

APPENDIX V - 33

Danielson Teacher Critical Attributes- Revised 2021

Domain 1 – Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy Indicators

Unsatisfactory - The teacher makes content errors.

Unsatisfactory - The teacher does not consider prerequisite relationships or scaffolding when planning.

Unsatisfactory - The teacher's plans use inappropriate strategies for the discipline.

Unsatisfactory - Instructional strategies are not suited for online and remote modes of learning.

Basic - The teacher's understanding of the discipline is rudimentary.

Basic - The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.

Basic - Lesson and unit plans use limited instructional strategies, and some are not suitable to the content

Basic – The teacher does not access students' prior knowledge.

Basic - Instructional strategies are not easily suited for online and remote modes of learning.

Proficient - The teacher can identify important concepts of the discipline and their relationships to one another.

Proficient - The teacher provides clear explanations of the content.

Proficient - The teacher answers students' questions accurately and provides feedback that furthers their learning.

Proficient - Instructional strategies in unit and lesson plans are entirely suitable to the content.

Proficient – The teacher scaffolds for English language learners' primary language

Proficient – The teacher taps into students' prior knowledge.

Proficient - Instructional strategies are mostly suited for online and remote modes of learning.

Distinguished - The teacher cites intra- and interdisciplinary content relationships.

Distinguished - The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.

Distinguished - The teachers' plans reflect recent developments in content-related pedagogy.

Distinguished - Instructional strategies are uniquely suited to online and remote modes of learning

Distinguished – Teacher fluidly incorporates students' prior knowledge into the lesson and encourages students to share.

1b Demonstrating Knowledge of Students Indicators

Unsatisfactory - The teacher does not understand child development characteristics and has unrealistic expectations for students.

Unsatisfactory - The teacher does not try to ascertain varied ability levels among students in the class.

Unsatisfactory - The teacher is not aware of students' interests or cultural heritages.

Unsatisfactory - The teacher takes no responsibility to learn about students' medical or learning disabilities.

Unsatisfactory – Teacher does not incorporate students' funds of knowledge into lessons.

Basic - The teacher cites developmental theory but does not seek to integrate it into lesson planning.

Basic - The teacher is aware of the different ability levels in the class but tends to teach to the whole group.

Basic - The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.

Basic - The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

Basic – Teacher minimally incorporates students' funds of knowledge into lessons.

Basic – Teacher is aware of student medical issues and learning disabilities

Proficient - Outcomes represent high expectations and rigor.

Proficient - Outcomes are related to big ideas of the discipline.

Proficient - Outcomes are written in terms of what students will learn rather than do.

Proficient - Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.

Proficient - Outcomes, differentiated where necessary, are suitable to groups of students in the class.

Proficient – Teacher gathers student information from home.

Proficient – Teacher is aware of student medical issues and learning disabilities and adjusts lesson accordingly.

Proficient – Teacher incorporates students' funds of knowledge into lessons.

Proficient - The teacher seeks out information from all students about their racial, ethnic, cultural, and linguistic backgrounds including utilizing online platforms/resources.

Distinguished - Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.

Distinguished - Teacher connects outcomes to previous and future learning.

Distinguished - Outcomes are differentiated to encourage individual students to take educational risks.

Distinguished – Teacher fluidly incorporates students’ funds of knowledge into lessons.

Distinguished - The teacher supplements lessons with material that considers students' racial, ethnic, cultural, and linguistic heritage including communication with student’s families.

Distinguished - The teacher incorporates information from all students about their racial, ethnic, cultural, and linguistic backgrounds including utilizing online platforms/resources.

Distinguished – The teacher is well versed in their students’ medical issues and learning disabilities and can adjust the lesson without compromising the learning.

1c Setting Instructional Outcomes Indicators

Unsatisfactory - Outcomes lack rigor.

Unsatisfactory - Outcomes do not represent important learning in the discipline.

Unsatisfactory - Outcomes are not clear or are stated as activities.

Unsatisfactory - Outcomes are not suitable for many students in the class.

Basic - Outcomes represent a mixture of low expectations and rigor.

Basic - Some outcomes reflect important learning in the discipline.

Basic - Outcomes are suitable for most of the class.

Proficient - Outcomes represent high expectations and rigor.

Proficient - Outcomes are related to big ideas of the discipline.

Proficient - Outcomes are written in terms of what students will learn rather than do.

Proficient - Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.

Proficient - Outcomes, differentiated where necessary, are suitable to groups of students in the class.

