The Marzano Teacher Evaluation Model by Washington State Criteria
For Use in the 2014-15 School Year – Version 1.1

Criterion 1: Centering instruction on high expectations for student achievement.

Component 1.1: *Providing Clear Learning Goals and Scales (Rubrics)*

The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.

Possible Teacher Evidence	Possible Student Evidence
• Has a learning target/goal posted so that all students can see it • Ensures that the learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment • Makes reference to the learning target/goal throughout the lesson • Has a scale or rubric that relates to the learning goal posted so that all students can see it • Makes reference to the scale or rubric throughout the lesson	• Can explain the learning target for that day's lesson • Can explain the relationship of the daily target to the long-term learning goal (grade-level standard) • Can explain how their current activities relate to the learning target/goal • Can explain the meaning of the levels of performance articulated in the scale or rubric • Can explain how they will achieve the learning target/goal

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance.	The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students' understanding of the learning target/goal and the levels of performance.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Improving Student Learning Through Improved Teaching and Leadership

Criterion 1: Centering instruction on high expectations for student achievement.

Component 1.2: Celebrating Success

The teacher celebrates student success relative to the learning targets and/or the learning goals.

Possible Teacher Evidence	Possible Student Evidence

• Acknowledges students who have achieved a certain score on the scale or rubric
• Acknowledges students who have made gains in their knowledge and skill relative to the learning goal
• Acknowledges and celebrates the final status and progress of the entire class
• Uses a variety of ways to celebrate success
  • Show of hands
  • Certification of success
  • Parent notification
  • Round of applause
	• Show signs of pride regarding their accomplishments in the class
	• Say they want to continue to make progress
	• Show enthusiasm when receiving team points

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher provides students with recognition of their current status but not their knowledge gain relative to the learning goal.	The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Criterion 1: Centering instruction on high expectations for student achievement.

Component 1.3: Understanding Students' Interests and Backgrounds
The teacher builds positive relationships with students by understanding students' interests and background.

Possible Teacher Evidence	Possible Student Evidence
• Has side discussions with students about events in their lives • Has discussions with students about topics in which they are interested • Builds student interests into lessons	• Describe the teacher as someone who knows them and/or is interested in them • Respond when teacher demonstrates understanding of their interests and background • Say they feel accepted • Participates willingly in team-building activities

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher minimally uses students' interests and background during interactions with students.	The teacher uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Component 1.4: Demonstrating Value and Respect for Typically Underserved Students
The teacher demonstrates value and respect for all, including typically underserved students.

Possible Teacher Evidence	Possible Student Evidence
• Compliments students regarding academic and personal accomplishments • Engages in informal conversations with students that are not related to academics • Uses humor with students when appropriate • Makes eye contact with students • Smiles, nods, etc. at students when appropriate • Displays sensitivity to cultural issues	• Describe teacher as someone who values and respects them • Respond to teachers' verbal interactions • Respond to teachers' nonverbal interactions • Demonstrate a strong sense of belonging

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher minimally uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to those typically underserved.	The teacher uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to those typically underserved, and monitors the quality of relationships in the classroom.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Criterion 2: Demonstrating effective teaching practices.

Component 2.1: Interacting with New Knowledge
The teacher helps students effectively interact with new knowledge.

Possible Teacher Evidence	Possible Student Evidence
• Previews new content by activating students' prior knowledge • Organizes content into small chunks appropriate for students • Provides guidance as to which information is most important • Has students interact about each chunk of content • Asks inferential or elaborative questions • Has students summarize content • Has students create graphic organizers representing content	• Can describe what they already know about the new topic • Can describe which information is the most important • Ask clarifying questions as information is presented in chunks • Generate inferences about the content • Accurately summarize the content • Accurately represent the content using graphic organizers

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not employ strategies designed to preview and introduce new knowledge in digestible chunks OR does so with significant errors or omissions.	The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks BUT does not monitor the extent to which strategies have their desired effect.	The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks AND monitors the extent to which strategies have their desired effect, which includes: elaborating on critical information and summarizing it in linguistic and nonlinguistic ways.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Elements for Component 2.1 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.1.1 – The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Possible Teacher Evidence	Possible Student Evidence

Criterion 2: Demonstrating effective teaching practices.

