacher and students, or among students, is uneven, limited modeling of respectful tones in words and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's interactions with students demonstrate knowledge of and sensitivity to most student needs, modeling a respectful tone in words and actions.</li> <li>• The teacher's interactions with students demonstrate an understanding of social-emotional competencies.</li> <li>• Students interact with each other appropriately and respectfully using positive interactions in conversation and responses.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher models a respectful tone in words and actions; interactions with students demonstrate caring and sensitivity, honoring the dignity of each member of the learning community.</li> <li>• Teacher interactions with all students are structured around social-emotional competencies, where appropriate.</li> <li>• The teacher establishes a clear and culturally competent approach to conflict resolution; students provide appropriate responses and contributions to criticism, modeling dignified and positive interactions using turn-taking and active listening.</li> </ul>
<b>2B: Establishing a Culture for Learning</b>	<ul style="list-style-type: none"> <li>• The teacher demonstrates few, if any, expectations for student achievement and creates a negative learning environment without structure.</li> <li>• Students exhibit little or no pride in their work and are often off-task.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's regard for the work is neutral, with minimal expectations for themselves or for student achievement.</li> <li>• The teacher is inconsistent in conveying high expectations for students.</li> <li>• Students comply with the teacher's expectations for learning, but show little initiative for the work.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher communicates the importance of learning and the assurance that with hard work all students can be successful.</li> <li>• The teacher demonstrates a high regard for student abilities.</li> <li>• The teacher conveys an expectation of high levels of student effort.</li> <li>• The teacher encourages students to take initiative in completing work of high quality.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher communicates a genuine passion for the subject, resulting in student enthusiasm for learning.</li> <li>• The teacher establishes an environment in which students' questions and comments demonstrate curiosity beyond teacher expectations.</li> <li>• The teacher establishes an environment to encourage peer recognition.</li> <li>• Students take initiative in improving the quality of their work.</li> </ul>
<b>2C: Managing Classroom Procedures</b>	<ul style="list-style-type: none"> <li>• Instructional time is lost through inefficient classroom routines and procedures.</li> <li>• There is little evidence that students know or follow routines, where established; students are disengaged and/or waiting for the teacher to provide direction.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher transitions with gaps in instruction; instructional time is lost.</li> <li>• Few students adhere to established routines and procedures, needing teacher guidance and prompting to manage their learning and instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher transitions with minimal loss of instructional time; routines and procedures use time productively.</li> <li>• Students follow established routines and are prepared to manage their learning and instructional time as directed.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher transitions seamlessly between modalities and/or instructional settings; routines and procedures maximize opportunities for learning.</li> <li>• Students have voice and play an active role in designing and adjusting classroom routines and procedures to support their learning and personal development.</li> </ul>
<b>2D: Managing Student Behavior Expectations</b>	<ul style="list-style-type: none"> <li>• The classroom environment is chaotic, with no standards of conduct.</li> <li>• The teacher does not monitor student behavior.</li> <li>• The teacher ignores student behavior, with little or no response to either positive or inappropriate behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher attempts to maintain order in the classroom but with uneven success; standards of conduct are not evident.</li> <li>• There is minimal evidence of ongoing monitoring of student behavior.</li> <li>• The teacher's response to student misbehavior is inconsistent, with little effort at positive behavior reinforcement.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher has established standards of conduct with little, if any, incidences of student misbehavior.</li> <li>• The teacher monitors student behavior and uses positive behavior reinforcement; response is consistent, proportionate, and effective.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher has established equitable standards of conduct with input from students; student behavior is entirely appropriate.</li> <li>• The teacher uses preventative measures to monitor student behavior and uses positive behavior reinforcement; response to misbehavior is sensitive to individual student needs and respects students' dignity.</li> <li>• Students respectfully intervene with classmates, as appropriate, to ensure compliance with standards of conduct.</li> </ul>