Distinguished - Teacher plans reference cross-curricular frameworks or blueprints to ensure accurate sequencing.

Distinguished - Teacher connects outcomes to previous and future learning.

Distinguished - Outcomes are differentiated to encourage individual students to take educational risks.

Distinguished - Outcomes are based on a comprehensive assessment of student learning.

1d Demonstrating Knowledge of Resources Indicators

Unsatisfactory - The teacher uses only district-provided materials, even when more variety would assist some students.

Unsatisfactory - The teacher does not seek out culturally relevant resources available to expand his/her own skill.

Unsatisfactory - Although the teacher is aware of some student needs, they do not inquire about possible resources.

Basic - The teacher uses materials in the school library but does not search beyond the school for resources.

Basic - The teacher participates in content-area workshops offered by the school but does not pursue other professional development.

Basic - The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

Proficient - Texts are at varied levels.

Proficient - Texts are supplemented by guest speakers and field experiences.

Proficient - The teacher facilitates the use of Internet resources.

Proficient - Resources are multidisciplinary.

Proficient - The teacher expands their knowledge through professional learning groups and organizations.

Proficient - The teacher pursues options offered by universities.

Proficient - The teacher provides lists of resources outside the classroom for students to draw on.

Proficient – The teacher links curriculum to students’ cultural resources.

Distinguished - Texts are matched to student skill level and challenge student thinking.

Distinguished - The teacher has ongoing relationship with colleges and universities that support student learning.

Distinguished - The teacher maintains log of resources for student reference.

Distinguished - The teacher pursues apprenticeships to increase discipline knowledge.

Distinguished - The teacher facilitates student contact with resources outside the classroom.

Distinguished - The teacher views students, parents and community as a viable resource to extend learning opportunities.

Distinguished – Teacher utilizes texts and resources that match student identity and cultural backgrounds.

1e Designing Coherent Instruction Indicators

Unsatisfactory - Learning activities are boring and/or not well aligned to the instructional goals.

Unsatisfactory - Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning.

Unsatisfactory - Lesson plans are not structured or sequenced and are unrealistic in their expectations.

Basic - Learning activities are moderately challenging.

Basic - Learning resources are suitable, but there is limited variety.

Basic - Instructional groups are random, or they only partially support objectives.

Basic - Lesson structure is uneven or may be unrealistic about time expectations.

Proficient - Learning activities are matched to instructional outcomes.

Proficient - Activities provide opportunity for higher-level thinking.

Proficient - The teacher provides a variety of appropriately challenging materials and resources.

Proficient - Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.

Proficient - The plan for the lesson or unit is well structured, with reasonable time allocations.

Proficient – Teacher's plans provide for individual student feedback.

Proficient - *Teachers design lessons with efficient time allocations based on the configurations of the class (In-person, block schedules, remote, asynchronous etc.)*

Distinguished - Activities permit student choice.

Distinguished - Learning experiences connect to students' lived experiences and other disciplines.

Distinguished - Teacher provides a variety of appropriately challenging and culturally relevant resources that are differentiated for students in the class.

Distinguished - Lesson plans differentiate for individual student needs.

1f Designing Student Assessments Indicators

Unsatisfactory - Assessments do not match instructional outcomes.

Unsatisfactory - Assessments lack criteria.

Unsatisfactory - No formative assessments have been designed.

Unsatisfactory - Assessment results do not inform subsequent lesson planning.

Basic - Only some of the instructional outcomes are addressed in the planned assessments.

Basic - Assessment criteria are vague.

Basic - Plans refer to the use of formative assessments, but they are not fully developed.

Basic - Assessment results are used to design lesson plans for the whole class, not individual students.

Proficient - All the learning outcomes have a method for assessment.

Proficient - Assessment types match learning expectations.

Proficient - Plans indicate modified assessments when they are necessary for some students.

Proficient - Assessment criteria are clearly written.

Proficient - Plans include formative assessments to use during instruction.

Proficient - Lesson plans indicate possible adjustments based on formative assessment data.

Proficient - Assessment types match learning expectations and learning environment (In-person, block schedules, remote, asynchronous etc.)

Proficient – Lesson assessment includes dialogue and student voice

Distinguished - Assessments provide opportunities for creativity and student choice.

Distinguished - Students participate in designing assessments for their own work.

Distinguished - Teacher-designed assessments are authentic with real-world application, as appropriate.

Distinguished - Students develop rubrics according to teacher-specified learning objectives.

Distinguished - Students are actively involved in collecting information from formative assessments and provide input.