• Begins the lesson by explaining why upcoming content is important
• Tells students to get ready for some important information
• Cues the importance of upcoming information in some indirect fashion
   • Tone of voice
   • Body position
   • Level of excitement
	• Can describe the level of importance of the information addressed in class
	• Can explain why the content is important to pay attention to
	• Visibly adjust their level of engagement

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher signals to students which content is critical versus non-critical BUT does not monitor the extent to which students are attending to this information.	The teacher signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.	The teacher adapts and creates new strategies for unique student needs and situations.

Element 2.1.2 – The teacher organizes students into small groups to facilitate the processing of new information.

Possible Teacher Evidence	Possible Student Evidence

• Has established routines for student grouping and student interaction in groups
• Organizes students into ad hoc groups for the lesson
   • Pairs
   • Triads
   • Small groups up to about 5
	• Move to groups in an orderly fashion
	• Appear to understand expectations about appropriate behavior in groups

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher organizes students into small groups to facilitate the processing of new knowledge BUT does not monitor group processing to ensure that it enhances student learning.	The teacher organizes students into small groups to facilitate the processing of new knowledge and monitors group processing.	The teacher adapts and creates new strategies for unique student needs and situations.

Element 2.1.3 – The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Possible Teacher Evidence	Possible Student Evidence

Criterion 2: Demonstrating effective teaching practices.

Possible Teacher Evidence	Possible Student Evidence
• Previews reading selections or chapters • Uses K-W-L strategy or variation of it • Asks or reminds students what they already know about the topic • Provides an advanced organizer (i.e., outline, graphic organizer) • Has students brainstorm • Uses an anticipation guide • Uses a motivational hook/launching activity (i.e., anecdotes, short videos) • Uses a word splash activity to connect vocabulary to upcoming content	• Can explain linkages with prior knowledge • Make predictions about upcoming content • Can provide a purpose for what they are about to learn • Actively engage in previewing activities

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher engages students in learning activities that require them to preview and link new knowledge to what has been previously addressed BUT does not monitor the extent to which students are making those linkages.	The teacher engages students in learning activities that require them to preview and link new knowledge to what has been previously addressed and monitors the extent to which students are making linkages.	The teacher adapts and creates new strategies for unique student needs and situations.

Element 2.1.4 – Based on student needs, the teacher breaks content into small chunks (i.e., digestible bites) of information that can be easily processed by students.

Possible Teacher Evidence	Possible Student Evidence
• Stops at strategic points in a verbal presentation • Pauses at key junctures while showing a video • Stops at strategic points while providing a demonstration • Stops at strategic points while students are reading information or stories orally as a class • Breaks content into comprehensible chunks ordered by daily segments • Maximizes student processing of content by breaking lectures into 10-minute-or-less segments with processing time for students	• Can explain why the teacher is stopping at various points during demonstrations or during presentations • Appear to know what is expected of them when the teacher stops at strategic points • Process with classmates

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4

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Criterion 2: Demonstrating effective teaching practices.			
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher breaks input experiences into small chunks based on student needs BUT does not monitor the extent to which chunks are appropriate to students' levels of knowledge.	The teacher breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.	The teacher adapts and creates new strategies for unique student needs and situations.

Element 2.1.5 – During breaks in the presentation of content, the teacher engages students in actively processing new information.

Possible Teacher Evidence	Possible Student Evidence

• Has group members summarize new information
• Employs formal group processing strategies (i.e., jigsaw, reciprocal teaching, concept attainment)
	• Can explain what they have just learned
	• Volunteer predictions
	• Voluntarily ask clarification questions
	• Actively discuss the content in groups
	  • Ask each other and answer questions about the information
	  • Make predictions about what they expect next
	  • Ensure everyone knows the content

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher engages students in summarizing, predicting, and questioning activities BUT does not monitor the extent to which these activities enhance students' understanding.	The teacher engages students in summarizing, predicting, and questioning activities and monitors the extent to which the activities enhance students' understanding.	The teacher adapts and creates new strategies for unique student needs and situations.

Element 2.1.6 – The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Possible Teacher Evidence	Possible Student Evidence
• Asks explicit questions that require students to make elaborative inferences about the content • Asks students to explain and defend their inferences • Presents situations or problems that require inferences	• Volunteer answers to inferential questions • Provide explanations and "proofs" for inferences • Use higher-level thinking skills

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4

(Updated 8/13/14)   *Improving Student Learning Through Improved Teaching and Leadership*

Criterion 2: Demonstrating effective teaching practices.			
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher engages students in answering inferential questions BUT does not monitor the extent to which students' responses elaborate on what was explicitly taught..	The teacher engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught.	The teacher adapts and creates new strategies for unique student needs and situations.

