APPENDIX IV – 109

TEACHER EVALUATION PROCESS

A Tucson Unified School District Model for Measuring Educator Effectiveness

Adapted from Arizona Department of Education Model for Measuring Educator Effectiveness

Based on
The AZ Framework for Measuring Educator Effectiveness

APRIL 2013
Revised June 2014

TUSD

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ACKNOWLEDGEMENTS

STATUTORY AUTHORITY

ARIZONA REVISED STATUTES § 15-203(A)(38)

ARS §15-203(A)(38), first adopted in 2010 and subsequently amended, requires the State Board of Education to -" *adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty per cent of the evaluation outcomes.*" The statute requires the Board to include four performance classifications in the framework, and adopt best practices for professional development and evaluator training. The statute mandates that by school year 2013-14 school districts and charter schools in a public meeting adopt the definitions of the State Board performance classifications, and implement the classifications into their evaluation instruments.

BACKGROUND

Outstanding teachers and principals make a difference. Great classroom teaching and principal leadership are the strongest predictors of student development and achievement. Based on this reality, in 2010 Arizona legislators initially passed a law intended to change the culture of education in Arizona, and improve how many districts and charters evaluate their teachers and principals. Specifically, this law requires the State Board of Education (SBE) to develop a framework for teacher and principal evaluations that includes quantitative data on student academic progress that accounts for between 33% and 50% of each evaluation outcome. Districts and charters will be required to use an instrument that meets the requirements established by the framework to annually evaluate individual teachers and principals beginning in the 2013 – 2014 school year.

The Arizona Framework for Measuring Educator Effectiveness detailed in this document complies with all legal requirements while also providing districts and charters with as much flexibility as possible to develop evaluation systems that meet their individual needs.

GOALS
- To enhance and improve student learning;
- To use the evaluation process and data to drive professional development to enhance teaching, leadership, and student performance;
- To increase data-informed decision making for teacher evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all;
- To use the evaluation process and data to improve teacher and principal performance.
- To incorporate multiple measurements of student achievement;
- To communicate clearly defined expectations;
- To reflect fairness, flexibility, and a research-based approach;
- To create a culture where data drives instructional decisions.
- To demonstrate alignment to curriculum and assessment practices

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OVERVIEW OF MEASURING EDUCATOR EFFECTIVENESS FRAMEWORK

Arizona Framework for Measuring Educator Effectiveness consists of three components:

a. Classroom-level Academic Progress Data
b. Teaching Performance
c. Optional: School-level Data (which includes Survey information)

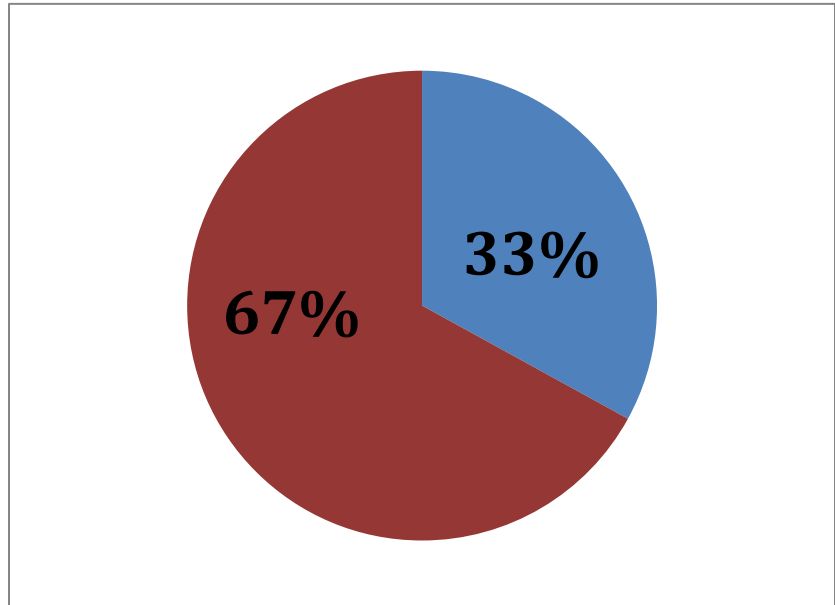Each component is made up of a variety of elements, some of which are described below.

Note: Effective August, 2012 and per Arizona's conditional Elementary and Secondary Education Act Waiver approved on July 19, 2012, a significant factor of educator evaluation will be based on student growth.

Table 1 - Framework for Teacher Evaluation Instruments – Group A

	Classroom-level Data	School-Level Data (optional)	Teaching Performance
GROUP "A" (Teachers with available classroom level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas)	* State Administered Assessments **Required:** **Classroom-level elements shall account for at least 33% of evaluation outcomes.** *The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.*	* State Administered Assessments (aggregate school, department, grade, or team level results) **Optional:** **School-level elements shall account for no more than 17% of evaluation outcomes.** *The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.*	**Evaluation instruments shall provide for periodic classroom observations of all teachers and shall be based upon national standards, as approved by the State Board of Education.** **Required:** **Teaching Performance results shall account for between 50 - 67% of the total evaluation outcomes.**

Figure 1 - Weighting Group A

- **33% Classroom-level data**
- **67% Teaching Performance**

Table 2 - Framework for Teacher Evaluation Instruments – Group B

	Classroom-level Data	School-Level Data	Teaching Performance
GROUP "B" (Teachers with limited or no available classroom level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.)	• District / School Level Benchmark Assessments, aligned with Arizona State Standards • District/Charter wide Assessments, if available • Other valid and reliable classroom level data If available, these data shall be incorporated into the evaluation instrument. The sum of available classroom-level data and school-level data shall account for between 33% and 50% of evaluation outcomes. *The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.*	State Administered Assessments (aggregate School, department, grade, or Team-level results) **Required** **The sum of available school-level data and classroom-level data shall account for between 33% and 50% of evaluation outcomes.** *The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.*	**Evaluation instruments shall provide for periodic classroom observations of all teachers and shall be based upon national standards, as approved by the State Board of Education.** **Required:** **Teaching Performance results shall account for between 50 - 67% of the total evaluation outcomes**

Figure 2 - Weighting Group B

Sample 3:

- **33% School-level data**
- **67% Teaching Performance**
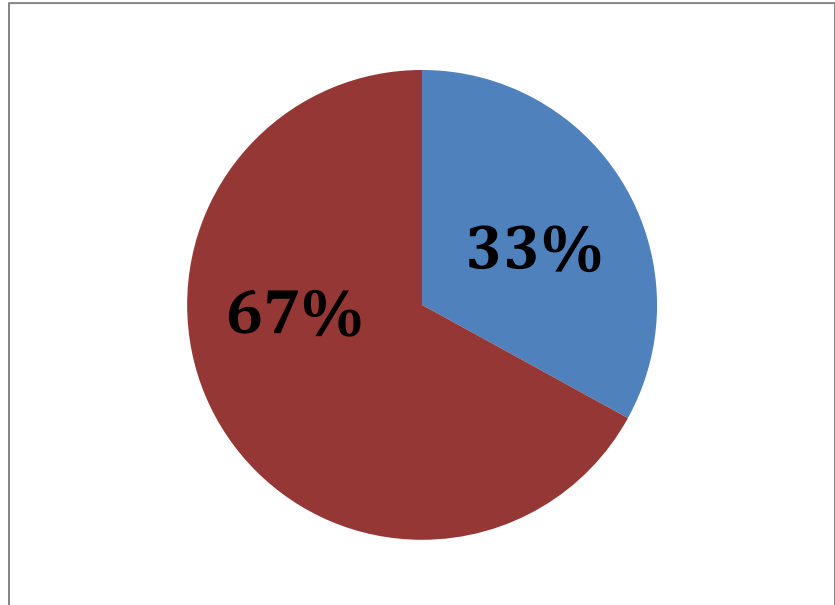
TEACHER EVALUATION PROCESS GUIDELINES

Orientation - The evaluator of the teacher(s) will conduct an orientation and provide materials outlining the evaluation process. This will be done by the principal or supervisor in a group setting prior to the first teaching day of each school year. The difference between evaluation and observation will be discussed during this time.

Conference - Beginning of the Year – By the end of the first quarter, the teacher and the evaluator will meet to discuss the evaluation process. Discussion must be about the teacher's goals and objectives for the classroom/school; measurable targets; standards for performance; pertinent student academic progress data; the analyses of parent and student survey data; and previous evaluation results..
It is important to consider the context in which the evaluation occurs. The experience level of the teacher should be taken into consideration. The performance of a novice teacher (A teacher new to the profession with less than three years of experience) is likely to be different from that of a more experienced teacher (A teacher with three or more years of experience) or reassigned teacher (A teacher who has been newly assigned to a grade, a content area or a school). Discussion of context should occur in the first conference.

The descriptions of the performance classification levels should be reviewed and discussed based on the goals being set during this conference.

During this initial conference, the evaluator and the teacher will review the teaching practices identified in the Danielson Domains. It is suggested that the components associated with each Danielson Domain be reviewed and discussed. The evaluator and teacher should be clear as to the expectations in each domain.

Throughout the year the teacher will work on established goals and collect evidence of success for future discussion with the evaluator. Scheduled and/or announced observations and/or conferences may also occur during this time.

The first formal observation will be scheduled. A conference should precede this formal observation for the purpose of identifying the details of the upcoming observation. Lesson plans will be shared, activities described, materials identified, teacher self-review discussed, etc. This individual conference will be completed face to face. This is an appropriate time for the informal observation and teacher self review to be discussed.

*Teacher Self-Review - This process is completed by the teacher in preparation for the evaluation process. The teacher reflects on his/her professional skills and knowledge as they relate to the InTASC Standards. This may be completed through a reflection including the domains of a framework utilized in the observation process. The Teacher Self-Review will be completed by December 1st of each year. .
Formal Observation #1 - Observation of a complete and uninterrupted lesson.

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Post Observation Conference #1 - The purpose of this meeting is to identify areas of strengths and opportunities for improvement based upon documentation provided to the teacher. Plans, activities and/or strategies to help improve student academic performance and non-academic performance should be the outcomes of this conference. The evaluator and the teacher will complete the teacher review conference form. Adjustments to the Professional Growth Plan may also be made at this time. Forms for this conference can be located in Appendix B.

The teacher should continue to work on established goals and if appropriate, collect evidence or artifacts for future documentation. Announced observations/conferences may also occur during this time.

Pre–Observation Conference #2 - An optional conference, may precede the second formal observation for the purpose of identifying the details of the upcoming observation. Lesson plans may be shared, activities described, materials identified, teacher self-review discussed, etc.
This conference will be held if:
- If a teacher scores 29 points or less in Domains 2 & 3
- Per teacher request

Formal Observation #2 -Observation of a complete and uninterrupted lesson. Required for teachers who score less than 29 points or less in Domains 2 & 3 from the first observation or by teacher request. This is an announced observation in which the teacher has been given a date range of no more than two weeks.

Post–Observation Conference #2 – This is the teacher evaluation conference that may complete the evaluation cycle. **- If this is the final Post Observation Conference, the summative evaluation document will be prepared and presented to the teacher at least one day before conference. This may be done electronically.** A review of data and other evidence of the teacher's performance is done at this time. The identification of future actions for teacher improvement/growth will also be determined. The teacher evaluation and performance classification are forwarded to the Assistant Superintendent.

It is acceptable that the AIMS data being used in the evaluation process lags one year and represents prior year data.

NOTE: EVALUATION vs. OBSERVATION

State Statutes distinguish between evaluation and observation of teachers. All teachers will be observed at least twice per year. To be clear, **observations** may be formal or informal. A formal observation is a scheduled, announced event, and the evaluator will "observe" the teacher during a complete and uninterrupted lesson. Please refer to House Bill 2823 for specific language regarding teacher observations. Student academic progress and survey data will be reviewed by the evaluator.

Observations, whether formal or informal, are considered to be formative information; the results of which may be shared with the teacher to facilitate professional growth and/or be "collected" as pieces of evidence to be considered during the summative evaluation process. The discussion or conference after the 1st observation might entail a review of documents or artifacts reflecting the work products of the teacher. These documents could include benchmark data of student progress data or survey input from parents and/or students.

The **comprehensive, summative evaluation** occurs annually and results in a performance classification and the development of a professional growth or professional improvement plan that aligns with LEA goals and comprehensive evaluation outcomes.

REVIEW OF COMPONENTS

The Tucson Unified School District Model for Measuring Educator Effectiveness takes into account many factors when assessing the effectiveness of the teacher, including: informal and formal observations of teaching performance, the results of goal setting, surveys from parents and students, peer review and student/academic progress data. The final determination for this model is based on 100 possible points.

Teaching Performance = (67 Points)
School/Grade/Classroom-Level Student Academic Progress = 33% (33 Points)

Teaching Performance Component - 67% (67 Points) (includes teacher self review)
The Tucson Unified School District Model for Measuring Educator Effectiveness requires the Teaching Performance portion of a teacher's evaluation reflect the Council of Chief State School Officers 2011 InTASC Standards. Interstate Teacher Assessment and Support Consortium (InTASC) Standards may be found in Appendix B and at this link:

http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html

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The Tucson Unified School District Model for Measuring Educator Effectiveness utilizes the Charlotte Danielson Framework for Teaching. This framework, found in Appendix A, is aligned to the InTASC Standards and describes levels of effectiveness for the four Danielson Domains.

The four Danielson Framework domains are:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

Appendix C provides the description of each InTASC standard and its associated functions. Also included in

School/Grade/Classroom-level Student Academic Progress - 33% (33 Points)

The total of school/grade/classroom-level data elements shall account for 33% of the evaluation outcome for the teacher. AIMS data will be the only data point used for school year 2013-2014.

The language in ARS§15-203(A) (38) uses the phrase "academic progress". According to the United States Department of Education, student growth is defined as "the change in student achievement (i.e., academic progress) for an individual student between two or more points in time". Effective August 2012 and per the Arizona ESEA Conditional Waiver approved on July 19, 2012, a significant factor of educator evaluation will be based on student growth.

**Survey Data Results

The Measuring Educator Effectiveness Framework provides the option of System or Program-level Data to be used. Survey data elements will be comprised of the results of surveys conducted with the students, their parents and a peer review for informational and Professional Growth Plan purposes only.

Tucson Unified School District's "School Quality Survey" will be used to solicit information from parents on the quality of their teachers and school, and from students on various aspects of teachers' practice as well as how much the students say they learned or the extent to which they are engaged.

A teacher self-review reflecting on strengths and focus areas can be included in this section. The self-review is to be completed by December 1st of each year.

The results of these components (i.e., observation of teacher performance, classroom level data, survey data, peer-review, and the self-review) measuring teacher effectiveness will help drive the professional development recommendations for the teacher.

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**NOTE: It is the recommendation of the evaluation committee to use "School Quality Survey" data for informational purposes only. The results may be included in the Professional Growth Plan of the teacher.

COMBINING TEACHER PERFORMANCE, STUDENT PROGRESS, & SURVEY DATA FOR A PERFORMANCE CLASSIFICATION

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In making judgments about the overall effectiveness of the teacher, the evaluator will refer to the evidence, information and/or data collected that is related to the two components: **Teaching Performance** and associated actions or artifacts; and **School/Grade/Classroom-level Student Academic Progress** data reflecting the degree of improvement and progress made by the students in attendance at the school.

The evaluator will give consideration to the individual elements that comprise each component. Prior to the summative evaluation conference the evaluator should review the **Teacher's Self Review**, any previous conference notes, and/or **other documents** reflecting on the teacher's performance.

As previously described, the performance of the teacher in relation to **Teaching Performance** will constitute 67% of the evaluation outcome/classification (includes teacher's self review).

Using the Danielson Framework rubric, there are four domains that make up 67% or 67 points of the total points used in this model (including teacher self-assessment). The points possible for each domain are set forth in Appendix E. The degree to which the teacher meets the domains is left to the evaluator based on the evidence and/or information collected or provided.

As defined in State Statutes and adopted by the State Board of Education, **School/Grade/Classroom-Level Student Academic Progress** will constitute a minimum of 33% or 33 points of the evaluation outcome/classification. However, later events involving Arizona's NCLB flexibility waiver has placed added emphasis on student growth data.

Survey data (collected from the parents and students), will be used for informational purposes. In reviewing the survey data, goals may be set based on information gleaned from the overall results or from the responses to individual questions.

The outcome of the annual evaluation of the teacher will be a "performance classification." The classification levels were adopted in State Statutes as: Highly Effective, Effective, Developing, and Ineffective.

The following tables show the range of points for each component of the model and the overall rating for the evaluation. Refer to Appendix F for the calculation form.

Ineffective	Developing	Effective	Highly Effective
39 points or less	40-55 points	56-73 points	74-100 points

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PERFORMANCE CLASSIFICATION RUBRIC

As prescribed in A.R.S. § 15-203, beginning in school year 2013-2014 all school districts and charter schools shall classify each teacher in one of the following four performance classifications:

Highly Effective: A *highly effective* teacher consistently exceeds expectations. This teacher's students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS §15-537.

Effective: An *effective* teacher consistently meets expectations. This teacher's students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS §15-537 .

Developing: A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.

Ineffective: An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.

Classifications of Developing and Ineffective will require the development of a Teacher Support Plan (Appendix F). The contents of this plan will address the developmental needs of the novice teacher or the corrective actions expected of the experienced teacher.

The teacher and principal should discuss the evidence, artifacts or data expected for the Effective level at the Beginning of the year/Pre-Observation Conference.