Distinguished – Teacher masterfully provides for variable forms of assessment, including dialogue and student voice

Domain 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

Unsatisfactory - The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds and developmental levels.

Unsatisfactory - Students' body language indicates feelings of hurt, discomfort, or insecurity.

Unsatisfactory - The teacher displays no familiarity with, or authentic caring for about individual students.

Unsatisfactory - The teacher disregards disrespectful interactions among students and/or uses microaggressions

Basic – The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity

Basic - The teacher attempts to respond to disrespectful behavior among students with sarcasm or dismissive language.

Basic - The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.

Basic – There is little evidence of the teacher creating a positive culture and/or climate or building relationships.

Basic – Teacher attempts to make authentic connections with only a few individual students.

Proficient - Talk between the teacher and students and among students is uniformly respectful.

Proficient - The teacher successfully responds to disrespectful behavior among students and holds high behavioral expectations of all students.

Proficient - Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates

Proficient - The teacher establishes a positive relationship and makes general connections with individual most students.

Proficient – Students exhibit respect for the teacher.

Proficient - The teacher is respectful of student preference for mode of communication (video, audio, chat, etc.)

Distinguished – Teacher establishes a positive learning community through reciprocal relationships with students based on respect.

Distinguished - Teacher demonstrates knowledge and caring about individual students' lives and the community beyond school

Distinguished - Students respectfully correct one another and the teacher.

Distinguished –There is no disrespectful behavior among students.

Distinguished - The teacher responds with respect and patience to each student response.

Distinguished - Teacher incorporates various modes of communication within a lesson (i.e. digital platforms), in order to meet all student learning needs.

2b Establishing a Culture for Learning

Unsatisfactory - 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

Unsatisfactory - The teacher conveys to at least some students that the work is too challenging for them.

Unsatisfactory – The teacher does not validate student contributions to class.

Unsatisfactory -Teacher exhibit little or no pride in their work

Unsatisfactory - Students use disrespectful language; the teacher does not correct them

Basic - 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.

Basic - The teacher conveys high expectations for only some students.

Basic – Students Teacher exhibits a limited commitment to scaffolding; leaving students to complete the work on their own

Basic - The teacher's primary concern appears to be to complete the task at hand

Basic - The teacher urges, but does not insist, that students use precise respectful language.

Proficient - The teacher communicates the importance of the content and the conviction that with hard work all students can master material normalizes the struggle of learning

Proficient - The teacher demonstrates a high regard for students' abilities.

Proficient - The teacher conveys a high expectation of high levels of student effort with appropriate scaffolding.

Proficient – Students expend good effort to complete work of The teacher gives high quality individual feedback.

Proficient - The teacher insists on precise use of exhibits cultural competence to bridge academic language by students.

Proficient - The teacher leverages available technology resources and online platforms to support a culture of learning.

Distinguished - The teacher communicates a genuine passion for the subject.

Distinguished - Students indicate that they are not satisfied unless they have shown a desire for complete understanding through critical questions and comments.

Distinguished - Students assist their classmates in understanding the content through co-creation of knowledge and encourage one another to think critically about concepts and topics addressed.

Distinguished - Students take initiative in improving the quality of their work

Distinguished - Teacher offers multiple opportunities for mastery.

Distinguished - Teacher's questions show higher depth of knowledge.

Distinguished - Teacher encourages risks, failure, and success by normalizing the struggle for learning.

2c Managing Classroom Procedures

Unsatisfactory - Students are not productively engaged in learning.

Unsatisfactory - Transitions are disorganized, with much loss of instructional time.

Unsatisfactory - There do not appear to be any established procedures for distributing and collecting materials.

Unsatisfactory - A considerable amount of time is spent off task because of unclear procedures.

Unsatisfactory - Volunteers and paraprofessionals have no defined role and/or are idle much of the time.

Unsatisfactory - No established procedures for student discussion or peer to peer listening.

Unsatisfactory - Students are not able to access regularly used *online platforms* and materials independently.

Basic - Students are partially engaged in the learning activity.

Basic - Procedures for transitions seem to have been established, but their operation is not smooth.

Basic - There appears to be established routines for distribution and collection of materials, but students are confused about how to carry them out.

Basic - Classroom routines function unevenly.

Basic - Volunteers and paraprofessionals require frequent supervision.

Basic – Some procedures for student discussion and peer to peer listening are present but inconsistently applied.

Proficient - Students are productively engaged during small-group or independent work.

Proficient - Transitions between large- and small-group activities are smooth.

Proficient - Routines for distribution and collection of materials and supplies work efficiently.