<b>2E: Organizing Physical and Digital Space</b>	<ul style="list-style-type: none"> <li>• The physical and/or virtual environments contain safety hazards that endanger students; learning spaces are not structured for ease of student access or navigation.</li> <li>• Little to no expectations for student behavior are established.</li> <li>• There is minimal evidence of modifications or accommodations for students.</li> </ul>	<ul style="list-style-type: none"> <li>• There is minimal evidence of teacher effort to ensure student safety in physical and virtual environments; some expectations for student behavior are established.</li> <li>• The learning environments are not fully accessible; accommodations are not addressed for all learners.</li> </ul>	<ul style="list-style-type: none"> <li>• The physical and virtual environments are safe; expectations for student behavior are defined and posted.</li> <li>• The learning environments are accessible and arranged to accommodate students, as necessary, supporting the instructional goals and learning activities.</li> <li>• The teacher proactively investigates student needs and designs the space to engage and accommodate various learning profiles.</li> </ul>	<ul style="list-style-type: none"> <li>• The physical and virtual environments are safe; clear expectations for student behavior in learning environments are well-defined, posted, and modeled.</li> <li>• The learning environments are arranged for maximum accessibility and modifications are made to accommodate all students.</li> <li>• There is complete alignment between the goals of the lesson and the learning environments.</li> <li>• Students are involved in the design of the learning spaces and are encouraged to seek out tools/resources</li> </ul>

	<ul style="list-style-type: none"><li>• Available technology is not being used to support or enhance learning.</li></ul>	<ul style="list-style-type: none"><li>• The learning environments minimally support instructional goals and learning activities.</li><li>• The teacher makes limited use of available technology and other resources; student use of digital tools is minimally effective in learning.</li></ul>	<ul style="list-style-type: none"><li>• The teacher directs students when and how to access and use tools/resources for engagement and high-level learning.</li><li>• The teacher makes appropriate use of available technology to support productivity and efficiency.</li></ul>	<p>to promote engagement and the highest levels of learning.</p> <ul style="list-style-type: none"><li>• Students take the initiative to adjust the learning environment as appropriate.</li><li>• Teachers and students make extensive and imaginative use of available technology in support of productivity and efficiency.</li></ul>
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**DOMAIN 3: Instruction**

Effective teachers ensure all students are highly engaged in learning and contribute to the success of the class. Teacher explanations are clear and invite student intellectual engagement. Instructional practices are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Teacher feedback is specific to learning goals and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve, and have autonomy in their learning. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.

<i>Component</i>	<i>Filing</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished</i>
3A: Communicating with Students	<ul style="list-style-type: none"> <li>• The teacher does not convey learning objectives to students.</li> <li>• The teacher makes serious content errors that will affect students' understanding of the lesson.</li> <li>• Students' body language or questions show they don't understand the content.</li> <li>• The teacher does not respond to questions when students are confused about the learning task.</li> <li>• The teacher communicates poorly and ineffectively.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher refers to the learning objectives minimally, with little or no explanation.</li> <li>• The teacher makes no serious content errors but does not communicate the content clearly; the teacher must clarify learning tasks repeatedly for students.</li> <li>• The teacher does not differentiate instruction; there are limited opportunities for student participation and minimal connections to authentic learning.</li> <li>• Vocabulary and usage are correct but do not engage or address all student groups.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher clearly states the learning objectives, employing sound instructional strategies.</li> <li>• The teacher clearly explains content, answers questions, and offers vocabulary and skill supplements to help with student understanding.</li> <li>• The teacher's vocabulary and usage are appropriate and well suited to the lesson, with differentiation for student groups and some connection to authentic learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher clearly sets expectations, communicates content, and imaginatively uses analogies, modeling, and real world examples to demonstrate authentic learning.</li> <li>• The teacher anticipates misunderstanding and invites students to share or contribute to content explanation.</li> <li>• The teacher uses rich language, offering brief vocabulary lessons where appropriate as well as applications to real-world scenarios.</li> <li>• The teacher personalizes content and language for students, where appropriate.</li> </ul>