Element 2.1.7 – The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Possible Teacher Evidence	Possible Student Evidence

• Asks students to summarize the information they have learned
• Asks students to generate notes that identify critical information in the content
• Asks students to create nonlinguistic representations for new content
  • Graphic organizers
  • Pictures
  • Pictographs
  • Flow charts
• Asks students to create mnemonics that organize the content
	• Include critical content in their summaries and notes
	• Include critical content or demonstrate understanding in their nonlinguistic representations
	• Can explain main points of the lesson

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways BUT does not monitor the extent to which these activities enhance students' understanding.	The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding.	The teacher adapts and creates new strategies for unique student needs and situations.

Element 2.1.8 – The teacher engages students in activities that help them reflect on their learning and the learning process.

Possible Teacher Evidence	Possible Student Evidence
• Asks students to state or record what they are clear about and what they are confused about • Asks students to state or record how hard they tried • Asks students to state or record what they might have done to enhance their learning	• Can explain what they are clear about and what they are confused about • Students can describe how hard they tried • Students can explain what they could have done to enhance their learning

Criterion 2: Demonstrating effective teaching practices.			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher engages students in reflecting on their own learning and the learning process BUT does not monitor the extent to which students self-assess their understanding and effort.	The teacher engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort.	The teacher adapts and creates new strategies for unique student needs and situations.

Component 2.2: Organizing Students to Practice and Deepen Knowledge

The teacher helps students to practice and deepen their understanding of new knowledge.

Possible Teacher Evidence	Possible Student Evidence
• Reviews content before engaging in practicing or deepening activities • Provides practice activities that are at the appropriate level for guided practice or independent practice • Provides activities that require students to examine similarities and differences in content • Provides activities that require students to critique or analyze validity of information	• Increase the accuracy and fluency with which they perform skills and processes • Can describe what they now see differently about content previously addressed • Can describe how items are the same and different • Can explain why information is or is not logical/valid

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not employ strategies designed to practice skills and processes and critically analyze information OR does so with significant errors or omissions.	The teacher employs strategies designed to practice skills and processes and critically analyze information BUT does not monitor the extent to which strategies have their desired effect.	The teacher employs strategies designed to practice skills and processes and critically analyze information AND monitors the extent to which strategies have their desired effect, which includes: developing fluency with skills and processes, determining similarities and differences between important information, and determining the validity and structure of important information.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Elements for Component 2.2 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.2.1 – The teacher engages students in a brief review of content that highlights critical information.

Possible Teacher Evidence	Possible Student Evidence
• Begins the lesson with a brief review of content • Uses specific strategies to review information (i.e. summary, problem that must be solved using previous information, questions that require a review of content, demonstration, brief practice test or exercise) • Uses variety of critical input for brain imprinting	• Can describe the previous content on which a new lesson is based • Responses to class activities indicate that they recall previous content • Actively participate in review by adding word or picture cards to visuals in the room

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher engages students in a brief review of content that highlights the critical information BUt does not monitor the extent to which the students can recall and describe previous content.	The teacher engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content.	The teacher adapts and creates new strategies for unique student needs and situations.

Element 2.2.2 – The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Possible Teacher Evidence	Possible Student Evidence

• Organizes students into groups with the expressed idea of deepening their knowledge of informational content
• Organizes students into groups with the expressed idea of practicing a skill, strategy, or process
• Sets up structures which allow flexible grouping for individual re-teaching and/or extensions
	• Explain how the group work supports their learning
	• While in groups, interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process
	  • Asking each other questions, especially clarifying questions
	  • Obtaining feedback from their peers
	  • Acting as field experts on one aspect in order to teach teammates

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher organizes students into groups to practice and deepen their knowledge BUT does not monitor the extent to which group processes extend students' learning.	The teacher organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning.	The teacher adapts and creates new strategies for unique student needs and situations.

(Updated 8/13/14)   *Improving Student Learning Through Improved Teaching and Leadership*

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Criterion 2: Demonstrating effective teaching practices.

Element 2.2.3 – When appropriate (as opposed to routinely), the teacher designs homework to deepen students' knowledge of informational content or practice a skill, strategy, or process.

Possible Teacher Evidence	Possible Student Evidence
• Communicates a clear purpose for homework • Extends an activity that was begun in class to provide students with more time • Assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently • Uses homework as a home/school connection for verbal processing of new knowledge	• Can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process • Ask clarifying questions of the homework that help them understand its purpose

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	When appropriate (as opposed to routinely), the teacher assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process BUT does not monitor the extent to which students understand the homework.	When appropriate (as opposed to routinely), the teacher assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitors the extent to which students understand the homework.	The teacher adapts and creates new strategies for unique student needs and situations.