Proficient - Classroom routines function smoothly.

Proficient - Volunteers and paraprofessionals work with minimal supervision.

Proficient - Students consistently use procedures and participate in structured student discussion and peer to peer listening

Proficient - Students demonstrate proficiency in accessing regularly used online platforms and materials independently and without difficulty.

Proficient – The teacher and students have established a classroom social contract revolving around respect.

Distinguished - Students lead small group discussions using routine procedures.

Distinguished - Students facilitate procedures and routines in order to listen to peer to peer or peer to teacher responses.

Distinguished – Students offer suggestions to classmates and/or teacher to increase efficiency.

Distinguished - Students are able to troubleshoot and support their peers with technology issues on regularly used online platforms and materials.

Distinguished – The teacher and students have implemented a classroom social agreement based on mutual respect.

2d Managing Student Behavior

Unsatisfactory - The classroom environment is chaotic, with no standards of conduct evident.

Unsatisfactory - The teacher does not monitor student behavior.

Unsatisfactory - Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

Unsatisfactory – Student to student microaggressions are not addressed.

Unsatisfactory – The teacher engages in disrespectful behavior.

Unsatisfactory - The teacher removes students from the classroom without following school procedures.

Basic - The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.

Basic - The teacher attempts to keep track of student behavior, but with no apparent system.

Basic - The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

Basic – The teacher attempts to address microaggressions with little success.

Proficient - Standards of conduct appear to have been established and implemented successfully.

Proficient - Overall, student behavior is generally appropriate.

Proficient - The teacher frequently monitors student behavior.

Proficient – The teacher readily accepts student’s feedback.

Proficient - The teacher's response to student misbehavior is effective.

Proficient – The teacher is proactive regarding the use of any microaggressions.

Proficient – The teacher builds relationships with all students to better understand the cause for their behavior in class.

Proficient - The teacher periodically monitors student behavior by observing students' electronic interaction with the lesson and/or classroom community.

Distinguished – Student and teacher behavior is entirely appropriate, no evidence of student misbehavior.

Distinguished - The teacher monitors student behavior without speaking, just moving about the class.

Distinguished - The teacher accepts student's feedback and adjusts.

Distinguished - Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

Distinguished – Teacher demonstrates awareness and is responsive to student needs.

Distinguished – The teacher teaches information regarding the harmful effects of microaggressions.

Distinguished - The teacher encourages students to intervene if they feel their perspective is being undervalued or not acknowledge.

Distinguished - The teacher respects students' cultural values while monitoring student behavior.

2e Organizing Physical Space

Unsatisfactory - There are physical hazards in the classroom, endangering student safety.

Unsatisfactory - Many students can't see or hear the teacher or see the board.

Unsatisfactory - Available technology is not being used even if it is available and its use would enhance the lesson.

Unsatisfactory – The environment has no representations of any sort of the students and their cultures and/or backgrounds.

Basic - The physical environment is safe, and most students can see and hear the teacher or see the board.

Basic - The physical environment is not an impediment to learning but does not enhance it.

Basic - The teacher makes limited use of available technology and other resources.

Basic – There are few representations of any sort of the students and their cultures and/or backgrounds.

Proficient - The classroom is safe, and all students are able to see and hear the teacher or see the board.

Proficient - The classroom is arranged to support the instructional goals, and learning activities, and discussion.

Proficient - The teacher makes appropriate use of available technology.

Proficient – There are many representations of the students and their cultures and/or backgrounds.

Distinguished - Modifications are made to the physical environment to accommodate students with special needs.

Distinguished - There is total alignment between the goals of the lesson and the physical environment.

Distinguished - Students take the initiative to adjust the physical environment.

Distinguished - Teachers and students make extensive and imaginative use of available technology.

Distinguished - Students are part of the decision-making process regarding representations and dialogue.

Domain 3: Instruction

3a Communication with Students

Unsatisfactory - At no time during the lesson does the teacher convey to students what they will be learning.

Unsatisfactory - Students indicate through body language or questions that they don't understand the content being presented.

Unsatisfactory - The teacher makes a serious content error that will affect students' understanding of the lesson.

Unsatisfactory - Students indicate through their questions that they are confused about the learning task.

Unsatisfactory - The teacher's communications ignore students' cultural and linguistic resources or include errors of vocabulary or usage or imprecise use of academic language.

Unsatisfactory - The teacher's vocabulary is inappropriate to the age or culture of the students.

Basic - The teacher provides little elaboration or explanation about what the students will be learning.