TUSD Teacher Evaluation Workflow SY 2014-2015

Step 1
Beginning of the year and pre conference held by end of 1st Quarter – Start Domain 1

Step 2
Teacher Self-Review completed by December 1st

Step 3
1st Observation **must** be completed by December 1st

Step 4
Post Conference with written feedback **must** be held within 10 business days of observation

Step 5A
For teachers who scores less than 30 points on Domains 2 & 3, schedule a 2nd pre-conference and begin the observation cycle again.

Step 5

For teachers who scores 30 or more points in Domains 2 & 3, finish Domain 1 and complete Domain 4 by January 15th.

If teacher is "effective" or "highly effective" complete summary conferences form. Hold final conference, sign and date summary by January 31st

Evaluation is complete!

NOTE: Due to the "Pay for Performance" section of 301, teachers who are "effective" may request a second observation.

Step 6
2nd and subsequent Observations **must** be completed by May 1st

Step 7
Post Conference with written feedback **must** be held within 10 business days of observation

Step 8
Finish Domain 1, complete Domain 4 and the summary conferences form. Hold final conference, sign and date the summary by May 15th. Evaluation is complete!

APPENDIX A-1

DANIELSON RUBRIC TEACHERS

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1a   DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

UNSATISFACTORY · LEVEL 1

In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

BASIC · LEVEL 2

The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

CRITICAL ATTRIBUTES

- The teacher makes content errors.
- The teacher does not consider prerequisite relationships when planning.
- The teacher's plans use inappropriate strategies for the discipline.

- The teacher's understanding of the discipline is rudimentary.
- The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.

POSSIBLE EXAMPLES

- *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."*
- *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."*
- *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.*
- *And others...*

- *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.*
- *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.*
- *The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.*
- *And others...*

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DOMAIN 1

PROFICIENT · LEVEL 3

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

- The teacher can identify important concepts of the discipline and their relationships to one another.
- The teacher provides clear explanations of the content.
- The teacher answers students' questions accurately and provides feedback that furthers their learning.
- Instructional strategies in unit and lesson plans are entirely suitable to the content.

- *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.*
- *The teacher has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurement.*
- *The teacher plans to expand a unit on civics by having students simulate a court trial.*
- *And others...*

DISTINGUISHED · LEVEL 4

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

- The teacher cites intra- and interdisciplinary content relationships.
- The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- The teacher's plans reflect recent developments in content-related pedagogy.

- *In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.*
- *Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.*
- *And others...*

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1b   DEMONSTRATING KNOWLEDGE OF STUDENTS

UNSATISFACTORY · LEVEL 1

The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.

BASIC · LEVEL 2

The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.

CRITICAL ATTRIBUTES

- The teacher does not understand child development characteristics and has unrealistic expectations for students.
- The teacher does not try to ascertain varied ability levels among students in the class.
- The teacher is not aware of students' interests or cultural heritages.
- The teacher takes no responsibility to learn about students' medical or learning disabilities.

- The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."
- The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

POSSIBLE EXAMPLES

- *The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.*
- *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.*
- *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.*
- *And others...*

- *The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.*
- *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.*
- *Lesson plans make only peripheral reference to students' interests.*
- *The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.*
- *And others...*

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DOMAIN 1

PROFICIENT · LEVEL 3

The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher is aware of the different cultural groups in the class.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identified "high," "medium," and "low" groups of students within the class.
- The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.

- *The teacher creates an assessment of students' levels of cognitive development.*
- *The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.*
- *The teacher administers a student interest survey at the beginning of the school year.*
- *The teacher plans activities using his knowledge of students' interests.*
- *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.*
- *The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December.*
- *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.*
- *And others...*

DISTINGUISHED · LEVEL 4

The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
- The teacher seeks out information from all students about their cultural heritages.
- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

- *The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.*
- *The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.*
- *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.*
- *The teacher attends the local Mexican heritage day, meeting several of his students' extended family members.*
- *The teacher regularly creates adapted assessment materials for several students with learning disabilities.*
- *And others...*

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1c   SETTING INSTRUCTIONAL OUTCOMES

UNSATISFACTORY · LEVEL 1

The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.

BASIC · LEVEL 2

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.

CRITICAL ATTRIBUTES

- Outcomes lack rigor.
- Outcomes do not represent important learning in the discipline.
- Outcomes are not clear or are stated as activities.
- Outcomes are not suitable for many students in the class.

- Outcomes represent a mixture of low expectations and rigor.
- Some outcomes reflect important learning in the discipline.
- Outcomes are suitable for most of the class.

POSSIBLE EXAMPLES

- *A learning outcome for a fourth-grade class is to make a poster illustrating a poem.*
- *All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge.*
- *The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.*
- *Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.*
- *None of the science outcomes deals with the students' reading, understanding, or interpretation of the text.*
- *And others...*

- *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.*
- *The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.*
- *Most of the English Language Arts outcomes are based on narrative.*
- *And others...*

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DOMAIN 1

PROFICIENT · LEVEL 3

Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

- Outcomes represent high expectations and rigor.
- Outcomes are related to "big ideas" of the discipline.
- Outcomes are written in terms of what students will learn rather than do.
- Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- Outcomes, differentiated where necessary, are suitable to groups of students in the class.

- *One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry."*
- *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.*
- *The learning outcomes include students defending their interpretation of the story with citations from the text.*
- *And others...*

DISTINGUISHED · LEVEL 4

All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

- The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- The teacher connects outcomes to previous and future learning.
- Outcomes are differentiated to encourage individual students to take educational risks.

- *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them.*
- *Students will develop a concept map that links previous learning goals to those they are currently working on.*
- *Some students identify additional learning.*
- *The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.*
- *One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.*
- *And others...*

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1d   DEMONSTRATING KNOWLEDGE OF RESOURCES

UNSATISFACTORY · LEVEL 1

The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.

BASIC · LEVEL 2

The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.

CRITICAL ATTRIBUTES

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand her own skill.
- Although the teacher is aware of some student needs, he does not inquire about possible resources.

- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

POSSIBLE EXAMPLES

- *For their unit on China, the students find all of their information in the district-supplied textbook.*
- *The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.*
- *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."*
- *In the literacy classroom, the teacher has provided only narrative works.*
- *And others...*

- *For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library.*
- *The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year.*
- *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*
- *In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers.*
- *And others...*

DOMAIN 1

PROFICIENT · LEVEL 3

The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- The teacher facilitates the use of Internet resources.
- Resources are multidisciplinary.
- The teacher expands her knowledge through professional learning groups and organizations.
- The teacher pursues options offered by universities.
- The teacher provides lists of resources outside the classroom for students to draw on.

- *The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts.*
- *The teacher takes an online course on literature to expand her knowledge of great American writers.*
- *The ELA lesson includes a wide range of narrative and informational reading materials.*
- *The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school.*
- *And others...*

DISTINGUISHED · LEVEL 4

The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

- Texts are matched to student skill level.
- The teacher has ongoing relationships with colleges and universities that support student learning.
- The teacher maintains a log of resources for student reference.
- The teacher pursues apprenticeships to increase discipline knowledge.
- The teacher facilitates student contact with resources outside the classroom.

- *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies.*
- *The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.*
- *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.*
- *And others...*

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1e DESIGNING COHERENT INSTRUCTION

UNSATISFACTORY · LEVEL 1

Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.

BASIC · LEVEL 2

Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.

CRITICAL ATTRIBUTES

UNSATISFACTORY · LEVEL 1
- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or do not meet instructional outcomes.
- Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

BASIC · LEVEL 2
- Learning activities are moderately challenging.
- Learning resources are suitable, but there is limited variety.
- Instructional groups are random, or they only partially support objectives.
- Lesson structure is uneven or may be unrealistic about time expectations.

POSSIBLE EXAMPLES

UNSATISFACTORY · LEVEL 1
- *After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.*
- *The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.*
- *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.*
- *The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text.*
- *And others...*

BASIC · LEVEL 2
- *After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.*
- *The teacher finds an atlas to use as a supplemental resource during the geography unit.*
- *The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.*
- *The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*
- *The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.*
- *And others...*

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DOMAIN 1

PROFICIENT · LEVEL 3

Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- The teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

- *The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.*
- *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.*
- *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.*
- *The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.*
- *The fourth-grade math unit plan focuses on the key concepts for that level.*
- *And others...*

DISTINGUISHED · LEVEL 4

The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

- Activities permit student choice.
- Learning experiences connect to other disciplines.
- The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- Lesson plans differentiate for individual student needs.

- *The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.*
- *While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.*
- *After the cooperative group lesson, the students will reflect on their participation and make suggestions.*
- *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.*
- *The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.*
- *And others...*

1f   DESIGNING STUDENT ASSESSMENTS

UNSATISFACTORY · LEVEL 1

Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.

BASIC · LEVEL 2

Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.

CRITICAL ATTRIBUTES

- Assessments do not match instructional outcomes.
- Assessments lack criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

POSSIBLE EXAMPLES

- *The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.*
- *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"*
- *The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."*
- *And others...*

- *The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.*
- *The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.*
- *A student asks, "If half the class passed the test, why are we all reviewing the material again?"*
- *And others...*

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DOMAIN 1

PROFICIENT · LEVEL 3

All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

- All the learning outcomes have a method for assessment.
- Assessment types match learning expectations.
- Plans indicate modified assessments when they are necessary for some students.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

- *The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.*
- *The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.*
- *The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.*
- *Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept.*
- *And others...*

DISTINGUISHED · LEVEL 4

All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

- Assessments provide opportunities for student choice.
- Students participate in designing assessments for their own work.
- Teacher-designed assessments are authentic, with real-world application as appropriate.
- Students develop rubrics according to teacher-specified learning objectives.
- Students are actively involved in collecting information from formative assessments and provide input.

- *To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.*
- *The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.*
- *After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.*
- *The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time.*
- *And others...*

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2a   CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

UNSATISFACTORY · LEVEL 1	BASIC · LEVEL 2
Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

CRITICAL ATTRIBUTES

• The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • Student body language indicates feelings of hurt, discomfort, or insecurity. • The teacher displays no familiarity with, or caring about, individual students. • The teacher disregards disrespectful interactions among students.	• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to respond to disrespectful behavior among students, with uneven results. • The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.

POSSIBLE EXAMPLES

• *A student slumps in his chair following a comment by the teacher.* • *Students roll their eyes at a classmate's idea; the teacher does not respond.* • *Many students talk when the teacher and other students are talking; the teacher does not correct them.* • *Some students refuse to work with other students.* • *The teacher does not call students by their names.* • *And others...*	• *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* • *A few students do not engage with others in the classroom, even when put together in small groups.* • *Students applaud halfheartedly following a classmate's presentation to the class.* • *The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.* • *And others...*

DOMAIN 2

PROFICIENT • LEVEL 3

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

- Talk between teacher and students and among students is uniformly respectful.
- The teacher successfully responds to disrespectful behavior among students.
- Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- The teacher makes general connections with individual students.
- Students exhibit respect for the teacher.

- *The teacher greets students by name as they enter the class or during the lesson.*
- *The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.*
- *Students attend fully to what the teacher is saying.*
- *Students wait for classmates to finish speaking before beginning to talk.*
- *Students applaud politely following a classmate's presentation to the class.*
- *Students help each other and accept help from each other.*
- *The teacher and students use courtesies such as "please," "thank you," and "excuse me."*
- *The teacher says, "Don't talk that way to your classmates," and the insults stop.*
- *And others...*

DISTINGUISHED • LEVEL 4

Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

- The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- There is no disrespectful behavior among students.
- When necessary, students respectfully correct one another.
- Students participate without fear of put-downs or ridicule from either the teacher or other students.
- The teacher respects and encourages students' efforts.

- *The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).*
- *Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.*
- *Students clap enthusiastically for one another's presentations for a job well done.*
- *The teacher says, "That's an interesting idea, Josh, but you're forgetting..."*
- *A student questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!"*
- *And others...*

2b ESTABLISHING A CULTURE FOR LEARNING

UNSATISFACTORY • LEVEL 1

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

BASIC • LEVEL 2

The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

CRITICAL ATTRIBUTES

Level 1:
- The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.
- The teacher conveys to at least some students that the work is too challenging for them.
- Students exhibit little or no pride in their work.
- Students use language incorrectly; the teacher does not correct them.

Level 2:
- The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.
- The teacher conveys high expectations for only some students.
- Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."
- The teacher's primary concern appears to be to complete the task at hand.
- The teacher urges, but does not insist, that students use precise language.

POSSIBLE EXAMPLES

Level 1:
- *The teacher tells students that they're doing a lesson because it's in the book or is district-mandated.*
- *The teacher says to a student, "Why don't you try this easier problem?"*
- *Students turn in sloppy or incomplete work.*
- *Many students don't engage in an assigned task, and yet the teacher ignores their behavior.*
- *Students have not completed their homework; the teacher does not respond.*
- *And others...*

Level 2:
- *The teacher says, "Let's get through this."*
- *The teacher says, "I think most of you will be able to do this."*
- *Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking.*
- *The teacher does not encourage students who are struggling.*
- *Only some students get right to work after an assignment is given or after entering the room.*
- *And others...*

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DOMAIN 2

PROFICIENT • LEVEL 3

The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.

- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.
- The teacher demonstrates a high regard for students' abilities.
- The teacher conveys an expectation of high levels of student effort.
- Students expend good effort to complete work of high quality.
- The teacher insists on precise use of language by students.

- *The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."*
- *The teacher says, "This idea is really important! It's central to our understanding of history."*
- *The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."*
- *The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint.*
- *Students get to work right away when an assignment is given or after entering the room.*
- *And others...*

DISTINGUISHED • LEVEL 4

The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

- The teacher communicates passion for the subject.
- The teacher conveys the satisfaction that accompanies a deep understanding of complex content.
- Students indicate through their questions and comments a desire to understand the content.
- Students assist their classmates in understanding the content.
- Students take initiative in improving the quality of their work.
- Students correct one another in their use of language.

- *The teacher says, "It's really fun to find the patterns for factoring polynomials."*
- *A student says, "I don't really understand why it's better to solve this problem that way."*
- *A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation.*
- *Students question one another on answers.*
- *A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.*
- *And others...*

2c MANAGING CLASSROOM PROCEDURES

UNSATISFACTORY · LEVEL 1

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.

BASIC · LEVEL 2

Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.

CRITICAL ATTRIBUTES

- Students not working with the teacher are not productively engaged.
- Transitions are disorganized, with much loss of instructional time.
- There do not appear to be any established procedures for distributing and collecting materials.
- A considerable amount of time is spent off task because of unclear procedures.

- Students not working directly with the teacher are only partially engaged.
- Procedures for transitions seem to have been established, but their operation is not smooth.
- There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- Classroom routines function unevenly.

POSSIBLE EXAMPLES

- *When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.*
- *There are long lines for materials and supplies.*
- *Distributing or collecting supplies is time consuming.*
- *Students bump into one another when lining up or sharpening pencils.*
- *At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.*
- *And others...*

- *Some students not working with the teacher are off task.*
- *Transition between large- and small-group activities requires five minutes but is accomplished.*
- *Students ask what they are to do when materials are being distributed or collected.*
- *Students ask clarifying questions about procedures.*
- *Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.*
- *And others...*

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DOMAIN 2

....

PROFICIENT • LEVEL 3

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.

DISTINGUISHED • LEVEL 4

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

- Students are productively engaged during small-group or independent work.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.

- With minimal prompting by the teacher, students ensure that their time is used productively.
- Students take initiative in distributing and collecting materials efficiently.
- Students themselves ensure that transitions and other routines are accomplished smoothly.

- *In small-group work, students have established roles; they listen to one another, summarizing different views, etc.*
- *Students move directly between large- and small-group activities.*
- *Students get started on an activity while the teacher takes attendance.*
- *The teacher has an established timing device, such as counting down, to signal students to return to their desks.*
- *The teacher has an established attention signal, such as raising a hand or dimming the lights.*
- *One member of each small group collects materials for the table.*
- *There is an established color-coded system indicating where materials should be stored.*
- *Cleanup at the end of a lesson is fast and efficient.*
- *And others...*

- *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.*
- *A student reminds classmates of the roles that they are to play within the group.*
- *A student redirects a classmate to the table he should be at following a transition.*
- *Students propose an improved attention signal.*
- *Students independently check themselves into class on the attendance board.*
- *And others...*

2d MANAGING STUDENT BEHAVIOR

UNSATISFACTORY • LEVEL 1

There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.

BASIC • LEVEL 2

Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

CRITICAL ATTRIBUTES

- The classroom environment is chaotic, with no standards of conduct evident.
- The teacher does not monitor student behavior.
- Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

- The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- The teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

POSSIBLE EXAMPLES

- *Students are talking among themselves, with no attempt by the teacher to silence them.*
- *An object flies through the air, apparently without the teacher's notice.*
- *Students are running around the room, resulting in chaos.*
- *Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.*
- *And others...*

- *Classroom rules are posted, but neither the teacher nor the students refer to them.*
- *The teacher repeatedly asks students to take their seats; some ignore her.*
- *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."*
- *And others...*

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DOMAIN 2

PROFICIENT · LEVEL 3

Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.

- Standards of conduct appear to have been established and implemented successfully.
- Overall, student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher's response to student misbehavior is effective.

- *Upon a nonverbal signal from the teacher, students correct their behavior.*
- *The teacher moves to every section of the classroom, keeping a close eye on student behavior.*
- *The teacher gives a student a "hard look," and the student stops talking to his neighbor.*
- *And others...*

DISTINGUISHED · LEVEL 4

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

- Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
- The teacher silently and subtly monitors student behavior.
- Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

- *A student suggests a revision to one of the classroom rules.*
- *The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.*
- *The teacher speaks privately to a student about misbehavior.*
- *A student reminds her classmates of the class rule about chewing gum.*
- *And others...*

2e ORGANIZING PHYSICAL SPACE

UNSATISFACTORY · LEVEL 1

The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

BASIC · LEVEL 2

The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.