Element 2.2.4 – When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

Possible Teacher Evidence	Possible Student Evidence

• Engages students in activities that require students to examine similarities and differences between content
  • Comparison activities
  • Classifying activities
  • Analogy activities
  • Metaphor activities
• Follows analysis of similarities and differences with having students summarize what they have learned and/or explaining how the activity has added to their understanding of the content
	• Artifacts indicate that their knowledge has been extended as a result of the activity
	• Can explain similarities and differences
	• Artifacts indicate that they can identify similarities and differences

Criterion 2: Demonstrating effective teaching practices.

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	When content is informational, the teacher engages students in activities that require them to examine similarities and differences, BUT does not monitor the extent to which these activities deepen their knowledge.	When content is informational, the teacher engages students in activities that require them to examine similarities and differences and monitors the extent to which the students are deepening their knowledge.	The teacher adapts and creates new strategies for unique student needs and situations.

Element 2.2.5 – When the content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Possible Teacher Evidence	Possible Student Evidence

• Asks students to examine information for errors or informal fallacies
  • Faulty logic
  • Attacks
  • Weak reference
  • Misinformation
• Asks students to examine the strength of support presented for a claim
  • Statement of a clear claim
  • Evidence for the claim presented
  • Qualifiers presented showing exceptions to the claim
	• Can describe errors or informal fallacies in information
	• When asked, can explain the overall structure of an argument presented to support a claim
	• Artifacts indicate that they can identify errors in reasoning
	• Expected to give reasoning or evidence behind thinking with answers

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	When content is informational, the teacher engages students in activities that require them to examine their own reasoning or the logic of information as presented to them BUT does not monitor the extent to which these activities deepen their knowledge.	When content is informational, the teacher engages students in activities that require them to examine their own reasoning or the logic of information as presented to them, and the teacher monitors the extent to which students are deepening their knowledge.	The teacher adapts and creates new strategies for unique student needs and situations.

Criterion 2: Demonstrating effective teaching practices.

Element 2.2.6 – When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Possible Teacher Evidence	Possible Student Evidence

• Engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  • Guided practice if students cannot perform the skill, strategy, or process independently
  • Independent practice if students can perform the skill, strategy, or process independently
	• Perform the skill, strategy, or process with increased confidence
	• Perform the skill, strategy, or process with increased competence
	• Work with teacher for any re-teaching during flexible groups

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	When content involves a skill, strategy, or process, the teacher engages students in practice activities, BUT does not monitor the extent to which the practice increases student fluency.	When content involves a skill, strategy, or process, the teacher engages students in practice activities and monitors the extent to which the practice is increasing student fluency.	The teacher adapts and creates new strategies for unique student needs and situations.

Element 2.2.7 – The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

Possible Teacher Evidence	Possible Student Evidence
• Asks students to examine previous entries in their academic notebooks or notes • Engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content • Has students explain how their understanding has changed • Encourages students to add questions, new understanding, or revisions to visuals and preview charts on walls	• Make corrections to information previously recorded about content • Can explain previous errors or misconceptions they had about content • Add information gained or new questions as they occur on any classroom visual

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher engages students in revision of previous content BUT does not monitor the extent to which these revisions deepen students understanding.	The teacher engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding.	The teacher adapts and creates new strategies for unique student needs and situations.

Criterion 2: Demonstrating effective teaching practices.

Component 2.3: Organizing Students for Cognitively Complex Tasks

The teacher provides resources and guidance and organizes students to engage in cognitively complex tasks involving application and transfer of new knowledge.

Possible Teacher Evidence	Possible Student Evidence

• Establishes the need to transfer and apply new knowledge
• Designs and engages students in the following types of
• cognitively complex tasks:
  • Decision-making tasks
  • Problem-solving tasks
  • Investigation tasks
  • Experimental/inquiry tasks
• Organizes students into groups to complete tasks that require application and transfer of new knowledge
• Makes himself/herself available and offers resources and guidance as needed by the entire class, groups of students, or individual students
  • Circulates around the room
  • Provides easy access to himself/herself
• Uses process grids/matrices to lead students through analysis, evaluation, and synthesis of new knowledge
	• Engage in decision-making tasks
	• Engage in problem-solving tasks
	• Engage in investigation tasks
	• Engage in experimental/inquiry tasks
	• Describe the importance of transferring and applying new knowledge
	• Explain how groups support their learning if groups are used o Use group activities to help them generate and test hypotheses
	• Seek out the teacher for advice and guidance regarding application and transfer tasks
	• Can explain how the teacher provides assistance and guidance in application and transfer tasks
	• Generate their own interest in study that transfers and applies new knowledge

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher organizes students and acts as a guide and resource provider but students primarily engage in low level tasks.	The teacher organizes students and acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the level to which students apply and transfer the new knowledge.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Criterion 2: Demonstrating effective teaching practices.