Basic - The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.

Basic - The teacher makes no serious content errors but may make minor ones.

Basic - The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.

Basic - The teacher makes minimal use of students' cultural and linguistic resources and must clarify the learning task so students can complete it.

Basic - The teacher's vocabulary and usage are correct but unimaginative.

Basic - When the teacher attempts to explain academic vocabulary, it is only partially successful.

Basic - The teacher's vocabulary is too advanced, or too juvenile, for students.

Proficient - The teacher states clearly, at some point during the lesson, what the students will be learning.

Proficient - The teacher's explanation of content is clear and invites student participation and thinking.

Proficient - The teacher makes no content errors.

Proficient - The teacher describes multiple strategies students might use, inviting students to interpret them in the context of what they're learning.

Proficient - Students engage with the learning task, indicating that they understand what they are to do.

Proficient - If appropriate, the teacher models the process to be followed in the task.

Proficient - The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, students' cultural and linguistic resources where appropriate, explanations of academic vocabulary.

Proficient - The teacher's vocabulary is appropriate to students' ages and levels of development.

Distinguished - The teacher points out possible areas for misunderstanding.

Distinguished - Teacher explains content clearly and imaginatively, using metaphors, analogies and students' cultural and linguistic background to bring content to life.

Distinguished - The teacher encourages students to share metaphors and examples that come from students' racial, ethnic, cultural, and linguistic background.

Distinguished - All students seem to understand the presentation.

Distinguished – The teacher invites students to explain the content to the class, or to classmates as co-creators of knowledge

Distinguished - Teacher uses rich language and makes abundant use of students' cultural and linguistic resources, offering brief vocabulary lessons where appropriate.

Distinguished – The teacher admits students' suggestion for other strategies they might use in approaching a challenge or analysis.

3b Using Questioning and Discussion Techniques

Unsatisfactory - Questions are rapid-fire and convergent, with a single correct answer.

Unsatisfactory - Questions do not invite student thinking.

Unsatisfactory - All discussion is between the teacher and students; students are not invited to speak directly to one another.

Unsatisfactory - The teacher does not ask students to explain their thinking.

Unsatisfactory - Only a few students dominate the discussion.

Basic - The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.

Basic - The teacher invites students to respond directly to one another's ideas, but few students respond.

Basic - The teacher calls on many students, but only a small number actually participate in the discussion.

Basic - The teacher asks students to explain their reasoning, but only some students attempt to do so.

Proficient - The teacher uses open-ended questions, inviting students to critically think and/or offer multiple possible answers.

Proficient - The teacher makes effective use of wait time.

Proficient - The teacher builds on uses student responses, including the experiences of students from different racial, ethnic, cultural and linguistic perspectives to questions effectively.

Proficient - Discussions enable students to talk to one another, without ongoing mediation by the teacher.

Proficient - The teacher calls on most students, even those who don't initially volunteer.

Proficient - Many students actively engage in the discussion

Distinguished - Students initiate higher-order questions that draw on students' racial, ethnic, cultural, and linguistic experiences.

Distinguished - Students extend the discussion, enriching it.

Distinguished - Students invite comments from their classmates during a discussion and challenge one another's thinking.

Distinguished - Virtually all students are engaged in the discussion.

Distinguished - Students engage respectfully in academic risk-taking and dialogue.

3c Engaging Students in Learning

Unsatisfactory - Few students are intellectually engaged in the lesson.

Unsatisfactory - Learning tasks/activities and materials require only recall or have a single correct response or method.

Unsatisfactory - Curriculum/resources chosen for the lesson does not represent the students' culture.

Unsatisfactory - Lesson is teacher centered with little to no student involvement.

Unsatisfactory - Instructional materials used are unsuitable to the lesson and/or the students.

Unsatisfactory - The lesson drags or is rushed.

Unsatisfactory - Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.

Basic - Some students are intellectually engaged in the lesson.

Basic - Learning tasks are a mix of those requiring thinking and those requiring recall.

Basic - Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.

Basic - Students are sitting in groups, independently on an assignment, with little to no discussion.

Basic - The materials and resources are partially aligned to the lesson objectives

Basic – The materials and resources partially relate to students and their culture.

Basic - Few of the materials and resources require student thinking or ask students to explain their thinking.

Basic - The pacing of the lesson is uneven - suitable in parts but rushed or dragging in others.

Basic - The instructional groupings used are partially appropriate to the activities.

Basic - Teachers foster opportunities to examine real life issues related to students' lives and the larger community

Proficient - Most students are intellectually engaged in the lesson.