CRITICAL ATTRIBUTES

UNSATISFACTORY · LEVEL 1
- There are physical hazards in the classroom, endangering student safety.
- Many students can't see or hear the teacher or see the board.
- Available technology is not being used even if it is available and its use would enhance the lesson.

BASIC · LEVEL 2
- The physical environment is safe, and most students can see and hear the teacher or see the board.
- The physical environment is not an impediment to learning but does not enhance it.
- The teacher makes limited use of available technology and other resources.

POSSIBLE EXAMPLES

UNSATISFACTORY · LEVEL 1
- *There are electrical cords running around the classroom.*
- *There is a pole in the middle of the room; some students can't see the board.*
- *A whiteboard is in the classroom, but it is facing the wall.*
- *And others...*

BASIC · LEVEL 2
- *The teacher ensures that dangerous chemicals are stored safely.*
- *The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work.*
- *The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.*
- *And others...*

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DOMAIN 2

PROFICIENT · LEVEL 3

The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.

- The classroom is safe, and all students are able to see and hear the teacher or see the board.
- The classroom is arranged to support the instructional goals and learning activities.
- The teacher makes appropriate use of available technology.

- *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.*
- *Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.*
- *The use of an Internet connection extends the lesson.*
- *And others...*

DISTINGUISHED · LEVEL 4

The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

- Modifications are made to the physical environment to accommodate students with special needs.
- There is total alignment between the learning activities and the physical environment.
- Students take the initiative to adjust the physical environment.
- The teacher and students make extensive and imaginative use of available technology.

- *Students ask if they can shift the furniture to better suit small-group work or discussion.*
- *A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.*
- *A student suggests an application of the whiteboard for an activity.*
- *And others...*

3a COMMUNICATING WITH STUDENTS

UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2
The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.

CRITICAL ATTRIBUTES

• At no time during the lesson does the teacher convey to students what they will be learning. • Students indicate through body language or questions that they don't understand the content being presented. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through their questions that they are confused about the learning task. • The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. • The teacher's vocabulary is inappropriate to the age or culture of the students.	• The teacher provides little elaboration or explanation about what the students will be learning. • The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. • The teacher makes no serious content errors but may make minor ones. • The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. • The teacher must clarify the learning task so students can complete it. • The teacher's vocabulary and usage are correct but unimaginative. • When the teacher attempts to explain academic vocabulary, it is only partially successful. • The teacher's vocabulary is too advanced, or too juvenile, for students.

POSSIBLE EXAMPLES

• *A student asks, "What are we supposed to be doing?" but the teacher ignores the question.* • *The teacher states that to add fractions they must have the same numerator.* • *Students have a quizzical look on their faces; some may withdraw from the lesson.* • *Students become disruptive or talk among themselves in an effort to follow the lesson.* • *The teacher uses technical terms without explaining their meanings.* • *The teacher says "ain't."* • *And others...*	• *The teacher mispronounces "_____."* • *The teacher says, "And oh, by the way, today we're going to factor polynomials."* • *A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.* • *A student asks, "What do I write here?" in order to complete a task.* • *The teacher says, "Watch me while I show you how to _____," asking students only to listen.* • *A number of students do not seem to be following the explanation.* • *Students are inattentive during the teacher's explanation of content.* • *Students' use of academic vocabulary is imprecise.* • *And others...*

PROFICIENT • LEVEL 3

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

- The teacher states clearly, at some point during the lesson, what the students will be learning.
- The teacher's explanation of content is clear and invites student participation and thinking.
- The teacher makes no content errors.
- The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.
- Students engage with the learning task, indicating that they understand what they are to do.
- If appropriate, the teacher models the process to be followed in the task.
- The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- The teacher's vocabulary is appropriate to students' ages and levels of development.

- *The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials."*
- *In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"*
- *The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention.*
- *The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work."*
- *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun.*
- *The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

- If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
- The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- The teacher points out possible areas for misunderstanding.
- The teacher invites students to explain the content to their classmates.
- Students suggest other strategies they might use in approaching a challenge or analysis.
- The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
- Students use academic language correctly.

- *The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully."*
- *The teacher asks a student to explain the task to other students.*
- *When clarification about the learning task is needed, a student offers it to classmates.*
- *The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples.*
- *The teacher asks, "Who would like to explain this idea to us?"*
- *A student asks, "Is this another way we could think about analogies?"*
- *A student explains an academic term to classmates.*
- *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means "not" and that the prefix un- also means the same thing.*
- *A student says to a classmate, "I think that side of the triangle is called the hypotenuse."*
- *And others...*

3b USING QUESTIONING AND DISCUSSION TECHNIQUES

UNSATISFACTORY • LEVEL 1

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

BASIC • LEVEL 2

The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

CRITICAL ATTRIBUTES

- Questions are rapid-fire and convergent, with a single correct answer.
- Questions do not invite student thinking.
- All discussion is between the teacher and students; students are not invited to speak directly to one another.
- The teacher does not ask students to explain their thinking.
- Only a few students dominate the discussion.

- The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.
- The teacher invites students to respond directly to one another's ideas, but few students respond.
- The teacher calls on many students, but only a small number actually participate in the discussion.
- The teacher asks students to explain their reasoning, but only some students attempt to do so.

POSSIBLE EXAMPLES

- *All questions are of the "recitation" type, such as "What is 3 x 4?"*
- *The teacher asks a question for which the answer is on the board; students respond by reading it.*
- *The teacher calls only on students who have their hands up.*
- *A student responds to a question with wrong information, and the teacher doesn't follow up.*
- *And others...*

- *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"*
- *The teacher asks, "Who has an idea about this?" The usual three students offer comments.*
- *The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.*
- *The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.*
- *And others...*

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PROFICIENT · LEVEL 3	DISTINGUISHED · LEVEL 4
While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

• The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most attempt to do so.	• Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion.

• *The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"* • *The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?"* • *The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.* • *The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.* • *The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor.* • *And others...*	• *A student asks, "How many ways are there to get this answer?"* • *A student says to a classmate, "I don't think I agree with you on this, because..."* • *A student asks of other students, "Does anyone have another idea how we might figure this out?"* • *A student asks, "What if...?"* • *And others...*

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3c ENGAGING STUDENTS IN LEARNING

UNSATISFACTORY • LEVEL 1

The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

BASIC • LEVEL 2

The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."

CRITICAL ATTRIBUTES

- Few students are intellectually engaged in the lesson.
- Learning tasks/activities and materials require only recall or have a single correct response or method.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.
- Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and those requiring recall.
- Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
- The materials and resources are partially aligned to the lesson objectives.
- Few of the materials and resources require student thinking or ask students to explain their thinking.
- The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.
- The instructional groupings used are partially appropriate to the activities.

POSSIBLE EXAMPLES

- *Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.*
- *Students fill out the lesson worksheet by copying words from the board.*
- *Students are using math manipulative materials in a rote activity.*
- *The teacher lectures for 45 minutes.*
- *Most students don't have time to complete the assignment; the teacher moves on in the lesson.*
- *And others...*

- *Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.*
- *Students are asked to fill in a worksheet, following an established procedure.*
- *There is a recognizable beginning, middle, and end to the lesson.*
- *The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.*
- *And others...*

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PROFICIENT • LEVEL 3

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.
- The teacher uses groupings that are suitable to the lesson activities.

- *Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.*
- *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.*
- *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.*
- *Students are asked to create different representations of a large number using a variety of manipulative materials.*
- *The lesson is neither rushed nor does it drag.*
- *And others...*

DISTINGUISHED • LEVEL 4

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

- Virtually all students are intellectually engaged in the lesson.
- Lesson activities require high-level student thinking and explanations of their thinking.
- Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

- *Students are asked to write an essay in the style of Hemmingway and to describe which aspects of his style they have incorporated.*
- *Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.*
- *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.*
- *Students identify or create their own learning materials.*
- *Students summarize their learning from the lesson.*
- *And others...*

3d USING ASSESSMENT IN INSTRUCTION

UNSATISFACTORY · LEVEL 1

Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.

BASIC · LEVEL 2

Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.

CRITICAL ATTRIBUTES

- The teacher gives no indication of what high-quality work looks like.
- The teacher makes no effort to determine whether students understand the lesson.
- Students receive no feedback, or feedback is global or directed to only one student.
- The teacher does not ask students to evaluate their own or classmates' work.

- There is little evidence that the students understand how their work will be evaluated.
- The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.
- Feedback to students is vague and not oriented toward future improvement of work.
- The teacher makes only minor attempts to engage students in self- or peer assessment.

POSSIBLE EXAMPLES

- *A student asks, "How is this assignment going to be graded?"*
- *A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.*
- *The teacher forges ahead with a presentation without checking for understanding.*
- *After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."*
- *And others...*

- *The teacher asks, "Does anyone have a question?"*
- *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.*
- *The teacher says, "Good job, everyone."*
- *The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.*
- *The students receive their tests back; each one is simply marked with a letter grade at the top.*
- *And others...*

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PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
• The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students.	• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
• *The teacher circulates during small-group or independent work, offering suggestions to students.* • *The teacher uses specifically formulated questions to elicit evidence of student understanding.* • *The teacher asks students to look over their papers to correct their errors; most of them engage in this task.* • *And others...*	• *The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.* • *While students are working, the teacher circulates, providing specific feedback to individual students.* • *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.* • *Students offer feedback to their classmates on their work.* • *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.* • *And others...*

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3e DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

UNSATISFACTORY • LEVEL 1

The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.

BASIC • LEVEL 2

The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.

CRITICAL ATTRIBUTES

- The teacher ignores indications of student boredom or lack of understanding.
- The teacher brushes aside students' questions.
- The teacher conveys to students that when they have difficulty learning it is their fault.
- In reflecting on practice, the teacher does not indicate that it is important to reach all students.
- The teacher makes no attempt to adjust the lesson in response to student confusion.

- The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.
- The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.
- In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.
- The teacher's attempts to adjust the lesson are partially successful.

POSSIBLE EXAMPLES

- *The teacher says, "We don't have time for that today."*
- *The teacher says, "If you'd just pay attention, you could understand this."*
- *When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then."*
- *And others...*

- *The teacher says, "I'll try to think of another way to come at this and get back to you."*
- *The teacher says, "I realize not everyone understands this, but we can't spend any more time on it."*
- *The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful.*
- *And others...*

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DOMAIN 3

PROFICIENT · LEVEL 3

The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

- The teacher incorporates students' interests and questions into the heart of the lesson.
- The teacher conveys to students that she has other approaches to try when the students experience difficulty.
- In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
- When improvising becomes necessary, the teacher makes adjustments to the lesson.

- *The teacher says, "That's an interesting idea; let's see how it fits."*
- *The teacher illustrates a principle of good writing to a student, using his interest in basketball as context.*
- *The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach.*
- *And others...*

DISTINGUISHED · LEVEL 4

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

- The teacher seizes on a teachable moment to enhance a lesson.
- The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.
- In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
- The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.

- *The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it."*
- *The teacher incorporates the school's upcoming championship game into an explanation of averages.*
- *The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."*
- *And others...*

4a REFLECTING ON TEACHING

UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2
The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.

CRITICAL ATTRIBUTES

• The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement.	• The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction.

POSSIBLE EXAMPLES

• *Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"* • *The teacher says, "That was awful; I wish I knew what to do!"* • *And others...*	• *At the end of the lesson, the teacher says, "I guess that went okay."* • *The teacher says, "I guess I'll try _____ next time."* • *And others...*

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DOMAIN 4

PROFICIENT • LEVEL 3

The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

DISTINGUISHED • LEVEL 4

The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

- The teacher accurately assesses the effectiveness of instructional activities used.
- The teacher identifies specific ways in which a lesson might be improved.

- The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.
- The teacher's suggestions for improvement draw on an extensive repertoire.

- *The teacher says, "I wasn't pleased with the level of engagement of the students."*
- *The teacher's journal indicates several possible lesson improvements.*
- *And others...*

- *The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."*
- *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.*
- *And others...*

4b   MAINTAINING ACCURATE RECORDS

UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2
The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.

CRITICAL ATTRIBUTES

• There is no system for either instructional or noninstructional records. • Record-keeping systems are in disarray and provide incorrect or confusing information.	• The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. • The teacher's process for tracking student progress is cumbersome to use. • The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.

POSSIBLE EXAMPLES

• *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"* • *The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored."* • *On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.* • *And others...*	• *A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"* • *The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time."* • *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.* • *And others...*

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DOMAIN 4

PROFICIENT • LEVEL 3

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.

- The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
- The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.
- The teacher's process for recording noninstructional information is both efficient and effective.

- *On the class website, the teacher creates a link that students can access to check on any missing assignments.*
- *The teacher's gradebook records student progress toward learning goals.*
- *The teacher creates a spreadsheet for tracking which students have paid for their school pictures.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.

- Students contribute to and maintain records indicating completed and outstanding work assignments.
- Students contribute to and maintain data files indicating their own progress in learning.
- Students contribute to maintaining noninstructional records for the class.

- *A student from each team maintains the database of current and missing assignments for the team.*
- *When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.*
- *When they bring in their permission slips for a field trip, students add their own information to the database.*
- *And others...*

4c COMMUNICATING WITH FAMILIES

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UNSATISFACTORY · LEVEL 1

The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

BASIC · LEVEL 2

The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.

CRITICAL ATTRIBUTES

- Little or no information regarding the instructional program is available to parents.
- Families are unaware of their children's progress.
- Family engagement activities are lacking.
- There is some culturally inappropriate communication.

- School- or district-created materials about the instructional program are sent home.
- The teacher sends home infrequent or incomplete information about the instructional program.
- The teacher maintains a school-required gradebook but does little else to inform families about student progress.
- Some of the teacher's communications are inappropriate to families' cultural norms.

POSSIBLE EXAMPLES

- *A parent says, "I'd like to know what my kid is working on at school."*
- *A parent says, "I wish I could know something about my child's progress before the report card comes out."*
- *A parent says, "I wonder why we never see any schoolwork come home."*
- *And others...*

- *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."*
- *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."*
- *The teacher sends home weekly quizzes for parent or guardian signature.*
- *And others...*

DOMAIN 4

PROFICIENT • LEVEL 3

The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.

- The teacher regularly makes information about the instructional program available.
- The teacher regularly sends home information about student progress.
- The teacher develops activities designed to engage families successfully and appropriately in their children's learning.
- Most of the teacher's communications are appropriate to families' cultural norms.

- *The teacher sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc.*
- *The teacher creates a monthly progress report, which is sent home for each student.*
- *The teacher sends home a project that asks students to interview a family member about growing up during the 1950s.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

- Students regularly develop materials to inform their families about the instructional program.
- Students maintain accurate records about their individual learning progress and frequently share this information with families.
- Students contribute to regular and ongoing projects designed to engage families in the learning process.
- All of the teacher's communications are highly sensitive to families' cultural norms.

- *Students create materials for Back-to-School Night that outline the approach for learning science.*
- *Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian.*
- *Students design a project on charting their family's use of plastics.*
- *And others...*

4d PARTICIPATING IN THE PROFESSIONAL COMMUNITY

UNSATISFACTORY · LEVEL 1

The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.

BASIC · LEVEL 2

The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.

CRITICAL ATTRIBUTES

- The teacher's relationships with colleagues are characterized by negativity or combativeness.
- The teacher purposefully avoids contributing to activities promoting professional inquiry.
- The teacher avoids involvement in school activities and district and community projects.

- The teacher has cordial relationships with colleagues.
- When invited, the teacher participates in activities related to professional inquiry.
- When asked, the teacher participates in school activities, as well as district and community projects.

POSSIBLE EXAMPLES

- *The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.*
- *The teacher does not attend PLC meetings.*
- *The teacher does not attend any school functions after the dismissal bell.*
- *The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."*
- *And others...*

- *The teacher is polite but seldom shares any instructional materials with his grade partners.*
- *The teacher attends PLC meetings only when reminded by her supervisor.*
- *The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."*
- *The teacher contributes to the district literacy committee only when requested to do so by the principal.*
- *And others...*

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DOMAIN 4

PROFICIENT • LEVEL 3

The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

- The teacher has supportive and collaborative relationships with colleagues.
- The teacher regularly participates in activities related to professional inquiry.
- The teacher frequently volunteers to participate in school events and school district and community projects.

- *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.*
- *The teacher has decided to take some free MIT courses online and to share his learning with colleagues.*
- *The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there.*
- *The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

- The teacher takes a leadership role in promoting activities related to professional inquiry.
- The teacher regularly contributes to and leads events that positively impact school life.
- The teacher regularly contributes to and leads significant district and community projects.

- *The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.*
- *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.*
- *The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events.*
- *The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.*
- *And others...*

4e   GROWING AND DEVELOPING PROFESSIONALLY

UNSATISFACTORY · LEVEL 1

The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

BASIC · LEVEL 2

The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.

CRITICAL ATTRIBUTES

- The teacher is not involved in any activity that might enhance knowledge or skill.
- The teacher purposefully resists discussing performance with supervisors or colleagues.
- The teacher ignores invitations to join professional organizations or attend conferences.

- The teacher participates in professional activities when they are required or provided by the district.
- The teacher reluctantly accepts feedback from supervisors and colleagues.
- The teacher contributes in a limited fashion to professional organizations.

POSSIBLE EXAMPLES

- *The teacher never takes continuing education courses, even though the credits would increase his salary.*
- *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.*
- *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.*
- *And others...*

- *The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.*
- *The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.*
- *The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time.*
- *And others...*

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DOMAIN 4

PROFICIENT • LEVEL 3

The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development.
- The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.
- The teacher actively participates in organizations designed to contribute to the profession.