3B: Questioning and Discussion Techniques	<ul style="list-style-type: none"> <li>• The teacher delivers questions in a rapid-fire approach, moving from one point to the next without appropriate transitions.</li> <li>• Instruction is teacher-centered, with limited student participation; a few students dominate discussions.</li> <li>• The teacher's questions elicit a single correct answer, do not invite student thinking, and do not promote student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher attempts to frame some questions designed to promote student thinking, but only a small number of students are involved.</li> <li>• Students minimally contribute to discussions.</li> <li>• The teacher rarely uses questioning and discussion techniques during instruction.</li> <li>• The teacher invites students to respond directly to one another's ideas, but with uneven results.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses open-ended questions and adequate wait time, inviting students to think and/or offer multiple possible answers.</li> <li>• Most students are actively engaged in some form of content discussion.</li> <li>• The teacher effectively scaffolds student responses and may offer students opportunities to discuss subject matter independently.</li> <li>• The teacher promotes student discussions of content through prompts to encourage higher-level thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses a variety of questioning techniques and appropriate wait-time to promote high-level thinking and discourse to challenge students.</li> <li>• All students are actively engaged in some form of high-level content theory discussion.</li> <li>• The teacher ensures all voices are heard, and the students formulate many questions, initiate topics, and make unsolicited contributions.</li> <li>• The teacher provides ample opportunities for students to engage with one another independent of teacher mediation.</li> </ul>
3C: Engaging Students in Learning Activities and Assignments	<ul style="list-style-type: none"> <li>• Few or no students are interested or engaged in the lesson.</li> <li>• Learning tasks are limited and require only recall or a single correct response/method.</li> <li>• Only one type of instructional grouping is used when variety would better serve the instructional purpose.</li> <li>• Instructional materials used are unsuitable to the lesson/students and/or require only rote tasks.</li> <li>• The pace of the lesson is too slow or too rushed.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are passively engaged with the content, learning primarily facts or procedures.</li> <li>• Learning tasks are a mix of those requiring thinking and recall.</li> <li>• The teacher does not provide students with a choice in how they complete tasks.</li> <li>• The teacher uses different instructional groupings with partial success in achieving the lesson objectives.</li> <li>• The materials and resources are partially aligned to the lesson objectives and only occasionally demand student thinking.</li> <li>• The pacing of the lesson is uneven, though suitable in parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students actively participate in learning, characterized by collaboration and intellectual engagement.</li> <li>• Learning tasks provide for multiple correct responses or approaches and/or require higher-order thinking.</li> <li>• Students have some choice in how they complete learning tasks.</li> <li>• There is a mix of different types of groupings, suitable to the lesson objectives.</li> <li>• Materials and resources support the learning goals and incorporate intellectual and social-emotional engagement, as appropriate.</li> <li>• The pacing of the lesson provides most students the time needed to be intellectually engaged and to promote authentic learning.</li> </ul>	<ul style="list-style-type: none"> <li>• All students are highly engaged in the lesson as the teacher utilizes varied instructional techniques and resources, accommodating different student learning modalities.</li> <li>• The teacher encourages students to take risks and show initiative in modifying a learning task to make it more meaningful or relevant to their needs.</li> <li>• The teacher uses a variety of grouping methodologies, incorporating social-emotional competencies.</li> <li>• Students have the opportunity to use critical thinking skills and collaborate to apply authentic learning to lessons.</li> <li>• Students have an opportunity for both reflection and closure after the lesson to strengthen their understanding.</li> </ul>
3D: Using Assessment in Instruction	<ul style="list-style-type: none"> <li>• The teacher gives no indication of what high-quality work looks like.</li> <li>• The teacher makes no effort to determine whether students understand the lesson.</li> <li>• Feedback is only global.</li> <li>• The teacher does not ask students to evaluate their own or classmates'</li> </ul>	<ul style="list-style-type: none"> <li>• Little evidence exists that students understand the characteristics of high-quality work.</li> <li>• The teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence exists that students have helped to establish evaluation criteria for high-quality work.</li> <li>• The teacher monitoring of student understanding is sophisticated and continuous; the teacher is constantly "taking the pulse" of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence exists that students have helped to establish evaluation criteria for high-quality work.</li> <li>• The teacher monitoring of student understanding is sophisticated and continuous; the teacher is constantly "taking the pulse" of the class.</li> </ul>