Proficient - Learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.

Proficient - Students have some choice in how they complete learning tasks.

Proficient - There is a mix of different types of groupings, suitable to the lesson objectives.

Proficient - Materials and resources support the learning goals and require intellectual engagement, as appropriate

Proficient - Materials and resources are student centered and include students' backgrounds and identity.

Proficient - The pacing of the lesson provides students the time needed to be intellectually engaged.

Distinguished - Students from all racial, ethnic, cultural, and linguistic backgrounds are highly engaged in the lesson.

Distinguished - Students from all racial, ethnic, cultural, and linguistic backgrounds take the initiative to improve the lesson by (1)

Students take initiative to modify a learning task to make it more meaningful or relevant to their everyday lived experiences and needs.

Distinguished - (2) Students suggest modifications to the grouping patterns used.

Distinguished - (3) Students suggest modifications or additions to the materials being used.

Distinguished - Students have extensive choice in how they complete tasks.

Distinguished - Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Distinguished - Different and flexible grouping options are used for specific purposes and students of similar backgrounds and skills are

not consistently grouped with the same classmates.

Distinguished – Students engage in civic action, applying in the community the skills they have learned in the classroom.

Distinguished - Teacher engages students through project-based and inquiry learning

3d Using Assessment in Instruction

Unsatisfactory - The teacher gives no indication of what high-quality work looks like.

Unsatisfactory - The teacher makes no effort to determine whether students understand the lesson.

Unsatisfactory - Students receive no feedback, or feedback is global or directed to only one student.

Unsatisfactory - The teacher does not ask students to evaluate their own or classmates work.

Unsatisfactory - There is little or no evidence of building on student strengths.

Unsatisfactory - Teacher does not honor various cultural communication styles.

Basic - There is little evidence that the students understand how their work will be evaluated.

Basic - The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.

Basic - Feedback to students is vague and not oriented toward future improvement of work.

Basic - The teacher makes only minor attempts to engage students in self- or peer assessment.

Basic - Limited acknowledgement of students' cultural identity.

Basic - Peers may edit papers but are not seen as sources of knowledge.

Proficient - The teacher elicits evidence of student understanding and validates student responses

Proficient - Students are invited to assess their own work and make improvements; with added support from teacher.

Proficient - Feedback includes specific and timely guidance, at least for groups of students.

Proficient - The teacher attempts to engage students in self- or peer assessment.

Proficient - When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.

Proficient - Teacher creates a safe space by normalizing the cognitive struggle.

Proficient – Teacher employs variable assessment strategies using student dialogue.

Distinguished - The teacher makes the standards of high-quality work clear to the students and there is evidence that students have helped establish the evaluation criteria.

Distinguished - Teacher is constantly taking the pulse of the class; monitoring of student understanding is sophisticated and continuous and makes use of culturally relevant and linguistically sensitive strategies to elicit information about individual student understanding.

Distinguished - Feedback to students is specific, timely, and focused on improvement. It is provided from many sources, including other students and their families.

Distinguished - Students monitor their own understanding through reflection, either on their own initiative or as a result of tasks set by the teacher.

Distinguished - The teacher's adjustments to the lesson are designed to assist individual students.

Distinguished - Assessment connects to students' daily experience.

Distinguished – Skillful use of variable assessment strategies using student dialogue.

3e Demonstrating Flexibility and Responsiveness

Unsatisfactory - The teacher ignores indications of student boredom or lack of understanding.

Unsatisfactory - The teacher brushes aside students' questions.

Unsatisfactory – The teacher ignores students' attempts to make connections to the lesson as it relates to their experiences.

Unsatisfactory - The teacher conveys to students that when they have difficulty learning, it is their fault.

Unsatisfactory - In reflecting on practice, the teacher does not indicate that it is important to reach all students.

Unsatisfactory - The teacher makes no attempt to adjust the lesson in response to student confusion.

Basic - The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.

Basic – The teacher makes minimal effort to build on students attempt to make connections to the lesson as it relates to their experiences.

Basic - The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.

Basic - In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.

Basic - The teacher's attempts to adjust the lesson are partially successful.

Proficient - The teacher incorporates students' interests and questions into the heart of the lesson.

Proficient – The teacher builds on students' connections to the lesson as it relates to their experiences.

Proficient - The teacher conveys to students that they have other approaches to try when the students experience difficulty.

Proficient - In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.

Proficient - When improvising becomes necessary, the teacher makes adjustments to the lesson.