- *The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.*
- *The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.*
- *The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development, including initiating action research.
- The teacher actively seeks feedback from supervisors and colleagues.
- The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

- *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.*
- *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.*
- *The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*
- *And others...*

4f   SHOWING PROFESSIONALISM

UNSATISFACTORY • LEVEL 1

The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.

BASIC • LEVEL 2

The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.

CRITICAL ATTRIBUTES

- The teacher is dishonest.
- The teacher does not notice the needs of students.
- The teacher engages in practices that are self-serving.
- The teacher willfully rejects district regulations.

- The teacher is honest.
- The teacher notices the needs of students but is inconsistent in addressing them.
- The teacher does not notice that some school practices result in poor conditions for students.
- The teacher makes decisions professionally but on a limited basis.
- The teacher complies with district regulations.

POSSIBLE EXAMPLES

- *The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.*
- *The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare.*
- *The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.*
- *When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities.*
- *The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break.*
- *And others...*

- *The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her."*
- *The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.*
- *The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.*
- *When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance.*
- *The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair.*
- *And others...*

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PROFICIENT • LEVEL 3

The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.

- The teacher is honest and known for having high standards of integrity.
- The teacher actively addresses student needs.
- The teacher actively works to provide opportunities for student success.
- The teacher willingly participates in team and departmental decision making.
- The teacher complies completely with district regulations.

- *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.*
- *Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons.*
- *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.*
- *The English department chair says, "I appreciate when _____ attends our after-school meetings; he always contributes something meaningful to the discussion."*
- *The teacher learns the district's new online curriculum mapping system and writes in all of her courses.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

- The teacher is considered a leader in terms of honesty, integrity, and confidentiality.
- The teacher is highly proactive in serving students.
- The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
- The teacher takes a leadership role in team and departmental decision making.
- The teacher takes a leadership role regarding district regulations.

- *When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion.*
- *After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions.*
- *The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.*
- *The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.*
- *When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation.*
- *And others...*

APPENDIX A-2

DANIELSON RUBRIC
INSTRUCTIONAL SPECIALISTS

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Rubrics for Instructional Specialists

Instructional Specialists include Instructional Coaches, Curriculum Coordinators, and others whose focus is on supporting effective teaching and improved learning.

The following rubrics for Instructional Specialists are aligned with the four domains of the Danielson Framework for Teaching.

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Instructional Specialists
Domain 1: Planning and Preparation

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrates understanding of the underlying research, theories, knowledge, and skills of the discipline	Specialist demonstrates little or no understanding of the critical concepts and content of the discipline.	Specialist demonstrates limited understanding of the critical concepts and content of the discipline and of the range of proven strategies to effectively provide the instructional support services.	Specialist demonstrates solid understanding of the critical concepts and content of the discipline and of a range of research-based practices to provide the instructional support services.	Specialist demonstrates extensive understanding of the critical concepts and content of the discipline and of an extensive range of research-based practices and strategies to provide the instructional support services.
	Sample Indicators of Proficiency • **Specialist demonstrates understanding of the research-based theories of the discipline.** • **Specialist articulates the critical concepts of the discipline.** • **Specialist demonstrates knowledge of a range of research-based practices to inform the improvement efforts.** • **Specialist has a firm understanding of the knowledge base of the discipline.**			

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Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1b: Identifies the instructional improvement needs of the teachers served	Specialist has little to no knowledge of the instructional improvement needs of the teachers served.	Specialist has limited knowledge of the teachers' instructional improvement needs.	Specialist knows the instructional improvement needs of the teachers served.	Specialist proactively seeks additional knowledge about each teacher's instructional improvement needs to understand how to best support teachers in implementing the school's programs.
	Sample Indicators of Proficiency • **Specialist has observed the instructional practices relative to a research-based framework.** • **Specialist has identified the levels of performance of the teachers relative to the framework.** • **Specialist collects and analyzes instructional data through walkthroughs.** • **Specialist assesses instructional improvement needs relative to the demands of the school programs.**			

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Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1c: **Identifies clear, specific, and appropriate goals for the instructional support program**	Specialist's goals are either inappropriate or unclear. The goals do not align with the teachers' needs.	Specialist's goals are partially defined and/or minimally aligned with teachers' needs for instructional support.	Specialist's goals are clear, specific, and appropriate for the needs of the teachers and the school program. Teachers accept and endorse the goals.	Specialist's goals have been designed in collaboration with teachers and school leaders, and are tightly aligned with both teachers' instructional needs and the school program.
	Sample Indicators of Proficiency • **Specialist's instructional goals are clearly defined.** • **Specialist's goals are aligned with the needs of the teachers.** • **Specialist's goals are appropriate for the school program.** • **Teachers indicate they understand the specialist's goals.**			

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Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1d: **Identifies resources for the instructional support program that are available within and also outside the school/district**	Specialist does not identify resources to support the instructional support program.	Specialist has limited knowledge of resources within the school and district that can be used to improve teachers' instructional skills.	Specialist can readily identify appropriate human and material resources within the school and district, or beyond, that can help teachers build their instructional capacity.	Specialist proactively seeks a wide range of resources from multiple sources to build the instructional capacity of the teachers. Teachers share their knowledge of external resources with the Specialist.
	Sample Indicators of Proficiency • **Specialist describes teachers' strengths and areas in need of instructional support.** • **Specialist identifies necessary human and material resources for the instructional support program.** • **Specialist identifies where these resources are located.** • **Teachers describe the resources they need to meet their instructional improvement goals.**			

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Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
1e: **Plans a coherent program of instructional support fully integrated with the school program**	Specialist's instructional support program is either not planned or planned independently of the school program and the capacity of the faculty to implement the school program. The planned instructional support program is based on a series of disconnected professional learning "events" that lacks coherence.	The planned instructional support program is integrated with the school program in limited ways. The planned instructional support program reflects a limited degree of coherence.	The planned instructional support program is fully integrated with the school program. The planned instructional support program offers an organized and coherent approach to instructional improvement.	The planned instructional support program is fully integrated with the school program and designed to drive its goals. The planned instructional support program is coherent and helps bring additional coherence to the school program.
	Sample Indicators of Proficiency • **The instructional support program is designed to provide an aligned and coordinated approach to professional learning.** • **The instructional support program is focused on clearly defined goals and objectives.** • **Specialist aligns instructional support programs with the data-informed needs for improvement.** • **Specialist ensures the instructional support program builds on and enhances the capacity of faculty to deliver the school program.**			

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Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1f: **Develops a plan and process for the ongoing assessment and improvement of the instructional support program**	There is no evidence of a plan or process to assess the efficacy of the instructional support program to guide program improvements.	Specialist has developed a basic plan and process to assess the instructional support program, but has not indicated how the data will be used to inform improvements.	Specialist has developed a coherent plan and process to measure both the implementation of the instructional support program and its impact, relative to the stated goals. Evidence of success is clearly stated. Assessment data is used to guide program improvement.	Specialist has developed a sophisticated plan for assessing the implementation and impact of the instructional support program, relative to the stated goals. Multiple forms of evidence of success, including assessments by the teachers, are clearly defined. Assessment data is used to guide practice-focused discussions among stakeholders that will inform program improvement.

Sample Indicators of Proficiency

- **Specialist has developed a clear plan to assess the implementation and impact of the instructional support program.**
- **The planned assessment focuses on both the processes and the outcomes of the support program.**
- **Assessment data is shared and discussed.**
- **Assessment data is used to inform program revisions and improvement.**

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Domain 2: Environment

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: **Creates a respectful and emotionally safe culture that promotes collaboration**	Specialist has not created an environment where teachers feel safe asking for assistance. There is no evidence of collaboration in addressing problems of practice.	Many teachers participate in professional learning initiated by the Specialist, but there is limited evidence of collaboration in designing the professional learning or in setting goals for improved instruction. Teachers indicate that they feel relatively safe participating in the professional learning developed by the Specialist.	Most teachers participate in professional learning initiated by the Specialist. Some teachers initiate contacts with the Specialist to seek support for collaborative efforts to improve instructional practices. Teachers indicate that the instructional improvement efforts are respectful and responsive.	Teachers work collaboratively with the Specialist to co-develop and participate in improvement-focused professional learning. Teachers indicate that their contributions are respected and valued, promoting a culture of collaboration.
	Sample Indicators of Proficiency • Instructional improvement efforts take the social and emotional needs of teachers into consideration. • Specialist ensures the planned work is flexible, to be able to respond to teachers' needs. • The program acknowledges and respects the existing knowledge and skills of the faculty. • Specialist ensures all teacher conversations are confidential.			

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Environment (continued)

	Levels of Performance			
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
2b: **Promotes a culture of continuous instructional improvement**	Specialist does not communicate that instructional improvement is a continuous process, instead implying that it is a compliance-driven event.	Specialist's attempts to build a culture of continuous improvement are mixed. Some teachers acknowledge the importance of continuous improvement and accept support from the Specialist.	Specialist creates a culture in which continuous improvement is acknowledged as critical work for all staff. Teachers feel comfortable in reaching out for support in their instructional improvement efforts.	Teachers initiate instructional improvement efforts, working collaboratively with the Specialist to define the goals, processes, and methods to measure the implementation and impact of the initiatives.
	Sample Indicators of Proficiency • **Specialist helps to promote a "good to great" mentality in the school.** • **Specialist keeps the focus on continuous improvement to engage all staff in the work.** • **Specialist promotes a culture in which questions and requests for support are invited and valued.** • **Teachers seem comfortable requesting and receiving help.**				

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Environment (continued)

	Levels of Performance			
Component	Unsatisfactory	Basic	Proficient	Distinguished
2c: Develops processes and procedures for teachers to participate in support activities	No processes or procedures are in place. Teachers do not know how to access the services provided by the Specialist.	Teachers have a limited understanding of how to access services offered by the Specialist. Processes and procedures lack the specificity necessary to guide teachers.	Clear processes and procedures are in place to guide teachers in understanding how to access each of the services provided by the Specialist. Teachers understand the procedures and use them to access services.	Clear processes and procedures to access the range of services provided are in place and well communicated. The essential stakeholders participated in developing the procedures and promote their use among the teachers.
	Sample Indicators of Proficiency • Processes and procedures are clearly defined. • Teachers can describe how to access instructional support services. • Teachers access desired services using the established procedures. • Specialist promotes understanding and use of the processes and procedures.			

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Environment (continued)

	Levels of Performance			
Component	Unsatisfactory	Basic	Proficient	Distinguished
2d: **Establishes clearly defined norms for professional conduct**	Norms for professional conduct have not been defined. Adult interactions can be described as unproductive and often disrespectful.	Specialist makes limited attempts to establish norms for adult interactions. Adult interactions are inconsistently productive and respectful.	Clear norms for guiding professional conduct have been established and promoted within the school. The norms frame productive and respectful interactions among the adults.	Teachers observe the established norms for professional conduct, holding themselves and each other accountable for honoring the norms.
	Sample Indicators of Proficiency • **Specialist has developed and communicated norms for professional conduct.** • **Norms for professional conduct contribute to the culture of respect and professionalism.** • **Specialist and teachers refer to the norms in discussing interactions.** • **Teachers observe the norms.**			

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Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2e: **Organizes physical space for professional learning**	Spaces for group work are poorly organized, resulting in lost time, a sense of chaos, and lack of engagement. The physical environment and the activities designed to support professional learning are poorly aligned. Teachers do not feel comfortable in the space.	Spaces for group work are sufficiently organized so that they do not constrain the professional learning. Teachers generally feel comfortable in the workspace.	Professional learning spaces are well organized to minimize lost time, ensure the engagement of participants, and provide an "adult" environment that is free of distractions. Teachers are comfortable in the physical space.	Teachers and the Specialist collaborate to ensure the physical space is well organized and flexibly designed to support multiple approaches to professional learning. Teachers are comfortable in the physical space and often use it for their own meetings.
	Sample Indicators of Proficiency • Equipment and materials in the space are readily accessible. • The physical space is flexible to support various learning structures. • The physical space is "adult" in tone and comfortable for the teachers. • Minimal time is lost from professional learning due to a disorganized environment.			

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Domain 3: Delivery of Services

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Collaborates with teachers to design rigorous, standards-based classroom instruction	Specialist does not collaborate with teachers in designing classroom instruction.	Specialist provides limited support to teachers in designing classroom instruction. The support is often more cooperative than collaborative.	Specialist promotes and engages in collaborative efforts to work with teachers to design standards-based classroom instruction.	Teachers take the initiative to work with Specialist to design classroom instruction that is standards-based, rigorous, and engaging.
	Sample Indicators of Proficiency • **Teachers are comfortable discussing their instructional plans with the Specialist.** • **Specialist collaborates with teachers to design lesson plans.** • **Specialist collaborates with teachers to develop unit plans that incorporate aspects of the Specialist's academic discipline.** • **Specialist collaborates with teachers to ensure rigorous instruction.**			

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Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3b: Addresses the instructional improvement needs of the teachers served	The instructional improvement support delivered by the Specialist is of poor quality and does not address the needs of the teachers served.	The instructional improvement support designed and delivered by the Specialist is of mixed quality, addressing the needs of a limited number of the teachers served.	The instructional improvement support designed and delivered by the Specialist is of high quality and appropriately addresses the needs of the teachers served.	The Specialist offers teachers an opportunity to inform the workshops and modeling services in order to ensure a tight alignment with their instructional improvement needs.
	Sample Indicators of Proficiency • **Teachers state that the instructional improvement services are appropriate for their needs.** • **Instructional improvement support—workshops and modeling—are high quality.** • **Specialist uses observational data to inform the development of the instructional support offered.** • **Specialist ensures a tight fit between teachers' instructional improvement needs and the instructional support provided.**			

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Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engages teachers in learning new instructional strategies and practices	Specialist is not successful in promoting professional learning. Teachers do not take part in professional learning.	Specialist has limited success in promoting opportunities for professional learning. Some teachers engage in the professional learning provided.	Specialist successfully engages teachers in learning new instructional strategies and practices. Teachers participate in the professional learning.	Specialist and teachers collaborate on identifying topics for professional learning about instructional strategies and practices. Teachers are highly motivated participants in ongoing professional learning.
	Sample Indicators of Proficiency • **Teachers welcome and engage in the professional learning opportunities.** • **Attendance/service records attest to the participation of teachers.** • **Walkthrough data focuses on changes in instructional practice over time.** • **Specialist schedules teachers for in-classroom support as they implement the new strategies and practices.**			

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Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
3d: **Provides relevant and timely feedback to teachers**	There is little or no feedback given to teachers regarding their professional growth. Teachers do not appear to be aware of their professional learning goals and do not engage in self-assessment.	Teachers are aware of their learning goals, but feedback to teachers is minimal and inconsistent.	Specialist provides timely and consistent feedback to teachers based on clearly communicated goals for professional growth.	Specialist integrates multiple types of evidence, including teacher's self-assessments, to provide timely and consistent feedback to teachers regarding their professional growth. Specialist works with teachers to use the feedback to update professional learning goals and/or develop new goals to support ongoing improvement.
	Sample Indicators of Proficiency • **Teachers are aware of their own professional learning goals.** • **Specialist provides written or oral feedback to teachers within a few days of interacting with the teacher.** • **Feedback is organized around clearly communicated goals for professional growth.** • **Feedback is based on evidence and data collected during the interaction.**			

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Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3e: Provides responsive professional support	Specialist offers a rigid approach to professional support that is followed regardless of impact or appropriateness.	Specialist sometimes modifies plans/approaches in response to teacher requests or evident needs.	Specialist provides responsive services by adapting and adjusting plans for services as teacher needs and interests change.	Specialist solicits input from key stakeholders to ensure the professional support is appropriate and responsive to the existing and emerging interests and needs of teachers. Services are adapted as needed to ensure responsiveness.
	Sample Indicators of Proficiency • Specialist has evidence of the emerging needs of the teachers. • Specialist reviews progress and adjusts the program plan as needed. • Teachers have scheduled meetings to discuss their professional support interests and needs. • Teachers believe the services are responsive.			

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Domain 4: Professional Responsibilities

	Levels of Performance			
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
4a: **Reviews and reflects on practice to inform improvement**	Specialist either does not review the counseling practice or provides inaccurate recommendations for improvement.	Specialist's reflections are vague, informing recommendations for improvement that are too global to be actionable.	Specialist accurately reflects on the implementation and the impact of the instructional improvement services, providing concrete and specific examples of challenges and successes. Recommendations for improvement are specific and focused on program improvement.	Specialist's reflections are both specific and perceptive, framed by clear evidence for the recommendations provided. Specialist's professional judgment and expertise help shape specific recommendations for alternative approaches to meeting the instructional improvement goals.
	Sample Indicators of Proficiency • Specialist provides written recommendations for improving the instructional support program. • Challenges are fully defined and actionable recommendations are provided to address these. • Successes are shared with the broader community. • Teachers share their recommendations for improvement.			

