

	Highly Effective	Effective	Developing	Ineffective
<i>1a Demonstrating Knowledge of Content and Pedagogy</i>	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher’s plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
<i>Critical Attributes</i>	<i>In addition to the characteristics of “proficient,”</i> <ul style="list-style-type: none"> • <i>Teacher cites intra- and inter-disciplinary content relationships.</i> • <i>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</i> • <i>Teacher applies research- based pedagogical practices.</i> 	<ul style="list-style-type: none"> • <i>Teacher is familiar with the discipline but does not see conceptual relationships.</i> • <i>Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.</i> • <i>Lesson and unit plans use limited instructional strategies and some are not suitable to the content.</i> 	<ul style="list-style-type: none"> • <i>Teacher is familiar with the discipline but does not see conceptual relationships.</i> • <i>Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.</i> • <i>Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.</i> 	<ul style="list-style-type: none"> • <i>Teacher makes content errors.</i> • <i>Teacher does not consider prerequisite relationships when planning.</i> • <i>Teacher’s plans use inappropriate strategies for the discipline.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> • <i>In a unit on 19th century literature, the teacher incorporates information about the history of the same period.</i> • <i>Before beginning a unit on the solar system, the teacher surveys the class on their beliefs as to why it is hotter in the summer than in the winter.</i> • <i>During the student of area and perimeter, the teacher asks the students to apply the concepts to a real life situation.</i> 	<ul style="list-style-type: none"> • <i>The teacher’s plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</i> • <i>The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement.</i> • <i>The teacher plans to expand a unit on civics by having students simulate a court trial.</i> • <i>The teacher makes connections between the results of the civil war and the process of reconstruction.</i> 	<ul style="list-style-type: none"> • <i>The teacher plan lessons on area and perimeter independently of one another, without linking the concepts together.</i> • <i>The teacher plans to forge ahead with a lesson addition with regrouping, even though most students have not fully grasped place value.</i> • <i>The teacher always plans the same routine to student spelling without accommodating individual student needs.</i> 	<ul style="list-style-type: none"> • <i>The teacher says, “The official language of Brazil is Spanish, just like other South American countries.”</i> • <i>The teacher says, “I don’t understand why the math book has decimals in the same unit as fractions.”</i> • <i>The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words</i>

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<i>1b Demonstrating Knowledge of Students</i>	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests. And special needs from a variety of sources. This information is acquired for individual students.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests and special needs, and attains this knowledge from groups of students.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests. And special needs, and attains this knowledge for the class as a whole.	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.
<i>Critical Attributes</i>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> <i>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</i> <i>The teacher seeks out information about their cultural heritage from all students.</i> <i>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</i> 	<ul style="list-style-type: none"> <i>The teacher knows, for groups of students, their levels of cognitive development</i> <i>The teacher is aware of the different cultural groups in the class</i> <i>The teacher has a good idea of the range of interests of students in the class</i> <i>The teacher has identified "high," "medium," and "low" groups of students within the class.</i> <i>The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.</i> <i>The teacher is aware of the special needs represented by students in the class.</i> 	<ul style="list-style-type: none"> <i>Teacher cites developmental theory, but does not seek to integrate it into lesson planning.</i> <i>Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."</i> <i>The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</i> <i>The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</i> 	<ul style="list-style-type: none"> <i>Teacher does not understand child development characteristics and has unrealistic expectations for students.</i> <i>Teacher does not try to ascertain varied ability levels among students in the class.</i> <i>Teacher is not aware of student interests or cultural heritages.</i> <i>Teacher takes no responsibility to learn about students' medical or learning disabilities.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <i>The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</i> <i>The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.</i> <i>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.</i> <i>The teacher regularly creates adopted assessment materials for several students with learning disabilities.</i> 	<ul style="list-style-type: none"> <i>The teacher creates an assessment of students' levels of cognitive development.</i> <i>The teacher examines students' previous year's folders to ascertain the proficiency levels of groups of students in the class.</i> <i>The teacher administers a student interest survey at the beginning of the school year.</i> <i>The teacher plans activities based on student interests.</i> <i>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.</i> <i>The teacher realizes that not all of his students are Christian, so he plans to read a Hanukkah story in</i> 	<ul style="list-style-type: none"> <i>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.</i> <i>In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</i> <i>Lesson plans make only peripheral reference to students' interests.</i> <i>The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.</i> 	<ul style="list-style-type: none"> <i>The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7 year olds.</i> <i>The teacher always plans to give her ELL student the same writing assignments she gives the rest of the class.</i> <i>The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented amongst his students.</i>