Proficient – The teacher recognizes teachable moments related to students' experiences and the content.

Distinguished - Teacher's adjustments to the lesson, when needed, are designed to assist individual students and cultural/ethnic groups.

Distinguished – The teacher encourages students to make connections to the lesson as it relates to their experiences.

Distinguished - Teacher seizes on a teachable moment to enhance a lesson by incorporating students' experiences.

Distinguished - The teacher conveys to students from all racial, ethnic, cultural, and linguistic groups that they will not consider a lesson "finished" until every student understands, and that they have a broad range of approaches to use.

Distinguished - In reflecting on practice, the teacher can cite others in the school and the students' home and diverse communities whom they have contacted for assistance in reaching some students.

Domain 4: Professional Responsibility

4a Reflecting on Teaching

Unsatisfactory - The teacher considers the lesson but draws incorrect conclusions about its effectiveness.

Unsatisfactory - The teacher makes no suggestions for improvement.

Unsatisfactory – The teacher takes no personal responsibility for the success or failure of students

Basic - The teacher has a general sense of whether or not instructional practices were effective.

Basic - The teacher takes some personal responsibility for student success or failure and offers only general modifications for future instruction.

Basic – Teacher is aware of student challenges but does little to modify instructional practices.

Proficient - The teacher accurately assesses the effectiveness of instructional activities used.

Proficient - The teacher takes on personal responsibility for student success or failure by identifying specific ways in which a lesson might be improved.

Proficient – Teacher is aware of students’ lived experiences and makes cultural modifications for relevance to the lesson.

Distinguished - Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.

Distinguished - Teacher's assessment of the lesson utilizes evidence of student learning.

Distinguished - Teacher's suggestions for improvement draw on an extensive repertoire that embody culturally responsive pedagogy.

Distinguished – Teacher takes initiative to make changes to instructional approach when students are not meeting the standard.

Distinguished – Teacher invests in and takes personal responsibility for student success and failure.

Distinguished – Teacher acknowledges their own their biases when creating and delivering a lesson.

4b Maintaining Accurate Records

Unsatisfactory - There is no system for either instructional or non-instructional records.

Unsatisfactory - Record-keeping systems are in disarray and provide incorrect or confusing information.

Basic - 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.

Basic - The teacher's process for tracking student progress is cumbersome to use.

Basic - The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.

Basic – Students regularly have to ask the teacher to update their grades online.

Proficient - 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.

Proficient - The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.

Proficient - The teacher's process for recording non-instructional information is both efficient and effective.

Proficient – Students are able to see their grades but don’t have a clear understanding of their academic progress in class.

Distinguished - Students contribute to and maintain records indicating completed and outstanding work assignments.

Distinguished - Students contribute to and maintain data files indicating their own progress in learning coupled with teacher feedback

Distinguished - The teacher collaborates with students on maintaining instructional records that focus on student progress.

4c Communicating with Families

Unsatisfactory - Little or no information regarding the instructional program is available to parents.

Unsatisfactory - Families are unaware of their children's progress.

Unsatisfactory - Family engagement activities are lacking.

Unsatisfactory - There is some culturally inappropriate communication.

Basic - School or district-created materials about the instructional program are sent home.

Basic - The teacher sends home infrequent or incomplete information about the instructional program.

Basic - The teacher maintains a school-required gradebook but does little else to inform families about student progress.

Basic - Some of the teacher's communications are inappropriate to family's cultural norms.

Basic – Teacher's family contact is limited to academic failure and misbehavior.

Proficient - The teacher regularly makes information about the instructional program available.

Proficient - The teacher regularly sends home information about student progress and learning.

Proficient - The teacher develops activities designed to engage families successfully and appropriately in their children's learning.

Proficient - Most of the teacher's communications are appropriate to families' cultural norms.

Proficient – The teacher welcomes families and home knowledge into the classroom.

Distinguished - On a regular basis, students develop materials to inform their families about the instructional program. The teacher encourages students from different racial, ethnic, cultural, and linguistic backgrounds to develop materials that are accessible to their families.

Distinguished - Students maintain accurate records about their individual learning progress and frequently share this information with families.

Distinguished - Students contribute to regular and ongoing projects designed to engage families in the learning process.

Distinguished - All the teacher's communications are highly sensitive to families' cultural norms.

Distinguished – Teacher demonstrates active interest and involvement in the students’ community by building supportive relationships with families and communities.

Distinguished – Teacher communicates with families regularly and is a mutual partner with families for student success.