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Professional Responsibilities (continued)

| Component | Levels of Performance | | | |
	Unsatisfactory	Basic	Proficient	Distinguished
4b: **Follows established procedures for developing and submitting accurate and timely records, budgets, and reports**	Specialist does not follow procedures that have been established for developing and submitting required documents. Required documents are usually inaccurate and late.	Specialist has limited success in following established procedures to prepare accurate budgets, service records, and reports. Required documents are often submitted late.	Specialist follows established procedures to guide the development of budgets, service records, and reports. Required documents are accurate and submitted on time.	Specialist follows and informs the improvement of established procedures for developing and submitting required reports. Budgets are designed to support improvement by reflecting diagnosed needs. Required documents are accurate, submitted on time, and generally viewed as exemplars to guide the work of others.
	Sample Indicators of Proficiency • **Specialist follows established procedures for developing required documents.** • **Specialist's reports are accurate.** • **Specialist's reports are developed in a timely manner.** • **Specialist's reports are submitted in a timely manner.**			

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Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4c: Coordinates improvement efforts with other Specialists	Specialist tends to work in isolation, not coordinating improvement efforts in any way with other Specialists at the school.	Specialist is inconsistent in coordinating improvement efforts with other Specialists at the school, inhibiting a common vision and aligned focus for the work.	Specialist consistently coordinates improvement efforts with other Specialists at the school, creating a single vision of effective instruction and a clear and aligned approach to leveraging this.	Specialist seeks opportunities to coordinate improvement efforts with other Specialists at the school and with other stakeholders, including external stakeholders, who can provide support for the improvement work.
	Sample Indicators of Proficiency • **Specialists meet as a community of practitioners to share information about their work.** • **School-based Specialists schedule common time for joint planning and discussions.** • **Specialists align their individual work with the overarching school goals.** • **Specialists develop a common vision of effective instruction to guide their work.**			

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Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4d: **Engages with the larger school community**	Specialist does not participate in school committees, projects, and/or events. Professional relationships with peers are distant or negative.	Specialist selectively engages with school committees, projects, and/or events, typically when asked. Relationships with colleagues are professionally courteous.	Specialist actively participates in, supports, and contributes to school committees, projects, and/or events. Professional relationships are positive, cooperative, and productive.	Specialist seeks opportunities to engage in school events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.
	Sample Indicators of Proficiency • **Specialist is an active participant on key committees in the school.** • **Teachers indicate they have positive professional relationships with the Specialist.** • **Specialist is often seen at school events—before, during, or after school hours.** • **Teachers feel their professional relationships with the Specialist are productive.**			

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Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4e: **Enhances professional capacity through ongoing professional learning**	Specialist does not participate in professional learning.	Specialist participates only in professional learning required by the district or state. Specialist makes limited attempts to share the professional learning with school staff.	Specialist seeks professional learning opportunities, including coaching, to improve professional practice. Specialist schedules opportunities to share the professional learning with colleagues.	Specialist seeks out formal and informal professional learning, including feedback from colleagues and attendance at professional conferences. Specialist applies this learning to improve the counseling services and to increase the professional knowledge and skills of colleagues.
	Sample Indicators of Proficiency • **Specialist participates in a range of professional learning to expand and enhance professional knowledge and skills.** • **Specialist creates opportunities for informal sharing of the new professional knowledge and skills.** • **Specialist attends local and national conferences to explore cutting-edge thinking.** • **Specialist visits other schools to learn new approaches to instructional improvement.**			

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Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4f: Demonstrates professionalism by adhering to the highest standards of integrity and confidentiality	Specialist violates teachers' confidentiality and acts with low levels of integrity. Teachers do not trust this Specialist.	Specialist is inconsistent in honoring both confidentiality and professional integrity. Teachers have low levels of trust in this Specialist.	Specialist frames all professional interactions with high standards of professional honesty, integrity, and confidentiality. Teachers trust this Specialist.	Specialist is well regarded as someone who consistently displays the highest standards of honesty, integrity, and confidentiality, challenging negativity and promoting high standards of professionalism throughout the school. Teachers seek out and trust this Specialist.
	Sample Indicators of Proficiency • **Teachers voice their trust in the Specialist.** • **Specialist is known to operate with a high degree of integrity.** • **Teachers are comfortable that their discussions will be confidential.** • **Specialist demonstrates professionalism in all aspects of the work.**			

APPENDIX A-3

DANIELSON RUBRIC COUNSELOR

Rubrics for Pupil Personnel Professionals

Pupil Personnel Professionals are the School Counselors, School Psychologists, School Social Workers, and others who provide "assessment, diagnosis, counseling, educational, therapeutic, and other necessary services to ensure students are successful in school" (National Alliance of Pupil Services Organizations, 2012).

The following rubrics for Pupil Personnel Professionals are aligned with the four domains of the Danielson Framework for Teaching.

1

Pupil Personnel Services
Domain 1: Planning and Preparation

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrates understanding of professional research, theories, content, tools, and processes	Counselor demonstrates little or no understanding of the critical concepts and content of the counseling disciplines, the use of discipline-specific instruments to guide services, or the range of service delivery processes/options of the counseling professions. Counseling goals and plans do not reflect research-based content or incorporate a range of research-based counseling processes.	Counselor demonstrates limited understanding of the critical concepts and content of the counseling disciplines, the use of discipline-specific instruments to guide services, or the range of service delivery processes/options of the counseling professions. Counseling goals and plans do not reflect research-based content and/or incorporate a limited range of counseling processes.	Counselor demonstrates understanding of the critical concepts and content of the counseling disciplines, the use of discipline-specific instruments to guide services, and the range of service delivery processes/options of the counseling professions. Counseling goals and plans incorporate research-based content, include the use of appropriate assessment instruments, and incorporate a range of individual, small group, and whole group counseling processes.	Counselor demonstrates deep understanding of the critical concepts and content of the counseling disciplines, the appropriate use of multiple instruments to guide services, and an extensive range of service delivery processes/options of the counseling professions. Counseling goals and plans reflect research-based content, a wide range of counseling processes to support student learning and development, and ongoing consultation with classroom teachers to monitor the impact of the counseling program on learning.
	Sample Indicators of Proficiency • Counselor's plans focus on research-based practices shown to guide and support student development. • Counselor's plans reflect the research-based content and processes of the discipline. • Counselor's plans include the use of appropriate individual, small group, and whole group counseling to remove barriers to student learning. • Counselor uses appropriate professional tools/instruments to guide the counseling program and monitor its impact.			

2

3

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
1b: **Demonstrates understanding of the youth served**	Counselor demonstrates little or no interest in understanding the students' SES, cultural background, English language proficiency, family structure, or interests and the impact of these factors on the youngsters. Counselor does not attempt to gain a deeper understanding of the general population of youth served.	Counselor demonstrates a general understanding of the students' SES, cultural background, English language proficiency, family structure, or interests and the impact of these factors on the youngsters. Counselor makes limited attempts to deepen understanding of the specific youngsters served.	Counselor understands and can describe the SES, cultural background, English language proficiency, family structure, and interests of the students and the impact of these factors on the youngsters. Counselor actively seeks to deepen understanding of the general population, the subgroups, and the specific youngsters served.	Counselor understands the SES, cultural background, English language proficiency, family structure, and interests of the students and the impact of these factors on the students served. Counselor has a deep understanding of the general population, the subgroups, and the specific youngsters served, and provides leadership and guidance to colleagues in this area.
	Sample Indicators of Proficiency • **Counseling programs and processes are appropriate for the students served.** • **Counselor plans programs that reflect the developmental levels and the cultural and linguistic proficiency of the students served.** • **Counselor communicates regularly with parents and staff of community-based organizations to better understand the students served.** • **Counseling services provided reflect understanding of the factors that impact student success.**			

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Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1c: **Plans and develops measurable goals and outcomes to address the needs of individuals and groups**	The planned goals and outcomes for counseling are primarily expressed as activities. They are unclear, not measurable, and not well aligned with or appropriate for the needs of either individuals or groups.	The planned goals for counseling are expressed as a combination of goals, activities, and outcomes that are only partially aligned. They are appropriate to address the needs of some students but not expressed clearly enough to enable assessment.	The expected outcomes of counseling are expressed as clear goals that are appropriate to address the learning and development needs of most of the population served. The stated goals and outcomes are aligned and measurable.	The expected outcomes of counseling are appropriate to address the needs of individual students, their teachers, and their families. The outcomes are defined as clear goals that can be assessed through formative measures to guide program refinement and through summative measures to define achievement.
	Sample Indicators of Proficiency • Counseling plan identifies how the goals and outcomes will be assessed. • Counseling goals can be identified by teachers. • Counseling goals focus on addressing the learning needs of the students. • Counseling activities are designed to drive the stated goals and outcomes, not replace them.			

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Planning and Preparation (continued)

	Levels of Performance			
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1d: Demonstrates knowledge of applicable federal, state, and local requirements, regulations, and resources	Counselor demonstrates little or no knowledge of legal requirements or regulations and of the resources and support provided through the school and/or district.	Counselor demonstrates general knowledge of legal requirements and regulations, but limited or no understanding of the resources provided through the school and district to support student development.	Counselor demonstrates knowledge of legal requirements and regulations and identifies and accesses the resources available for students through the school and the district.	Counselor demonstrates deep understanding of legal requirements and regulations and proactively seeks resources within and beyond the school and district to support the counseling program for students, their families, and school staff.
	Sample Indicators of Proficiency • **Counseling plans align with legal requirements or regulations.** • **Counseling plans incorporate use of school/district resources to support the students.** • **Counselor works with school staff to identify school/district resources that will help remove barriers to learning.** • **Counselor meets with parents/caregivers to explore school/district resources that will provide support for student learning.**			

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Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
1e: **Plans coherent counseling services that are integrated with the school program**	Counseling services lack coherence and are poorly aligned with the school program.	Planned counseling services are partially designed to support the stated outcomes. There is a structure to the planned experiences and activities, but the activities are not aligned sufficiently to address the overall learning goals.	Counseling services are structured to frame a coherent approach to service delivery. Planned counseling services are designed to support the critical priorities of the school program.	Planned counseling services are informed by student data and aligned to drive and support coherent service delivery. The services and their delivery are sufficiently differentiated to reflect and address the needs of individual students as well as groups of students.
	Sample Indicators of Proficiency • Counselor intentionally links knowledge of the students with the development of the counseling services outcomes to ensure alignment of outcomes with interests and needs. • Counseling services are organized and guided by organizing principles that help ensure coherence. • Counseling plan focuses on aligning resources and experiences to address barriers to learning. • Counseling services are designed to promote the learning needs of both groups and individuals.			

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Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1f: **Plans for ongoing assessment and continuous improvement of counseling services**	No plans have been developed to provide either formative or summative assessment of the implementation and impact of counseling services for individual students and groups of students. There is no evidence of continuous improvement.	Counselor plans a limited assessment of his/her counseling services and their impact on individual students and groups of students. There is insufficient data to inform continuous improvement.	Counselor plans for ongoing assessment of the implementation of the counseling services and the degree to which the goals have been met and outcomes achieved for individual students and groups of students. Assessment data is used to guide improvement of counseling services.	Counselor plans for comprehensive assessment of the degree to which counseling goals have been met and their impact on students, teachers, and families. Counselor uses multiple forms of data to guide improvement of counseling services.
	Sample Indicators of Proficiency • Counselor schedules formative assessments and improvement meetings. • Counselor engages stakeholders in the ongoing assessment of the counseling services. • Counselor uses formative assessment data to inform changes in the services and outcomes of counseling services. • Assessments of the counseling services show improvement over time.			

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Domain 2: Environment

Component	Levels of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
2a: Develops a respectful and supportive environment	Counselor does not know the students served and does not exhibit respectful and caring interactions with them.	Counseling interactions between Counselor and students are generally appropriate, but there is limited success in promoting respectful and caring interactions among the youngsters.	Counselor promotes respectful and supportive interactions with each student and encourages students to interact with each other in respectful and caring ways.	Counselor continues to model respectful and supportive interactions, while supporting students as they take ownership of the counseling space, self-monitoring their interactions.
	Sample Indicators of Proficiency • **Students indicate that they feel safe in the counseling environment.** • **Counselor acknowledges and shows respect for the cultural and linguistic diversity of the students.** • **There is a marked absence of sarcasm, put-downs, and any form of negative interactions or bullying among the students.** • **Counselor and students demonstrate genuine concern and caring for each other.**			

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2b: Promotes respectful communication throughout the school	Counselor makes no attempts to promote respectful communication between students in the school.	Despite attempts, Counselor has limited success in promoting and supporting respectful discussions between students and between students and teachers.	Counselor actively promotes respectful and supportive interactions with each student, encouraging students to interact with each other and with their teachers in respectful and caring ways.	Students develop ownership of the positive climate promoted by Counselor, monitoring their own interactions to ensure they are both respectful and supportive.
	Sample Indicators of Proficiency • There is a marked absence of sarcasm, put-downs, and any form of negative interactions or bullying among the students. • Counselor and students demonstrate genuine concern and caring for each other. • Student/teacher communication is respectful. • Students express support for each other.			

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Environment (continued)

	Levels of Performance			
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
2c: **Establishes routines and procedures for the counseling center/classrooms**	Routines and procedures are not evident, creating a sense of disorder and chaos. Service delivery time is lost because of the lack of effective counseling routines and procedures.	A limited set of routines and procedures is in place but inconsistently followed or enforced. Some service delivery time is lost because of insufficient and ineffective counseling routines.	Routines and procedures are evident in the smooth operation of the counseling program. The routines and procedures help ensure that little to no service delivery time is lost.	Counselor and students work collaboratively to observe and maintain the routines and procedures that support the operation of the counseling programs. Virtually no service delivery time is lost.
	Sample Indicators of Proficiency • **Routines and procedures inform how students transition between the counseling environment and their classrooms.** • **Routines for using materials and equipment are evident, efficient, and effective.** • **The overall program operates in a seamless manner.** • **Students understand the procedural expectations and observe them.**			

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Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2d: Establishes and promotes clear standards of conduct for the sessions and school-wide	Counselor has not established standards of conduct for the sessions and does not monitor student behaviors.	Standards of conduct are posted but are inconsistently reinforced by Counselor and/or inconsistently followed by students. Counselor has limited success in promoting clear and consistent standards of conduct school-wide.	Standards of conduct for the counseling sessions are evident, enforced, and observed. Counselor helps inform school-wide standards of conduct.	Students help monitor and maintain the standards of conduct in the counseling sessions. Counselor actively promotes and supports the school-wide standards of conduct.
	Sample Indicators of Proficiency • **Students demonstrate understanding of the standards of behavior.** • **Counselor enforces the standards of conduct.** • **Counselor helps shape school-wide standards of conduct.** • **The standards of conduct help shape a culture of purposefulness in the counseling program.**			

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2e: **Organizes and maintains the physical environment**	The physical environment is disorganized and chaotic and does not support the goals of the counseling program.	Counselor has limited success in attempts to organize the physical environment to create a sense of purpose and to support the goals of the counseling program.	The physical environment is well organized to allow easy access to resources and to support the goals of the counseling program.	Counselor and students collaborate to ensure an attractive and well-maintained environment that is organized to support program goals and processes and ensure a sense of purpose.
	Sample Indicators of Proficiency • **Students can quickly and easily access materials, supplies, and equipment.** • **The physical environment promotes and supports the goals of the counseling program.** • **Students indicate they feel safe, secure, and comfortable in the environment.** • **The room is arranged to provide a sense of purpose for the program and activities.**			

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Domain 3: Delivery of Services

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Consults with teachers and administrators and responds appropriately to referrals	Counselor does not consult with teachers and administrators and fails to adjust evaluations and/or services to the questions or issues raised in the referral.	Counselor makes some effort to consult with teachers and administrators and is partly successful at adjusting evaluations and/or services to address the questions or issues raised in the referral.	Counselor consults regularly with teachers and administrators and implements evaluations and/or services that directly respond to the questions or issues raised in the referral.	Counselor consults frequently with teachers and administrators, provides expertise in terms of leadership and insight, and implements evaluations and services that directly address the questions or issues raised in the referral.
	Sample Indicators of Proficiency • **Counselor meets once a week with teachers and administrators to discuss individual students' needs and achievements.** • **Counselor seeks out information from in-classroom observations or from outside of school as appropriate.** • **Counselor differentiates the formal and informal evaluations and/or services needed for each student or groups of students.** • **Counselor provides guidance to teachers and administrators around how best to support each student or groups of students.**			

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3b: **Uses knowledge of student needs to help teachers and students develop realistic academic, personal, and post-school plans**	Counselor does not use assessment data to help students and teachers develop realistic academic, personal, and post-school plans.	Counselor has limited success in helping students and teachers frame data-informed academic, personal, and post-school plans.	Counselor successfully uses assessment data to help students and teachers develop realistic academic, personal, and post-school plans.	Counselor uses assessment data to help individual students, teachers, and families develop individual academic, personal, and post-school plans.
	Sample Indicators of Proficiency • Counselor meets with teaching staff to discuss client's overall academic and social strengths and needs. • Counseling plans are designed to realistically address client's academic and social strengths and needs. • Counselor and client meet to discuss goals prior to finalizing plans. • Clients, parents/caregivers, and teachers indicate they understand the counseling service plans.			

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Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3c: **Ensures the use of counseling strategies and techniques in both counseling sessions and in classrooms**	Counseling strategies and techniques are either undefined or insufficiently defined to promote full implementation in the counseling sessions and/or classrooms.	A limited number of counseling strategies and techniques are fully implemented to develop student interpersonal and planning skills in the counseling sessions and/or classrooms.	Counselor promotes full implementation of a range of counseling strategies and techniques to support student interactions and planning skills in both the counseling sessions and classrooms.	Counselor promotes full implementation of a wide range of counseling strategies and techniques to support student development and interactions in counseling sessions and in the classrooms.
	Sample Indicators of Proficiency • **Counselor ensures teachers understand and implement the counseling plans as part of their classes.** • **Counselor monitors implementation in the classrooms.** • **Counselor monitors implementation of the service delivery plans for counseling sessions.** • **Counselor promotes full implementation of the planned services for counseling sessions, as appropriate.**			

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Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3d: **Ensures the availability of appropriate resources to address student needs**	Counselor does not coordinate efforts with other school- or district-based programs to ensure availability of sufficient and/or appropriate resources to address student needs.	Counselor has limited success in securing appropriate resources from other school- or district-based programs to address student needs.	Counselor secures appropriate resources to meet student needs through other school- or district-based programs.	Counselor secures appropriate resources to meet student needs through school- and district-based programs and through organizations beyond the school and district.
	Sample Indicators of Proficiency • Counselor identifies school- and district-based programs that have resources appropriate to the needs of students in the counseling program. • Counselor coordinates with school-based programs to secure resources to meet student needs. • Counselor identifies district programs with appropriate resources to address student needs and ensures these are available for the students. • Counselor secures resources from district-level programs to address student needs.			