	work.	<ul style="list-style-type: none"> <li>• The teacher requests global indications of student understanding.</li> <li>• Feedback to students is not uniformly specific and not oriented towards future improvement of work.</li> <li>• The teacher makes only minor attempts to engage students in self- or peer-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher makes frequent use of strategies to elicit information about individual student understanding.</li> <li>• Feedback to students is specific, timely, and comes from many sources including other students.</li> <li>• The teacher encourages students to self-assess, monitoring their own understanding using a variety of tools at their own initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher makes frequent use of strategies to elicit information about individual student understanding.</li> <li>• Feedback to students is specific, timely, and comes from many sources including other students.</li> <li>• The teacher encourages students to self-assess, monitoring their own understanding using a variety of tools at their own initiative.</li> </ul>
3E: Demonstrating Flexibility and Responsiveness	<ul style="list-style-type: none"> <li>• The teacher adheres to the lesson plan despite evidence of poor student understanding or lack of interest.</li> <li>• The teacher ignores student questions; when students experience difficulty, the teacher assigns fault to external factors.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</li> <li>• The teacher accepts responsibility for student success but applies only a limited repertoire of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher promotes the successful learning of all students, making minor adjustments as needed to instruction and accommodating student questions, interests, and needs.</li> <li>• The teacher draws upon a broad repertoire of strategies and persists in seeking approaches for students who have difficulty learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher seizes an opportunity to enhance learning for all students, building on student interests or a spontaneous event (such as a teachable moment); successfully adjusts and differentiates instruction to address individual student misunderstandings.</li> <li>• The teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school, community, or other sources.</li> </ul>

**DOMAIN 4: Professional Responsibilities**

Effective teachers have high ethical standards, a deep sense of professionalism, and are focused on improving their own teaching and supporting the ongoing learning of colleagues. Teachers provide frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families' home language, culture, and values. They assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results, in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all. Documentation is accurate and comprehensive and supports student learning.

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4A: Reflecting on Teaching</b>	<ul style="list-style-type: none"> <li>• The teacher does not know whether a lesson was effective or achieved its instructional outcomes or profoundly misjudges the success of a lesson.</li> <li>• The teacher has no suggestions for how a lesson could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher has a general impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</li> <li>• The teacher offers few suggestions about how a lesson could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which instructional outcomes were met and can cite general references to support the judgment.</li> <li>• The teacher utilizes at least one external source of information to augment self-reflection in determining revisions to instructional practice.</li> <li>• The teacher makes a few specific suggestions as to how a lesson could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher makes a thoughtful and accurate assessment of the extent to which lessons have achieved instructional outcomes for all students, citing many specific examples from the lesson and weighing the relative strengths of each one.</li> <li>• The teacher utilizes multiple sources of information to determine revisions to instructional practice.</li> <li>• The teacher draws upon an extensive repertoire of skills, offering specific alternative actions and interventions, complete with the probable success of different courses of action.</li> </ul>
<b>4B: Maintaining Accurate Records</b>	<ul style="list-style-type: none"> <li>• The teacher's system for maintaining information is nonexistent or in disarray, resulting in errors and confusion.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's system for maintaining information is rudimentary and may contain errors.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's process for recording student work and non-instructional information is efficient.</li> <li>• The teacher has an efficient process for recording student attainment of learning goals; students are able to see their progress but not contribute to record-keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is accurate and timely, ensuring effective tracking of individual students.</li> <li>• Students contribute information and participate in maintaining the records in a variety of formats.</li> </ul>
<b>4C: Communicating with Families</b>	<ul style="list-style-type: none"> <li>• The teacher communication with families and caregivers, relative to the instructional program and/or individual students, is either nonexistent or sporadic and is often inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher provides families and caregivers with infrequent or incomplete information regarding the instructional program.</li> <li>• Communications are typically one-way and may be inappropriate at times.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher communicates frequently and professionally with families and caregivers about the instructional program and conveys information about individual student progress.</li> <li>• The teacher attempts to engage families and caregivers in the instructional program using a variety of communication strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's communication with families and caregivers is frequent and sensitive to cultural traditions and equity of access, with students contributing to the communication.</li> <li>• The teacher's response to family and caregiver concerns is handled with professionalism and respect.</li> <li>• The teacher's use of a variety of communications to engage families and caregivers in the instructional program is frequent and successful.</li> </ul>