Distinguished – Teacher and students creates a welcoming environment that fosters family-school relationships.

4d Participating in the Professional Community

Unsatisfactory - The teacher's relationships with colleagues are characterized by negativity or combativeness.

Unsatisfactory - The teacher purposefully avoids contributing to activities promoting professional inquiry.

Unsatisfactory - The teacher avoids involvement in school activities and district and community projects.

Basic - The teacher has cordial relationships with colleagues.

Basic - When invited, the teacher participates in activities related to professional inquiry.

Basic - When asked, the teacher participates in school activities, as well as district and community projects.

Proficient - The teacher has supportive and collaborative relationships with colleagues.

Proficient - The teacher regularly participates in activities related to professional inquiry.

Proficient - The teacher frequently volunteers to participate in school events and school district and community projects.

Proficient - The teacher regularly participates (in-person or remotely/virtually) in activities related to professional inquiry

Proficient – Teacher communicates with parents and community partners in the learning process.

Distinguished - The teacher takes a leadership role in promoting activities related to professional inquiry.

Distinguished - The teacher regularly contributes to and leads events that positively impact school life.

Distinguished - The teacher regularly contributes to and leads significant school district and community projects.

Distinguished – Teacher collaborates with parents and community partners in the learning process.

4e Growing and Developing Professionally

Unsatisfactory - The teacher is not involved in any activity that might enhance knowledge or skill.

Unsatisfactory - The teacher purposefully resists discussing performance with supervisors or colleagues.

Unsatisfactory - The teacher ignores invitations to join professional organizations or attend conferences.

Basic - The teacher participates in professional activities when they are required or provided by the district.

Basic - The teacher reluctantly accepts feedback from supervisors and colleagues.

Basic - The teacher contributes in a limited fashion to professional organizations.

Proficient - The teacher seeks regular opportunities (*in-person or remotely/virtually*) for continued professional development.

Proficient - The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.

Proficient - The teacher actively participates in organizations designed to contribute to the profession.

Proficient - The teacher actively participates (in-person or remotely/virtually) in organizations designed to contribute to the profession.

Distinguished - The teacher seeks regular opportunities for continued professional development, including initiating action research.

Distinguished - The teacher actively seeks feedback from supervisors and colleagues.

Distinguished - The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.

Distinguished - The teacher is a role-model for culturally responsive pedagogy and instruction.

Distinguished - The teacher seeks to build (In person or remotely/virtually) a professional learning community beyond formal and informal school classroom.

4f Showing Professionalism

Unsatisfactory - The teacher is dishonest.

Unsatisfactory - The teacher does not notice the needs of students.

Unsatisfactory - The teacher engages in practices that are self-serving.

Unsatisfactory - The teacher willfully rejects district regulations.

Unsatisfactory – The teacher is unaware of implicit bias.

Basic - The teacher is honest.

Basic - The teacher notices the needs of students but is inconsistent in addressing them.

Basic - The teacher does not notice that some school practices result in poor conditions for students.

Basic - The teacher makes decisions professionally but on a limited basis.

Basic - The teacher complies with district regulations.

Basic – The teacher is aware of implicit bias but fails to mitigate its effect in their practice.

Basic – Teacher advocates for some students.

Proficient - The teacher is honest and known for having high standards of integrity.

Proficient - The teacher actively addresses student needs.

Proficient - The teacher actively works to provide opportunities for student success.

Proficient - The teacher willingly participates in team and departmental decision making.

Proficient - The teacher complies completely with district regulations.

Proficient – The teacher acknowledges their biases and works to mitigate its impact.

Proficient – Teacher advocates for all students

Distinguished - Teacher is considered a leader in terms of honesty, integrity, and confidentiality

Distinguished - Teacher is highly proactive in serving students from all racial, ethnic, and linguistic groups.

Distinguished – Teacher makes a concerted effort to ensure opportunities and successful learning outcomes for students from all racial, ethnic, and linguistic groups.

Distinguished - Teacher takes a leadership role in team and departmental decision making.

Distinguished - Teacher takes a leadership role regarding school district.

Distinguished – Teacher advocates for all students and families.

Distinguished – Teacher acts as an agent of change by confronting bias and obstacles and working to overcome them.

Terms

Funds of knowledge: the skills and knowledge that have been historically and culturally developed to enable an individual or household to function within a given culture

Microaggressions: a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group

Cultural Competence: the ability to understand, appreciate and interact with people from cultures or belief systems different from one's own

Implicit Bias: When we have attitudes toward people or associate stereotypes with them without our conscious knowledge