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Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3e: Reviews and revises counseling plans/services to ensure a good fit with student needs	Counselor does not revise services once they are defined, even if it would inform more appropriate services for the client.	Counselor is inconsistent in reviewing counseling services and impact and modifying these to best address student needs.	Counselor regularly reviews the impact of the counseling services and revises them as needed to ensure a good fit with existing and emerging client needs.	Counselor continuously solicits input from key stakeholders to identify ways to ensure a better fit between program services and the interests and needs of clients.
	Sample Indicators of Proficiency • **Counselor holds multiple formal and informal meetings to assess the fit of the implemented services with changing needs.** • **Counselor recognizes and addresses emerging client needs by modifying the counseling services.** • **Counselor meets regularly with key stakeholders to review the services and revise as needed.** • **Clients evidence understanding of the degree to which the services are addressing their needs and work with Counselor to make any necessary revisions.**			

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Domain 4: Professional Responsibilities

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: **Reviews and reflects on practice to inform improvements**	Counselor either does not reflect on the counseling services or provides inaccurate recommendations for improvement.	Counselor's reflections are generally accurate, but the resulting recommendations for improvement are too global to inform meaningful change.	Counselor accurately reflects on the implementation and the impact of the counseling services, providing concrete and specific examples of challenges and successes. Recommendations are specific and focused on the improvement of counseling services.	Counselor's reflections are both specific and insightful, not only citing evidence for the reflections, but also applying professional judgment to determine why goals were or were not met. Recommendations focus on both improvement of counseling services and development of new strategies.
	Sample Indicators of Proficiency • Counselor identifies overall impact of counseling services, citing specific examples as evidence. • Counselor identifies challenges and makes recommendations to address these. • Counselor presents concrete recommendations to improve implementation and impact of counseling services. • Counselor and client reflect on the success of the counseling services, identifying areas for improvement.			

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Professional Responsibilities (continued)

| Component | Levels of Performance | | | |
	Unsatisfactory	Basic	Proficient	Distinguished
4b: **Maintains accurate records and submits counseling reports on time**	Records are incomplete and/or inaccurate or late, constraining the development of required reports. Counselor fails to use required online systems for reporting.	Records are usually accurate, but counseling reports are often late, which sometimes raises questions about the delivery of required services. Counselor sometimes uses required information systems for reporting and maintaining records.	Counselor's records are accurate and timely, including all required information on planned and delivered services and progress relative to goals. Counselor accurately uses required information systems for reporting and maintaining records.	Counselor's record keeping is exemplary, documenting all aspects of the services, from referrals to transition. Included notes offer insight into the service delivery plan and help inform future interventions. Counselor accurately uses required information systems systematically, documenting all events that might inform others working with the clients.
	Sample Indicators of Proficiency • Counselor consults records to determine the progress of the planned services delivery. • Counselor sets time aside each week to enter all pertinent information in the required information system. • Reports are accurate, timely, and complete. • There are no questions raised about which services were provided and when they were provided.			

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
4c: Communicates with families and caregivers	Counselor does not communicate with families or caregivers about either the student's social, emotional, and/or academic needs or about his/her counseling services as a whole.	Counselor inconsistently communicates with families or caregivers about the student's progress or needs or about his/her counseling services as a whole.	Counselor communicates with families or caregivers about the student's progress or needs and about his/her counseling services as a whole.	Counselor regularly reaches out to families or caregivers to provide information about the student and his/her counseling services as a whole, in language that is both clear and accessible to them.
	Sample Indicators of Proficiency • Counselor meets with parents and/or caregivers to share information about individual student needs and progress. • Counselor meets with parents and/or caregivers to share information about his/her counseling services as a whole. • Parents and/or caregivers indicate they understand his/her counseling services. • Parents and/or caregivers reach out to Counselor to seek information about individual students or the counseling services as a whole.			

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4d: **Engages with the larger district and school community**	Counselor does not participate in school or district committees, projects, and/or events. Professional relationships with peers are distant or negative.	Counselor selectively engages with school and district committees, projects, and/or events, typically when asked. Professional relationships with colleagues are professionally courteous.	Counselor actively participates in, supports, and contributes to school and district committees, projects, and/or events. Professional relationships are positive, cooperative, and productive.	Counselor seeks opportunities to engage in school and district events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.
	Sample Indicators of Proficiency • **Counselor seeks opportunities to be an active and productive team player in the school and district.** • **Counselor's relationships with school and district professionals focus on working together to best address the needs of all students.** • **School and district professionals welcome the participation and engagement of the Counselor on committees and at events.** • **Counselor's contributions are valued by the school and district staff.**			

22

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4e: Enhances professional capacity through ongoing professional learning	Counselor does not participate in professional learning.	Counselor participates only in professional learning that is required by the district or state.	Counselor seeks and engages in professional learning opportunities to enhance professional knowledge and skills.	Counselor seeks out professional learning, including feedback from colleagues. Counselor provides formal and/or informal opportunities to share the professional learning with colleagues.
	Sample Indicators of Proficiency • **Counselor seeks professional learning opportunities within and beyond the school district.** • **Counselor provides workshops and informal opportunities to share new learning and skills with colleagues.** • **Counselor welcomes opportunities for coaching.** • **Counselor develops action research projects to advance professional learning.**			

Professional Responsibilities (continued)

Component	Unsatisfactory	Basic	Proficient	Distinguished
4f: Demonstrates professionalism	Counselor's professional interactions are marked by lack of honesty and questionable integrity.

Basic principles of confidentiality and school/district requirements are violated. | Counselor is generally honest with stakeholders and typically acts with integrity.

School/district regulations are inconsistently addressed. Confidentiality is honored. | Counselor's interactions are marked by honesty and integrity in the service of all clients.

School/district regulations and confidentiality are observed. | Counselor displays the highest standards of honesty and integrity, challenging negativity and/or lack of integrity in any aspect of the service delivery.

School/district regulations and confidentiality are consistently observed. |
| | **Sample Indicators of Proficiency**

• **Counselor does not engage in discussions about clients that may violate their confidentiality in any way.**
• **Counselor promotes concerns about confidentiality among the faculty.**
• **Counselor provides accurate and honest information about the services and their impact.**
• **All school and district regulations are observed.** | | | |

APPENDIX A-4

DANIELSON RUBRIC
RELATED SERVICE PROVIDERS

Teachscape

Related Services Providers
Domain 1: Planning and Preparation

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrates knowledge of the discipline and of district, state, and federal guidelines and regulations	Therapist's plans and practices demonstrate little to no knowledge of or proficiency in the specialized area.	Therapist's plans and practices evidence some knowledge of the theory and practice of the discipline. Therapist demonstrates limited knowledge of applicable guidelines, laws and regulations.	Therapist's plans and practices demonstrate knowledge of the theories and instructional practices of the discipline. Therapist demonstrates appropriate knowledge of applicable guidelines, laws, and regulations.	Therapist's plans and practices demonstrate deep knowledge of the theories of the practice and a high degree of skill in his/her intentional and creative application to the planned work. Therapist participates in framing and revising district policies and procedures and provides professional learning to help ensure colleagues also understand these.
	Sample Indicators of Proficiency • Therapist's plans reflect the research-based content and best practices of the discipline. • Plans include the use of appropriate individual, small group, and whole group activities. • Program plans align with legal requirements or regulations. • Therapist works with school staff to ensure students receive all services to which they are entitled.			

Teachscape

Planning and Preparation (continued)

	Levels of Performance			
Component	Unsatisfactory	Basic	Proficient	Distinguished
1b: **Uses knowledge of his/her specialty area to plan programs that meet students' needs**	Therapist's plans and practices display minimal knowledge of typical developmental characteristics, skills, and needs of students in his/her specialty. Therapist's plans and practices display minimal knowledge of disabilities of students.	Therapist's plans and practices display general knowledge of developmental characteristics, skills, and needs of students as a whole group in his/her specialty. Therapist's plans and practices display general understanding of disabilities of students.	Therapist's plans and practices display solid understanding of developmental characteristics, skills, and needs of each individual student in his/her specialty. Therapist's plans and practices display solid understanding of how disabilities impact students' attitudes, behaviors, and performances.	Therapist's plans and practices take into account characteristics, skills, and needs of each individual student. Therapist uses this knowledge to create meaningful and realistic opportunities and to differentiate instruction.
	Sample Indicators of Proficiency • Therapist uses research-based practices to guide and support student development. • Therapist's plans reflect the research-based content and best practices of the discipline. • Plans include the use of appropriate individual, small group, and whole group activities. • Therapist provides evidence of appropriate certification.			

Teachscape

Planning and Preparation (continued)

	Levels of Performance			
Component	Unsatisfactory	Basic	Proficient	Distinguished
1c: Establishes clear therapeutic goals to address the needs of the students served	Therapeutic goals are not clear or are too low-level and/or too vague for the students' ages or conditions.	Therapeutic goals are somewhat clear and appropriate for the ages and needs of some of the students.	Therapeutic goals are clearly defined and appropriately designed for the ages and needs of the students served.	Therapeutic goals are crisply defined and highly appropriate for informing a wide range of aligned program activities that address the needs and ages of the students served.
	Sample Indicators of Proficiency • Therapist uses research-based practices to guide and support student development. • Therapist's plans reflect the research-based content and best practices of the discipline. • Plans include the use of appropriate individual, small group, and whole group activities. • Therapist provides evidence of appropriate certification.			

Teachscape

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1d: Identifies resources both within and outside the school and district	Therapist does not demonstrate knowledge of school or district resources to support the program and students and makes no attempts to gain this knowledge.	Therapist demonstrates limited knowledge of school or district resources available to support the program and students. Therapist makes limited attempts to develop this knowledge.	Therapist is knowledgeable of resources available to support the program and students within the school and district and has some understanding of resources beyond these. Therapist continually seeks additional resources to support the program and students.	Therapist has deep and extensive knowledge of available resources within and external to the school and district. Therapist works closely with key stakeholders to identify additional resources.
	Sample Indicators of Proficiency • Therapist identifies resources for students that are available within the school. • Therapist identifies resources for the students and the program that are available within the district. • Therapist identifies resources for the program that are available beyond the school/district. • Therapist identifies specific resources needed to support students and seeks these out.			

Teachscape

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1e: **Ensures the therapeutic program is coherent and integrated with the school programs to meet student needs**	Planned therapeutic program is incoherent, made up of a series of activities and experiences that are poorly aligned with the goals of both the therapeutic program and the school programs.	Planned therapeutic program includes activities that are somewhat coherent and not well aligned and integrated with the program goals and the school programs.	The planned therapeutic program is both coherent and well integrated with the school programs.	The therapeutic program aligns and integrates program activities, program goals, and school goals to ensure a coherent and flexible approach that addresses the needs of most of the students served.
	Sample Indicators of Proficiency • Therapeutic and school programs are integrated to ensure a seamless approach to student learning. • Therapeutic program ensures coherence through the alignment of goals, activities, and processes. • The goals of the therapeutic program focus on student learning. • Therapeutic program enhances learning by removing the barriers to student learning in the school program.			

Teachscape

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1f: **Develops plans to self-assess and improve therapist's skills which impact services to students.**	No plans have been developed to self-assess and improve therapist's skills which impact individuals or groups of students.	Therapist has developed a limited approach to self-assessing and improving his or her skills which impact individuals or groups of students.	Therapist has developed a clear plan to self-assess the processes and impact of the services offered to individuals or groups of students and to use the evidence of impact to frame improvements.	Therapist has developed a plan for ongoing review and refinement of the services offered to individuals or groups of students, incorporating the recommendations of students and other stakeholders.
	Sample Indicators of Proficiency • Therapist has a clearly defined plan to self-assess and improve the impact of the therapeutic services. • Impact is assessed relative to goals for therapy. • Evidence of impact informs improvement of therapeutic services. • Assessment and improvement strategies are documented.			

Teachscape

Related Services Providers
Domain 2: Environment

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: **Knows and develops positive and respectful interactions with students**	Therapist does not know the students served and does not exhibit respectful and caring interactions with them. Students do not appear comfortable in the therapeutic setting.	Therapist's interactions with students are generally appropriate, but there is limited success in promoting respectful and caring interactions among the youngsters. Therapist typically respects the cultural and linguistic diversity of the students, but there are some indicators of insensitivity. Levels of rapport vary.	Therapist models and promotes respectful and supportive interactions with each student, actively encouraging students to interact with each other in respectful and caring ways. Therapist respects and celebrates the cultural and linguistic differences among the students. Adult/student rapport high.	Students and Therapist collaborate to maintain the positive climate promoted by the Therapist. Students monitor their own interactions to ensure they are both respectful and supportive. Therapist continues to model respectful and supportive interactions, continuously promoting and supporting respect for diversity.
	Sample Indicators of Proficiency • Therapist models the expected behaviors by treating all students in respectful and caring ways. • There is a marked absence of sarcasm, put-downs, and any form of negative interactions or bullying among the students. • Therapist and students demonstrate genuine concern and caring for each other. • Students indicate that they feel safe in the program environment.			

Teachscape

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2b: **Sets priorities and organizes time**	Priorities are not clearly defined and time is not well managed, causing negative impact on scheduling and the timely completion of reports.	Time is somewhat organized, ensuring that required activities are completed, although not necessarily efficiently.	Priorities are well ordered, ensuring that the therapeutic work proceeds on time and efficiently. Schedules are defined and communicated to students and teachers.	Effective and efficient time management skills help ensure that therapeutic activities run smoothly and on schedule. Students, teachers, and families/caregivers know and understand the schedule of services.
	Sample Indicators of Proficiency • Priorities are set and communicated with critical stakeholders. • Therapeutic programs and activities are delivered as scheduled. • Students and teachers know the schedule for services. • The ordered priorities inform the schedules.			

Teachscape

Environment (continued)

	Levels of Performance			
Component	Unsatisfactory	Basic	Proficient	Distinguished
2c: Promotes referral processes and procedures	There is no evidence that the therapist understands or communicates the TUSD processes and procedures to guide referrals to the therapeutic program.	Therapist has a rudimentary understanding of TUSD processes and procedures to guide referrals, but families/ caregivers and teachers do not understand them.	Therapist has a well-defined understanding of TUSD referral processes and procedures. All stakeholders know and understand what to do to refer a student to the therapeutic program.	Therapist has a strong understanding of TUSD referral processes and procedures in collaboration with school staff. Therapist can work through unusual situations and effectively communicate with parents and staff.
	Sample Indicators of Proficiency • Referral processes and procedures are clearly codified. • Therapist communicates the processes and procedures to all stakeholders. • Teachers understand how to refer a student for services. • Families/caregivers indicate that they understand the referral process.			

Teachscape

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2d: **Develops and enforces standards for student conduct**	Standards for student conduct have not been established and there is little or no attention paid to managing student behavior. Misbehaviors are addressed in ways that are harsh or inappropriate.	Standards of conduct are posted, but these are inconsistently reinforced by the Therapist and inconsistently followed by the students. Misbehaviors are addressed inconsistently.	Standards of conduct are evident and referenced by the Therapist and students. Student behavior is monitored relative to the standards. Students understand that there are consequences for misbehaviors, and misbehaviors are addressed appropriately.	Students help define the standards of behavior and hold themselves and their classmates accountable for honoring these. Therapist helps promote the standards beyond the therapeutic space, framing a culture of expectations for student behaviors throughout the school.
	Sample Indicators of Proficiency • Therapist prevents off-task behaviors by proactively referencing the standards of conduct. • Student misbehaviors are addressed immediately and appropriately. • Students demonstrate understanding of the standards of behavior. • Student behavior is monitored consistently.			

Teachscape

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2e: **Organizes physical space to support program goals and activities**	The physical space is disorganized and not arranged to support program activities, compromising the achievement of program goals. Access to program resources and equipment is constrained.	The physical space is safe and reasonably organized to support some program activities, but it is not flexible enough to support the various learning experiences that take place as part of the program. Students can usually locate and access resources and equipment, although time is wasted in looking for these.	The physical space is safe and well organized to support the program activities and goals. Students can readily and independently access resources and equipment they need.	The physical space is safe and organized in a flexible and inviting manner, fully supporting program activities. The students collaborate with the Therapist to maintain the physical space and reorganize as necessary to support emerging needs.
	Sample Indicators of Proficiency • The physical space is well organized. • Students can quickly and easily access all necessary materials, supplies, and equipment and put them away in their designated spaces. • The physical arrangement promotes and supports multiple program activities. • Students indicate that they feel safe and comfortable in the therapeutic environment.			

Teachscape

Related Services Providers
Domain 3: Delivery of Services

	Levels of Performance			
Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Assesses referred students	Therapist ignores referrals and does not see the students, or sees referred students but makes an inadequate assessment of their needs.	Therapist reluctantly responds to referrals and makes an adequate assessment of the needs of students.	Therapist responds to referrals in a timely and professional manner, making a complete and thorough assessment of the needs of each student.	Therapist responds quickly and professionally to referrals and helps teachers and administrators understand how to identify students for referral. Assessments are comprehensive and competent.
	Sample Indicators of Proficiency • Therapist responds to referrals in a professional manner. • Assessment of referred students is timely and complete. • Assessments are thorough. • Teachers feel confident referring students for therapeutic services.			