<b>4D: Participating in a Professional Community</b>	<ul style="list-style-type: none"> <li>• The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved unless required.</li> <li>• The teacher's relationships with colleagues are negative or self-serving.</li> <li>• The teacher avoids involvement in school and district events and/or projects.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is involved in the school's culture of professional inquiry when invited.</li> <li>• The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</li> <li>• The teacher participates in school and district events and/or projects when specifically requested.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher regularly participates in activities related to professional inquiry.</li> <li>• The teacher has supportive and collaborative relationships with colleagues.</li> <li>• The teacher frequently volunteers to participate in school activities, as well as school, district, and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher takes a leadership role in promoting activities related to professional inquiry.</li> <li>• The teacher collaborates with colleagues and the community to foster mutually supportive and cooperative cross-curricular and stakeholder partnerships.</li> <li>• The teacher regularly contributes to and oversees events that positively impact school life.</li> <li>• The teacher regularly contributes to and/or serves in a lead role in significant school, district, stakeholder, and community engagement projects.</li> </ul>
<b>4E: Growing and Developing Professionally</b>	<ul style="list-style-type: none"> <li>• The teacher engages in no professional development activities to enhance knowledge or skill.</li> <li>• The teacher ignores feedback on teaching performance from supervisors and/or colleagues.</li> <li>• The teacher makes no effort to share knowledge with others or to participate in contributing to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher participates in professional activities to a limited extent.</li> <li>• The teacher accepts, with some reluctance, feedback on teaching performance from supervisors and/or colleagues.</li> <li>• The teacher's contributions to the profession are limited.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher pursues regular opportunities for continued professional development.</li> <li>• The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.</li> <li>• The teacher actively participates in professional organizations designed to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher seeks regular opportunities for continued professional development, including initiating action research.</li> <li>• The teacher actively seeks feedback from supervisors and colleagues and, where appropriate, alters professional practice.</li> <li>• The teacher seeks active leadership roles in professional organizations in order to contribute to the profession.</li> </ul>
<b>4F: Showing Professionalism</b>	<ul style="list-style-type: none"> <li>• The teacher displays a lack of honesty in interactions with colleagues, students, and the public.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher demonstrates honesty in interactions with colleagues, students, and the public.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher demonstrates honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is recognized by colleagues, students, and the public as a leader, characterized by honesty, integrity, and confidentiality.</li> </ul>



	<ul style="list-style-type: none"><li>• The teacher is not alert to students' needs, contributing to practice that result in some student interests being ill-served.</li><li>• The teacher makes decisions based on self-serving interests and in isolation.</li><li>• The teacher does not comply with local policies and protocols.</li></ul>	<ul style="list-style-type: none"><li>• The teacher inconsistently attempts to serve students, resulting in some student interests being ill-served.</li><li>• The teacher's decisions are based on limited, but professional, considerations and are made in isolation.</li><li>• The teacher complies minimally with local policies and protocols.</li></ul>	<ul style="list-style-type: none"><li>• The teacher actively addresses student needs, working to provide opportunities for student success.</li><li>• The teacher willingly participates in team /departmental or school decision-making.</li><li>• The teacher complies fully with local policies and protocols.</li></ul>	<ul style="list-style-type: none"><li>• The teacher proactively advocates for students' best interests, ensuring opportunities are available for all students to be successful.</li><li>• The teacher takes a leadership role in team/departmental or school decision-making and in professional interactions with stakeholders.</li><li>• The teacher takes a leadership role with colleagues regarding awareness of and compliance with local policies and protocols.</li></ul>
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