		<p><i>December.</i></p> <ul style="list-style-type: none">• <i>The teacher plans to personally invite Spanish-speaking students or families to discuss their ancestry as part of their Social Studies unit studying South America.</i>		
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<i>Ic Setting Instructional Outcomes</i>	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written to the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and. Where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of students learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	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 teacher has made no attempt at coordination or integration. Most of the students in the class based on global assessments of student learning.	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcome are stated as activities rather than as students learning. Outcomes reflect only one type of discipline or strand, and are suitable for only some students/
<i>Critical Attributes</i>	<i>In addition to the characteristics of “proficient,”</i> <ul style="list-style-type: none"> • <i>Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</i> • <i>Teacher comments outcomes to previous and future earnings.</i> • <i>Outcome are differentiated to encourage individual students to take education risks.</i> 	<ul style="list-style-type: none"> • <i>Outcomes represent high expectations and rigor.</i> • <i>Outcomes are related to “big ideas” of the discipline.</i> • <i>Outcomes are written in terms of what students will learn or do.</i> • <i>Outcomes represent a range of outcomes; factual, conceptual understanding, reasoning, social management. Communication.</i> • <i>Outcomes are suitable to groups of students in the class, differentiated where necessary.</i> 	<ul style="list-style-type: none"> • <i>Outcomes represent a mixture of low expectations and rigor.</i> • <i>Some outcomes reflect important learning in the discipline.</i> • <i>Outcomes are suitable for most of the class.</i> 	<ul style="list-style-type: none"> • <i>Outcomes lack rigor.</i> • <i>Outcomes do not represent important learning in the discipline.</i> • <i>Outcomes are not clear or are stated as activities.</i> • <i>Outcomes are not suitable for many students in the class.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> • <i>The teacher encourages his students to set their own goals or participate in an academic choice based on their learning style.</i> • <i>Students will develop a concept map that links previous learning goals to those they are currently working on.</i> • <i>Teacher provides a framework to help students strive for higher expectations.</i> 	<ul style="list-style-type: none"> • <i>One of the learning outcomes is for students to “appreciate the aesthetics of the 18th century English poetry.”</i> • <i>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</i> • <i>The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.</i> 	<ul style="list-style-type: none"> • <i>Outcomes consist of mainly memorizing facts.</i> • <i>The outcomes are consistently written with only the needs of the “middle” group in mind.</i> 	<ul style="list-style-type: none"> • <i>All the outcomes for a ninth grade history class are factual knowledge.</i> • <i>The topic of the social studies unit involves the concept of “revolutions” but the teacher only expects his students to remember the important dates of battles.</i> • <i>Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.</i>

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<i>1d Demonstrating Knowledge of Resources</i>	Teacher’s knowledge of resources for classroom use, for expanding ones own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	Teacher displays awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school or district and external to the school and on the internet.	Teacher displays basic awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher is unaware of resources for classroom use, for expanding one’s own knowledge, or for students available through the school or district.
<i>Critical Attributes</i>	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • <i>Texts are matched to student skill level</i> • <i>The teacher has ongoing relationship with colleges and universities that support student learning.</i> • <i>The teacher maintains log of resources for student reference.</i> • <i>The teacher pursues apprenticeships to increase discipline knowledge.</i> • <i>The teacher facilitates student contact with resources outside the classroom.</i> 	<ul style="list-style-type: none"> • <i>Texts are at varied levels</i> • <i>Texts are supplemented by guest speakers and field experiences.</i> • <i>Teacher facilitates Internet resources</i> • <i>Resources are multi-disciplinary.</i> • <i>Teacher expands knowledge with professional learning groups and organizations.</i> • <i>Teacher pursues options offered by universities.</i> • <i>Teacher provides lists of resources outside the class for student to draw on.</i> 	<ul style="list-style-type: none"> • <i>The teacher uses materials in the school library, but does not search beyond the school for resources.</i> • <i>The teacher participates in content-area workshops offered by the school, but does not pursue other professional development</i> • <i>The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.</i> 	<ul style="list-style-type: none"> • <i>The teacher only uses district-provided materials, even when more variety would assist some students.</i> • <i>The teacher does not seek out resources available to expand his/her own skills.</i> • <i>Although aware of some student needs, the teacher does not inquire about possible resources.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> • <i>The teacher accesses stipended learning opportunities like Project Look Sharp so she can expand her knowledge base for teacher.</i> • <i>The teacher matches students 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.</i> • <i>The teacher assists students in identifying limitations of the textbook and provides supplemental materials.</i> • <i>In this third grade class the teacher uses Google Earth with the students to supplemental older materials.</i> • <i>In her elementary class the teacher invites scientists to speak to her class.</i> 	<ul style="list-style-type: none"> • <i>The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.</i> • <i>The teacher uses media to expand her knowledge of great American writers.</i> • <i>The teacher distributes a list of summer reading materials that would help prepare his students transition to the next academic level.</i> • <i>While studyingthe teacher provides on-line simulation websites to aid student learning.</i> 	<ul style="list-style-type: none"> • <i>The teacher knows she should learn more about teaching literacy but does not participate in professional development offered by the district.</i> • <i>Teacher is unaware of professional resources available in the district.</i> 	<ul style="list-style-type: none"> • <i>For their unit on China, the students accessed all of their information from the district-supplied textbook.</i> • <i>Mr. J is not sure how to teach fractions, but doesn’t know how he’s expected to learn it by himself</i>