Teachscape

Delivery of Services (continued)

| | Levels of Performance | | | |
Component	Unsatisfactory	Basic	Proficient	Distinguished
3b: **Implements treatment aligned with students' needs and goals**	Treatment is not aligned with the needs and goals identified through the referral and assessment process.	Treatment is only somewhat aligned with the needs and goals identified through the referral and assessment process, and so treatment is not entirely appropriate to address student needs.	Treatment is effectively aligned with the identified needs and goals and is appropriate to address student needs.	Treatment is comprehensive in scope, inventive, and tightly aligned with the needs and goals identified through the referral and assessment process.
	Sample Indicators of Proficiency • Treatment aligns with the needs and goals identified through the assessment and referral process. • Treatment appropriately addresses the identified needs and goals to encourage student success. • Therapist can explain how the treatment is being implemented. • Treatment focuses on data-informed strategies to remove barriers to learning.			

Teachscape

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3c: **Ensures the use of therapeutic techniques and strategies in sessions and in classrooms**	Therapeutic treatment is either undefined or insufficiently defined to promote full implementation in one-on-one sessions or small group sessions with students.\n\nNo effort is made to work with teachers to support these students in the classroom setting.	A limited number of therapeutic strategies and techniques are fully implemented in sessions.\n\nMinimal effort is made to work with teachers to implement strategies in classrooms that would support student needs.	A range of therapeutic strategies and techniques are fully implemented in sessions.\n\nSufficient effort is made to work with teachers to implement strategies in classrooms that support student needs.	A wide range of therapeutic strategies and techniques are fully implemented in sessions.\n\nTherapist works closely with teachers to help them adjust their instructional strategies, lesion goals, and physical space to best meet the needs of the students served.
	Sample Indicators of Proficiency\n\n• Therapist ensures appropriate staff understand student needs and treatment plans.\n• Therapist works with appropriate staff to implement strategies in the classroom to support student needs.\n• Therapist monitors implementation in the classroom.\n• Therapist promotes full implementation of the planned services for all sessions, as appropriate.			

Teachscape

Delivery of Services (continued)

	Levels of Performance			
Component	Unsatisfactory	Basic	Proficient	Distinguished
3d: **Uses data to adjust treatment during delivery of services**	Therapist does not use a defined system to monitor impact of treatment during delivery. Data is not used to adjust treatment during delivery.	Therapist uses a somewhat defined system to monitor impact of treatment during delivery. Data is used minimally to adjust treatment during delivery.	Therapist uses a clearly defined system for monitoring impact of treatment during delivery. Data is used regularly to adjust treatment during delivery.	Therapist has a sophisticated system for monitoring impact of treatment during delivery, and this system is shared with critical stakeholders. Data is used regularly to adjust treatment during delivery, and these adjustments are frequently reported to stakeholders.
	Sample Indicators of Proficiency • Therapist provides written records showing the use of a system to monitor impact of treatment. • Student challenges and accomplishments, relative to planned treatment, are clearly documented. • Adjustments made by Therapist during delivery of services are recorded. • Therapist continually improves treatment to meet student needs.			

Teachscape

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrates responsiveness to students' needs	Therapist follows the planned program for service delivery, regardless of whether or not it continues to adequately address students' needs. Developmental levels, cultural proficiency, and linguistic levels are not taken into consideration.	Moderate changes are made to the treatment plan when emerging needs foster a new view of the treatment. Developmental levels, cultural proficiency, and linguistic levels are taken into consideration in a limited way.	Therapist uses existing and emerging evidence to guide appropriate changes to the planned services in order to better meet students' needs. Developmental levels, cultural proficiency, and linguistic levels are taken into consideration.	Therapist regularly reviews the implementation and impact of the planned treatment, integrating this analysis with input from critical stakeholders, to inform ongoing revisions to the treatment plan. Developmental levels, cultural proficiency, and linguistic levels are critical factors in shaping revised plans.
	Sample Indicators of Proficiency • Program plans are adapted to address emerging student needs. • Students feel comfortable letting Therapist know when they do not feel program services are addressing their needs. • Therapist uses multiple forms of data to identify how effectively program services align with students' needs. • The services program is designed to be both responsive and flexible.			

Teachscape

Related Services Providers
Domain 3: Professional Responsibilities

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: **Reviews and reflects on practice to inform recommendations for improvement**	Therapist either does not reflect on practice or provides inaccurate recommendations for improvement.	Therapist's reflections are generally accurate and focused on the effectiveness of service delivery. Recommendations are often too global to inform any meaningful recommendations for improvement.	Therapist accurately reflects on the implementation and impact of the therapeutic services, providing concrete and specific examples of challenges and successes. Recommendations are specific and focused on program improvement.	Therapist's reflections are both specific and perceptive, not only citing evidence for the reflections, but also applying professional judgment to determine why goals were or were not met. Recommendations are specific and focused on program improvement.
	Sample Indicators of Proficiency • Therapist identifies overall program impact, citing specific examples as evidence. • Therapist identifies program challenges and makes recommendations to address these. • Therapist presents concrete recommendations to improve program implementation and impact. • Therapist and client reflect on the success of the therapeutic services, identifying areas for improvement.			

Teachscape

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4b: **Keeps accurate records and writes timely and appropriate reports**	Therapist keeps minimal or no records of services provided. Program reports are inadequate or inappropriate for the intended audience.	Therapist keeps some records of services provided. Reports are often inappropriate for the intended audience but usually accurate.	Therapist keeps records of student growth and needs from each of the services provided. Treatment reports are timely, accurate, and appropriate for the intended audience.	Therapist keeps records of student growth and needs from all services provided and incorporates data from other sources to inform next steps. Treatment reports are timely, accurate, comprehensive, and specifically developed for the intended audience.
	Sample Indicators of Proficiency • Therapist takes notes and writes reflections after services are provided. • Notes reflect both challenges and growth for individuals and groups of students. • Therapist develops timely and accurate treatment reports. • Treatment reports are appropriate for the intended audience.			

Teachscape

Professional Responsibilities (continued)

	Levels of Performance			
Component	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicates effectively with families/caregivers	Therapist does not effectively explain the goals, processes, and procedures of the therapeutic program in ways that are clear and appropriate for the students and their families/caregivers. Necessary permissions for services are not secured.	The goals, processes, and procedures of the therapeutic program are presented to students and their families/caregivers in ways that are only partially successful. Necessary permissions are obtained, but the reasons for the identified services are not always made clear.	The goals, processes, and procedures of the therapeutic program are presented to students and their families/caregivers in ways that are both appropriate and culturally and linguistically sensitive. Consent for the services is provided.	Therapist provides oral and written information to families/caregivers in ways that are appropriate and culturally and linguistically sensitive, and reaches out to ensure the information is understood. Families/caregivers provide informed consent for the services.
	Sample Indicators of Proficiency • Therapist explains the goals, processes, and procedures of the planned program to families/caregivers. • Therapist ensures that communication to families/caregivers is provided in the appropriate language. • Therapist uses cultural sensitivity in presenting information to families/caregivers. • Therapist presents documentation showing consent by families/caregivers for the services provided.			

Teachscape

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4d: **Engages with the larger school and district community**	Therapist does not participate in school or district committees, projects, and/or events. Professional relationships with peers are distant or negative.	Therapist selectively engages with school and district committees, projects, and /or events, typically when asked. Professional relationships with colleagues are courteous.	Therapist actively participates in, supports, and contributes to school and/or district committees, projects, and/or events. Professional relationships are positive, cooperative, and productive.	Therapist seeks opportunities to engage in school and/or district events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.
	Sample Indicators of Proficiency • Therapist seeks opportunities to be an active and productive team player in the school and district. • Therapist's professional relationships with school and district professionals focus on working together to best address the needs of all students. • School and district professionals welcome the participation and engagement of the Therapist on committees and at events. • Therapist's contributions are valued by the school and district staff.			

Teachscape

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4e: **Enhances professional capacity through ongoing professional learning**	Therapist does not participate in professional learning.	Therapist participates only in professional learning that is required by the district or state and does not share any professional learning with colleagues.	Therapist seeks and engages in professional learning opportunities and schedules opportunities to share the professional learning with colleagues.	Therapist seeks out formal and informal professional learning opportunities, including feedback from colleagues, and applies this learning to improve service delivery and to increase the professional knowledge and skills of colleagues.
	Sample Indicators of Proficiency • Therapist seeks professional learning opportunities with the school. • Therapist seeks professional learning opportunities beyond the school district. • Therapist informally shares new learning and skills with colleagues. • Therapist provides workshops to share new learning and skills with colleagues.			

Teachscape

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4f: **Demonstrates high standards of professionalism**	Therapist's professional interactions are marked by lack of honesty and questionable integrity. Basic principles of confidentiality and school/district regulations and/or requirements are violated.	Therapist is generally honest with stakeholders and typically acts with integrity. Confidentiality is honored, but school/district regulations are inconsistently addressed.	Therapist's interactions are marked by honesty and integrity in the service of all students. School/district regulations and confidentiality are observed.	Therapist displays the highest standards of honesty and integrity, challenging negativity and/or lack of integrity in any aspect of the service delivery. School/district regulations and confidentiality are consistently observed.
	Sample Indicators of Proficiency • Therapist does not engage in discussions about students that may violate their confidentiality in any way. • Therapist promotes concerns about confidentiality among the faculty. • Therapist provides accurate and honest information about the services and their impact. • All school and district regulations are observed.			

APPENDIX B

OBSERVATION TOOLS

Protocol for Beginning of the year/Pre-Observation Conference

The teacher may complete this form and submit it to the appropriate evaluator prior to the pre-observation conference.   The teacher should reflect on the Teaching Performance Evaluation rubric to complete this form and to prepare for the conference. This protocol is to be used to guide the conversation.

Name of Teacher:	
School:	
Grade Level/Subject(s):	
Name of Observer:	
Date of Pre-Observation Conference:	
Date of Scheduled/Announced Classroom Observation	

Evidence of teacher performance will be gathered for all components for the Teacher Performance Evaluation.   Evidence of planning and preparation and professional responsibilities will be gathered during the pre- and post-observation conference process through the review of lesson plans, student work, communication logs, conversation about practice, and other professional and instructional artifacts.

Questions for discussion:
1. In general, how do you approach planning instruction using the Arizona's College and Career Ready Standards and TUSD curriculum? What assessments will you use to determine whether the students have learned what you intend? (1c, 1e, 1f)

2. How does this instruction fit in the sequence of learning for this class? (1b, 1e, 1a)

3. What are your learning outcomes for this lesson? (1c, 1f)

4. How will you engage the students in the learning? Provide any resources or other materials the student will use. (1d, 1e, 1a)

5. Briefly describe your students for this class and how will you differentiate instruction for different individuals or groups of students in the class? (1b, 1d, 1c)

6. Is there anything that you would like me to specifically observe during the lesson?

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Protocol for Post-Observation Conference

The teacher may complete this form and submit it to the appropriate evaluator prior to the post-observation conference. The teacher should reflect on the Teaching Performance Evaluation rubric to complete this form and to prepare for the post-observation conference. This protocol is to be used to guide the conversation.

Name of Teacher:	
School:	
Grade Level/Subject(s):	
Name of Observer:	
Date of Pre-Observation Conference:	
Date of Scheduled/Announced Classroom Observation:	

Evidence of teacher performance will be gathered for all components of the Teacher Performance Evaluation. Evidence of planning and preparation and professional responsibilities will be gathered during the pre- and post-observation conference process through the review of lesson plans, student work, communication logs, conversation about practice, and other professional and instructional artifacts.

1. *In general, how successful was the lesson? Did the students accomplish the learning outcome? How do you know? (3d, 4a)*

2. *If you were able to bring samples of student work, what would the samples reveal about the levels of student engagement and understanding? (3d, 3c)*

3. *Comment on your classroom procedures, student conduct and your use of physical space. To what extent did these contribute to student learning? (2c, 2d, 2e)*

4. *Did you depart from your plan? If so, how and why? (3e)*

5. *Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials and resources.) To what extent were they effective? (2a, 2b, 3c, 3e, 1d, 1e)*

6. *If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution? (4a)*

7. *What are you next steps based on the data/evidence gathered during this lesson? (4a)*

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Teacher Self-Review

Name of Teacher _____School _____ Date _____

Teaching Domains/Functions	Evidence
Domain 1: Planning and Preparation 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction1f: Designing Student Assessments 1f. Designing Student Assessments	
Domain 2: Classroom Environment 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space	
Domain 3: Instruction 3a: Communicating With Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness	
Domain 4: Professional Responsibilities 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating With Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	
Classroom Level Student Academic Progress Comments	
Survey Data Comments	

APPENDIX C
InTASC STANDARDS

Summary of Updated InTASC Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: 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.

Standard #2: 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.

Standard #3: 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.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #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.

Standard #5: 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.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: 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.

Standard #7: 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.

Standard #8: 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.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: 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.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

APPENDIX D
OPERATIONAL DEFINITIONS &
GLOSSARY OF TERMS

These operational definitions will assist the reader to be familiar with key concepts appearing frequently in this document.

Business Days – Business day is equivalent to a teacher work day.

Calendar Days – Equivalent to one day on the calendar.

Component - The Framework for Measuring Educator Effectiveness consists of three main parts or components: Teaching Performance, School/Grade/Classroom-level Student Academic Progress Data and System/Program Data, which in this document includes Survey Data.

Comprehensive Summative Evaluation - The annual conference and associated documentation that identifies the performance of the teacher in each component that results in one of four performance classifications. It includes the professional development recommendations.

Element - Each component has many possible parts or elements. For example, in this document Teaching Performance is made up of the four domains in Charlotte Danielson's Framework for Teaching. Classroom/School-level Student Academic Progress Data are AIMS and other testing results. System/Program Data are Survey Data which includes parent and student input.

Evaluation Outcome - The summative score that represents one of four performance classifications derived from the accumulated Student Academic Progress Data, Teaching Performance practices, and System/Program Data, and the associated recommendations for professional growth.

Group A teachers - Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teacher's content areas.

Group B teachers - Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teacher's content areas.

Observation - Observations, whether formal or informal, are considered to be formative information; the results of which may be shared to facilitate professional growth and/or be "collected" as pieces of evidence to be considered during the summative evaluation process.

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- **Announced Observation** – *Documented notice of a date range, not to exceed 2 weeks, during which the formal observation will be conducted (Example: On March 7th the evaluator emails the teacher the an observation will be conducted between April 15 & April 30).*

- **Formal Observation** - *Observation that encompasses an uninterrupted lesson. TUSD defines an uninterrupted lesson for middle and high school as "bell-to-bell" and for elementary/self-contained classrooms as when the learning transitions to another content area*

- **Informal Observation** – *Short observation that does not encompass a complete lesson. The results of which me be shared to facilitate professional growth and/r be collected as pieces of evidence to be considered during the summative evaluation.*

- **Scheduled Observation** – *Formal observation is calendared with a specific date and time agreed upon by teacher and administrator*

- **Walk-Through** - *Short observations of class (es) to gather generalized impression of the whole school. It is not to be used for evaluative purposes of specific teachers. Data gathered may prompt an additional observation.*

Performance Classification - The outcome of the evaluation process is one of four designations of performance: "Ineffective", "Developing", "Effective" and "Highly Effective".

Teacher - An individual who provides instruction to Pre-kindergarten, Kindergarten, grades 1 through 12, or ungraded classes; or who teaches in an environment other than a classroom setting and who maintains daily student attendance records.

GLOSSARY OF TERMS

Academic Progress: The change in students' achievement between two or more points in time. A measurement of student academic performance. These measurements can be: 1) the amount of academic growth students experience between two or more points in time, and/or 2) measures of academic performance, including, but not limited to, state administered assessments, district/school formative and summative assessments, and school achievement profiles.

Bias: One's value judgments based on age, race, gender, appearance, perceived economic status, or accent. Bias may influence how one collects evidence and makes decisions based on that evidence.

Domain: The four areas of teacher responsibility as defined in the Danielson Framework for Teaching.

Component: Distinct aspects of the four domains as defined in the Danielson Framework for Teaching.

Element: Descriptive statements that define Component subsets as defined in the Danielson Framework for Teaching.

Framework: A general set of guidelines that comprise the basic elements that shall be included in all teacher and principal evaluation instruments utilized by Arizona LEAs.

Goal (academic): Based on a careful analysis of data, a goal defines the priority area(s) for a school/district's improvement initiatives.

Growth Score: Growth scores provide an equal interval scale from which one can quantify improvements in taught skill

Multiple Measures of Data: Data that comes from multiple sources, such as: demographic, perception (surveys), student learning, and school system processes.

Multiple Measures of Student Learning: The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre/post tests, capstone projects, oral presentations, performances, or artistic or other projects.

Multiple Measures of Teacher Performance: The various types of assessments of teachers 'performance, including, for example, classroom observations, student test score data, self assessments, or student or parent surveys.

Multiple Sources of Data: Data that is derived from more than one source of data/information. See Assessment System, Data-Based Decision Making, and Triangulation.

Non-tested Subjects: Refers to the subjects that are not required to be tested under the Elementary and Secondary Education Act or Arizona law.

Objective: Linked to goals. They identify the knowledge, skills, outcomes and results that are measurable, observable and quantifiable.

Observation: Observations, whether formal or informal, are considered to be formative information; the results of which may be shared to facilitate professional growth and/or be "collected" as pieces of evidence to be considered during the summative evaluation process.

Pedagogy: Generally refers to strategies of instruction, or a style of instruction.

Professional Development/Learning: A process designed to enhance or improve specific professional competencies or the overall competence of a teacher.

Professional Improvement Plan: A prescriptive plan designed to assist teachers whose performance is unsatisfactory or below the minimum standard.

Professional Learning Community: Teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit.

Results Driven Instruction: Instruction informed by student achievement data and focused on results.

Rubric: An established and written set of criteria for scoring or evaluating one's performance in relationship to the established criteria. A method of measuring quality using a set of criteria with associated levels of performance.

School-Level Data: Data that are limited to student academic performance within an individual school. These may include AIMS scores, SAT 10 scores, district/school assessments, other standardized assessments, and AZ LEARNS profiles.

Scientific-Based Research: Scientific method is a body of techniques for investigating phenomena and acquiring new knowledge, as well as for correcting and integrating previous knowledge. It is based on gathering observable, empirical, measurable evidence, subject to specific principles of reasoning.

Stakeholder: An individual or group with an interest in the success of students and the school/district in delivering intended results and maintaining the viability of the school/district's services. Stakeholders influence the system, programs, and services. Staffs,

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parents, students, business community members and staff of educational institutions are examples.

Student Growth: The change in student achievement for an individual student between two or more points in time.

Student Survey: Questionnaires that typically ask students to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as how much students say they learned or the extent to which they were engaged.

APPENDIX E
SUMMATIVE FORMS

Teacher Performance Based Evaluation

Name of Teacher _____ School _____ Date_____

Teaching Domains	General Comments on Teaching Performance	Possible Points	Teaching Performance Score	Weighting of points	Points
1. Planning and Preparation		24		X 1	
2. The Classroom Environment		20		X 1	
3. Instruction		20		X 1	
4. Professional Responsibilities		24		X 1	
				Sub total	

Growth Data	Possible Points	Results	Points
AIMS Data	11		
		Sub total	

Teacher Performance Classification:
Component Summary:

 Teacher Performance ____/**88,**

Student Progress____/**11,**

Self Review __/1

Ineffective	Developing	Effective	Highly Effective
39 points or less	40-55 points	56-73 points	74-100 points

This teacher received _____ points and is classified as _____.

Teacher (signature) Date	**Evaluator (signature) Date**

The signature may not constitute agreement; only acknowledgment of the discussion and receipt of the evaluation

Areas of Recognition of Effort/Commendation (required for Highly Effective Rating):
Professional Development of Self Improvement:
Deficiencies to Correct (required for Ineffective/Developing rating):

APPENDIX F
TEACHER SUPPORT PLAN

TUSD

Tucson Unified School District

Teacher Support Plan

I.   USP LANGUAGE

IV. ADMINISTRATORS AND CERTIFICATED STAFF

   I.   Professional Support

     2.   *[The] District shall develop a plan for and implement strategies to support underperforming or struggling teachers regardless of their length of service. Teachers shall be referred to the program by school- or District-level administrators based on evidence (e.g., from student surveys, administrator observations, discipline referrals, and/or annual evaluations) that the teacher requires additional professional development and mentor support. The support program shall utilize research-based practices such as those embodied in Peer Assistance and Review programs.*

II.   OVERVIEW

The Teacher Support Plan outlines a program for all teachers within the school district regardless of their length of service who may be underperforming or struggling. Teachers may be referred to the program either for having been identified as having inadequate classroom performance (underperforming), or as being identified as needing support (struggling).

Underperforming Teachers referred for inadequate classroom performance will be placed on a 45-instructional day plan for improvement, in accordance with Governing Board policy GCO. (See Appendix A). Struggling Teachers needing support (but not identified as having inadequate classroom performance) will receive targeted professional development, and other research-based supports identified by the supervising administrator as appropriate. Support will be based on the 2013 Danielson Framework for Teaching.

The dates outlined in this plan are set out as guidelines to facilitate efforts to meet desegregation obligations under the Unitary Status Plan. These dates are not binding regarding the District's obligations under state statute, District policy, or employee agreements.

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III.   DEFINITIONS

Underperforming Teacher
- Teachers referred for inadequate classroom performance (as defined by Governing Board policy GCO)

Struggling Teacher
- Teachers needing support (but not identified as having inadequate classroom performance)
- A teacher who has been identified by a site or central administrator as needing support in one or more areas based on evidence (e.g., from student surveys, administrator observations, discipline referrals, etc.).
- A teacher who has self-identified and, as resources allow, may receive support in one or more areas.

Danielson Framework for Teaching – A research-based set of components of instruction grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: (1) Planning and Preparation; (2) Classroom Environment; (3) Instruction; and (4) Professional Responsibilities.

Danielson Levels of Performance – There are four levels of performance within the Danielson framework (see Appendix A, Plan for Improvement), referred to as "UBPD": Unsatisfactory; Basic; Proficient; and Distinguished. The levels are used in the evaluation process to measure teacher performance under each component of the framework.

IV.   REFERRAL PROCESS

Teachers shall be referred to the support program by school- or District-level administrators based on evidence (*e.g.*, from student surveys, administrator observations, discipline referrals, and/or annual evaluations) that the teacher requires additional professional development and/or mentor support.

Underperforming Teachers

Administrator Observations and/or Annual Evaluations
If a principal identifies a teacher as "Underperforming," the principal (evaluator) will begin the Plan for Improvement process outlined in Appendix A by initiating the request for a coach to be assigned to the teacher for the duration of the improvement plan.

Struggling Teachers

Observations, Evaluations, or Data Identifies an Area, or Areas, in need of Support

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Once evidence reveals that a teacher is struggling[1], the Principal will conference with the teacher and identify targeted professional development.

V.   SUPPORT PROCESS

Support is aligned with the Danielson framework to ensure consistency between teacher training, teacher and principal expectations, and best practice. Principals and Teachers are expected to work collaboratively, and in a manner consistent with Governing Board Policies and Bargaining Unit Agreements, in providing and receiving the support outlined below.

A. 45-Instructional Day Improvement Plan – Teachers Identified as Having Inadequate Classroom Performance (in accordance with Governing Board policy GCO)

The Principal and the Teacher will:

- Identify the components to be targeted during the support plan period.
- Identify any supports to be provided in addition to the support provided by the coach.

The Coach and Teacher will:

- Collaboratively design a 45-instructional day schedule to include a minimum of three face-to-face contacts between the coach and the teacher, including one observation with feedback.
- Revise and/or amend the teacher's Individual Learning Plan-ILP (Teachscape Learn) that reflects the targeted components, and
- Utilize the online professional development aligned to the targeted components (Teachscape Learn)

B. Targeted Professional Development – Teachers Identified as Needing Support (But not Identified as Having Inadequate Classroom Performance)

The length of support is relevant to the extent of the support needed. The Principal (in conjunction with other staff, as appropriate) will initiate any – or any combination – of the following*:

- Assign appropriate professional development
- Review data and mentor the teacher for alternate strategies
- Assign a coach

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[1] To the extent feasible and as resources permit, TUSD will accommodate requests from teachers who self-identify as needing support in a particular area or areas. Based on observations and/or annual evaluation, principals may also consider a teacher identified as "Developing" to receive additional support as a "Struggling Teacher."

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- Observe best practices
- Attend district sponsored professional development
- Review professional literature aligned to the targeted components
- Visit exemplar classroom evidenced in the targeted components
- Co-plan, co-teach, and/or model

*If a teacher is identified as needing support due to evidence of excessive or disproportionate discipline referrals, the support provided must also include a data monitoring component to ensure that (a) the teacher is inputting referrals into the student information system, and (b) data for a comparable time frame is compared with the data that was used to initiate the referral to ensure that progress is being made.

VI.   SUPPORT PROVIDERS

Support Providers (aka coaches/mentors) will be selected from, but will not be limited to, those who received professional development on the Danielson Framework for Teaching. Coaches/Mentors include, but are not limited to:

- Teachers/Coaches
- Teacher Mentors
- Language Acquisition Coaches
- Professional Development Academic Trainers
- Program Coordinators
- Directors

VII.   CASELOAD

- Teacher/Coach: no more than 10 referrals at any given time (site specific)
- Teacher Mentors: will manage their caseload as assigned via the New Teacher Induction Program, and may not coach any of their mentees.
- Other as assigned

VIII.   MONITORING

TUSD's Academic Leadership will review and monitor information provided by Principals regarding the identification of, and support provided to, both struggling and underperforming teachers. (See Appendices A and B).

- The Office of Professional Development will run monthly observation reports from Teachscape (if report is available).
- The monthly report run the last week of the month and will be cross-referenced with the referrals received from sites.
- The Office of Professional Development will notify principals and their supervisor of any disparities between the report and the referrals within the first week of the subsequent month.
- The principal's supervisor will take appropriate action in accordance with Governing Board Policies and Regulations.

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APPENDIX A

Teacher Plan for Improvement

1. Teacher demonstrates inadequacy of classroom performance.
2. Principal requests that Professional Development assigns a Coach to the teacher.
3. Once Coach is assigned, the Plan for Improvement is developed by the Principal with input from the teacher.
4. Written Preliminary Notice of Inadequacy of Classroom Performance by Assistant Superintendent is delivered with the following attachments.
5. Evaluation.
6. Plan for Improvement (45 instructional days).
7. Copy of Preliminary Notice of Inadequacy of Classroom Performance sent to Governing Board within ten days.
8. Plan starts.
9. Coach and Principal Supports' are implemented and documented.
10. Plan ends.
11. After plan conclusion, formal observation and evaluation completed.
12. Within 10 days Post Observation Conference and Classification given to Teacher.

PLAN FOR IMPROVEMENT		
Name of Teacher: ☐ Probationary ☐ Continuing Grade/Subject/Dept.: School: Evaluator: Assistant Superintendent:	Documents to attach (from current school year): ☐ Most recent signed, dated Evaluation ☐ Domain 1-4 observation summaries dated: _____ _____ ☐ Written Preliminary Notice of Inadequacy of Classroom Performance, signed and dated, from Assistant Superintendent.	Observation Date: PD Use ONLY: Date referral received: Legal Use ONLY Plan Start date: Plan End date: Current Classification ☐ Ineffective ☐ Developing

Plan Goal: Effective Classification

Current Assessment											
U=Unsatisfactory		B=Basic		P=Proficient			D=Distinguished				
					Current Rating				Post Rating		
Domain 1: Planning and Preparation			U	B	P	D	U	B	P	D	
1a:	Demonstrating Knowledge of Content and Pedagogy		☐	☐	☐	☐	☐	☐	☐	☐	
1b:	Demonstrating Knowledge of Student		☐	☐	☐	☐	☐	☐	☐	☐	
1c:	Setting Instructional Outcomes		☐	☐	☐	☐	☐	☐	☐	☐	
1d:	Demonstrating Knowledge of Resources		☐	☐	☐	☐	☐	☐	☐	☐	
1e:	Designing Coherent Instruction		☐	☐	☐	☐	☐	☐	☐	☐	
1f:	Designing Student Assessments		☐	☐	☐	☐	☐	☐	☐	☐	
Domain 2: The Classroom Environment											
2a:	Creating an Environment of Respect and Rapport		☐	☐	☐	☐	☐	☐	☐	☐	
2b:	Establishing a Culture for Learning		☐	☐	☐	☐	☐	☐	☐	☐	
2c:	Managing Classroom Procedures		☐	☐	☐	☐	☐	☐	☐	☐	
2d:	Managing Student Behavior		☐	☐	☐	☐	☐	☐	☐	☐	
2e:	Organizing Physical Space		☐	☐	☐	☐	☐	☐	☐	☐	
Domain 3: Instruction											
3a:	Communicating with Students		☐	☐	☐	☐	☐	☐	☐	☐	
3b:	Using Questioning and Discussion Techniques		☐	☐	☐	☐	☐	☐	☐	☐	
3c:	Engaging Students in Learning		☐	☐	☐	☐	☐	☐	☐	☐	
3d:	Using Assessment in Instruction		☐	☐	☐	☐	☐	☐	☐	☐	
3e:	Demonstrating Flexibility and Responsiveness		☐	☐	☐	☐	☐	☐	☐	☐	
Domain 4: Professional Responsibilities											
4a:	Reflecting on Teaching		☐	☐	☐	☐	☐	☐	☐	☐	
4b:	Maintaining Accurate Records		☐	☐	☐	☐	☐	☐	☐	☐	
4c:	Communicating with Families		☐	☐	☐	☐	☐	☐	☐	☐	
4d:	Participating in a Professional Community		☐	☐	☐	☐	☐	☐	☐	☐	
4e:	Growing and Developing Professionally		☐	☐	☐	☐	☐	☐	☐	☐	
4f:	Showing Professionalism		☐	☐	☐	☐	☐	☐	☐	☐	

PLAN FOR IMPROVEMENT		
[Teacher Name]	**PLAN START DATE:**	**PLAN END DATE:**

Teacher identified as Ineffective and referred to (insert name of coach assigned), for supports on [date].	
Minimum Supports:	Dates/Comments:
Coach meets with teacher to identify the components to be targeted during the support plan period.	
Teacher and Coach revise and/or amend the teacher's Individual Learning Plan—ILP-- (in Teachscape) to reflect the targeted components.	
Teacher is assigned the following online professional development aligned to the targeted components (Teachscape Learn):	
Coach meets with teacher	
Coach observes teacher	
Coach meets with teacher to go over observation.	
Additional Supports, as prescribed:	
Teacher to attend district sponsored professional development Title: Title: Title:	
Review Professional Literature aligned to the targeted components: Title: Title: Title:	
Visit exemplar classroom evidenced in the targeted components: Teacher/School: Teacher/School:	
Co-Plan and co-teach a lesson with [Name], focusing on [area for growth]:	

Signature/Date:	Signature:
Teacher Name [Typed here]:	Coach [Typed here]:

Signature:		Date:
Evaluator Name [Typed here]:		

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APPENDIX B

TEACHER SUPPORT LOG		
Teacher Name:	Start Date:	End Date:
Teacher is identified as needing support in one or more of the following areas (but is not identified as having inadequate classroom performance): ☐ Teaching Performance ☐ Classroom Management*		
Supports:	Dates/Comments:	
Principal or other staff (may include an assigned mentor) meets with teacher to identify the component(s)/area to be targeted during the support plan period.		
Principal or other staff, and Teacher, revise and/or amend the teacher's Individual Learning Plan—ILP-- (in Teachscape) to reflect the targeted component(s)/area.		
The Principal (in conjunction with other staff) will initiate any – or any combination – of the following supports:		
Teacher is assigned the following professional development aligned to the targeted component(s)/area.		
Principal or other staff meets with teacher to review data and mentor the teacher for alternate strategies.		
Principal or other staff observes teacher.		
Review Professional Literature aligned to the targeted component(s): Title: Title:		
Visit exemplar classroom evidenced in the targeted component(s): Teacher/School: Teacher/School:		
Co-Plan and co-teach a lesson with [name] focusing on [area for growth]:		
*If a teacher is identified as needing support due to evidence of excessive or disproportionate discipline referrals, the support provided must also include a data m Data monitoring component to ensure that (a) the teacher is inputting referrals into the student information system, and (b) data for a comparable time frame is compared with the data that was used to initiate the referral to ensure that progress is being made.		
Signature/Date:	Signature/Date:	
Teacher Name [Type]:	Coach Name[Type]:	
Signature:	Date:	
Evaluator Name [Type]:		

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APPENDIX G
TEACHER EVALUATION CLASSIFICATION APPEAL PROCESS

Recommendations from TUSD/TEA Joint Evaluation Committee

The appeal window will be open from January through May of each year.

1.) Receive Final Classification:

Upon completion of the evaluation cycle a final classification will be determined by point values:

- Ineffective: 39 points or less
- Developing: 40-55 points
- Effective: 56-73 points
- Highly Effective: 74-100 points

2.) File Appeal
- An appeal must be filed within 10 days of signing the evaluation
- Supplemental evidence must be provided to the hearing officer/panel within 10 days of filing the appeal

3.) Review of Evaluation Data
- Three member panel: Two TUSD and One TEA
    - Chief Human Resources Officer
    - Sr. Director Curriculum Deployment
    - Member selected from TEA

Reviewers Timeline

Appeal is Filed and Supplemental Evidence provided	Review of Evaluation Data	Communication of Decision
January	February	March
February	March	April
March	April	May
April	May	June
May	June	July

4.) Final Decision Communicated to all parties

It is the responsibility of the teacher to prove that the evaluator either lacked sufficient evidence or did not consider all the evidence to support a particular rating

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TUSD
Evaluation Classification Appeal Form

Date:

Name: Employee ID: Site/Department:

Date evaluation was signed: Name of Evaluator:

Final Classification: ☐ Ineffective   ☐ Developing   ☐ Effective   ☐ Highly Effective

Please check the component(s) you wish to appeal:

Domain 1: Planning and Preparation	
1a:	Demonstrating Knowledge of Content and Pedagogy	☐
1b:	Demonstrating Knowledge of Student	☐
1c:	Setting Instructional Outcomes	☐
1d:	Demonstrating Knowledge of Resources	☐
1e:	Designing Coherent Instruction	☐
1f:	Designing Student Assessments	☐
Domain 2: The Classroom Environment	
2a:	Creating an Environment of Respect and Rapport	☐
2b:	Establishing a Culture for Learning	☐
2c:	Managing Classroom Procedures	☐
2d:	Managing Student Behavior	☐
2e:	Organizing Physical Space	☐
Domain 3: Instruction	
3a:	Communicating with Students	☐
3b:	Using Questioning and Discussion Techniques	☐
3c:	Engaging Students in Learning	☐
3d:	Using Assessment in Instruction	☐
3e:	Demonstrating Flexibility and Responsiveness	☐
Domain 4: Professional Responsibilities	
4a:	Reflecting on Teaching	☐
4b:	Maintaining Accurate Records	☐
4c:	Communicating with Families	☐
4d:	Participating in a Professional Community	☐
4e:	Growing and Developing Professionally	☐
4f:	Showing Professionalism	☐

Provide a brief rationale for why you are appealing the identified components.

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