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<i>Ie: Designing Coherent Instruction</i>	Plans represent the coordination of in-depth content knowledge, understanding of different students; needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate. With some opportunity for student choice. The lesson's or unit's structure is clear and allow for different pathways according to diverse student needs.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and 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. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.
<i>Critical Attributes</i>	<i>In addition to the characteristics of "proficient,"</i> <ul style="list-style-type: none"> • <i>Activities permit student choice. Learning experiences connect to other disciplines.</i> • <i>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</i> • <i>Lesson plans differentiate for individual student needs.</i> 	<ul style="list-style-type: none"> • <i>Learning activities are matched to instructional outcomes.</i> • <i>Activities provide opportunity for higher-level thinking.</i> • <i>Teacher provides a variety of appropriately challenging materials and resources.</i> • <i>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</i> • <i>The plan for the lesson or unit is well structure, with reasonable time allocations.</i> 	<ul style="list-style-type: none"> • <i>Learning activities are moderately challenging.</i> • <i>Learning resources are suitable, but there is limited variety.</i> • <i>Instructional groups are random or only partially support objectives.</i> • <i>Lesson structure is uneven or may be unrealistic in terms of time expectations.</i> • <i>Activities rarely provide opportunities for higher level thinking.</i> 	<ul style="list-style-type: none"> • <i>Most learning activities are not well aligned to the instructional goals.</i> • <i>Materials are not engaging or do not meet instructional outcomes..</i> • <i>Instructional groups do not support learning.</i> • <i>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> • <i>The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.</i> • <i>While completing their projects, the teacher's students will have access to a wide variety of resources at different reading levels so they can make the best selections.</i> • <i>After the cooperative group lesson, the teacher encourages the students to reflect on their participation and make suggestions for new group arrangements in the future.</i> • <i>The lesson plan clearly indicates the concepts skills taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.</i> 	<ul style="list-style-type: none"> • <i>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.</i> • <i>The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.</i> • <i>The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.</i> • <i>The teacher shares lesson plans with colleagues to create well structured plans with pacing times and activities clearly indicated, with room for flexibility.</i> 	<ul style="list-style-type: none"> • <i>The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with.</i> • <i>The teacher's lesson plans are nicely formatted, but the timing is consistently inadequate to reach the learning goals.</i> 	<ul style="list-style-type: none"> • <i>After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet.</i> • <i>Despite having a textbook that was 15 years old., the teacher plans to use that as the sole resource for his Communism unit.</i> • <i>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.</i> • <i>The teacher is unable to provide evidence of planning.</i>

		<ul style="list-style-type: none">• <i>Teacher designs and follows a content map when planning lessons.</i>• <i>After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</i>		
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If : Designing Student Assessments	Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.	Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards,. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.
Critical Attributes	<i>In addition to the characteristics of “proficient,”</i> <ul style="list-style-type: none"> 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 decoding to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input. 	<ul style="list-style-type: none"> All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate assessment modifications for some students as needed. Assessment criteria are clearly written. Plans include formative assessment to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Assessments do not match instructional outcomes. Assessments have no criteria. No formative assessments have been designed and implemented. Assessment results do not affect pacing and content of future lesson plans.
Possible Examples	<ul style="list-style-type: none"> To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class. Mr. J’s students will write a rubric for their final project on the benefits of solar energy: Mr. J. has shown them several sample rubrics and they will refer to those as they create a rubric of their own. Mrs. T 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 the teacher during workshop time. The teacher provides a “parking lot” where students identify gaps in knowledge. 	<ul style="list-style-type: none"> Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectations were clearly defined. Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson’s activities. Based on a previous formative assessment, Ms. D plans to have a small group work on an enrichment project while she works with another small group to reinforce previously taught concepts. Formative assessments address the common core standards. 	<ul style="list-style-type: none"> The district goal for the Europe unit is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers. The teacher’s students received their tests back; each one was simply marked with a letter grade at the top without providing further feedback. The teacher indicates that she will pause to “check for understanding” but without a clear process of how that will be done. 	<ul style="list-style-type: none"> The teacher marks papers on the foundation of the U.S. Constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc. After the students present their research on Globalization, the teacher tells them their letter grade; when students asked how he arrived at the grade, he responds, “After all these years in education, I just know what grade to give.” 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.” The teacher never employs rubrics to evaluate student work.