Component 2.4: Asking Questions of Typically Underserved Students

The teacher asks questions of typically underserved students with the same frequency and depth as other students.

Possible Teacher Evidence	Possible Student Evidence
• Asks typically underserved students complex questions at the same rate as other students • Rephrases questions • Scaffolds questions for all students for language and ability needs • Allows various responses to show understanding • Gives wait time equitably • Doesn't let students "off the hook" • Uses think-pair-share • Uses team discussions • Uses written response	• Say that the teacher expects everyone to participate • Say that the teacher asks difficult questions of every student

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher asks questions of all students with the same frequency and depth but does not monitor the quality of participation.	The teacher asks questions of all students with the same frequency and depth and monitors the quality of participation.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Component 2.5: Probing Incorrect Answers with Typically Underserved Students

The teacher probes typically underserved students' incorrect answers in the same manner as other students' incorrect answers.

Possible Teacher Evidence	Possible Student Evidence
• Rephrases questions in response to incorrect answers • Asks additional questions to further explain answers • Breaks questions into smaller/simpler parts when answers are incorrect • Allows students to collect their thoughts and returns to them at a later time	• Say that the teacher does not "let you off the hook" • Say that the teacher "won't give up on you" • Say that the teacher helps them answer questions successfully

Criterion 2: Demonstrating effective teaching practices.

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher is not consistent in probing all students' incorrect answers.	The teacher probes all students' incorrect answers and monitors the level and quality of the responses.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Component 2.6: Noticing When Students Are Not Engaged

The teacher uses various methods to engage students.

Possible Teacher Evidence	Possible Student Evidence

• Scans room to determine the level of student engagement
• If students are not engaged, employs one or more strategies to re-engage students, such as (but not limited to):
  • Academic games
  • Questioning techniques with high response rates
  • Physical movement
  • Friendly controversy
	• Students visibly adjust their level of engagement based on teacher actions
	• Students describe the class as interesting
	• Students attend to appropriate activities throughout the class

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not monitor student engagement and apply re-engagement strategies as necessary OR does so with significant errors or omissions.	The teacher monitors student engagement and applies re-engagement strategies as necessary BUT does not monitor the extent to which strategies have their desired effect.	The teacher monitors student engagement and applies re-engagement strategies as necessary AND monitors the extent to which strategies have their desired effect, which includes: enhanced energy and engagement and enhanced student participation in questioning activities and activities designed to analyze and review information.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Criterion 2: Demonstrating effective teaching practices.

Elements for Component 2.6 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.6.1 – The teacher notices when students are not engaged.

Possible Teacher Evidence	Possible Student Evidence
• Notices when specific students or groups of students are not engaged • Notices when the energy level in the room is low • Takes action to re-engage students	• Appear aware of the fact that the teacher is taking note of their level of engagement • Try to increase their level of engagement when prompted • Explain that the teacher expects high levels of engagement

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher scans the room, making note of when students are not engaged, and takes action BUT does not monitor the extent to which students re-engage.	The teacher scans the room, making note of when students are not engaged, and takes action and monitors the extent to which students re-engage.	The teacher adapts and creates new strategies for unique student needs and situations.

Element 2.6.2 – The teacher uses academic games to engage students.

Possible Teacher Evidence	Possible Student Evidence
• Uses structured games such as Jeopardy, Family Feud, and the like • Develops impromptu games such as making a game out of which answer might be correct for a given question • Uses friendly competition along with classroom games	• Engage in the games with some enthusiasm • Can explain how the games keep their interest and help them learn or remember content

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher uses academic games and inconsequential competition to maintain student engagement BUT does not monitor the extent to which students focus on the academic content of the games.	The teacher uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game.	The teacher adapts and creates new strategies for unique student needs and situations.

Criterion 2: Demonstrating effective teaching practices.

Element 2.6.3 The teacher manages response rates.

Possible Teacher Evidence	Possible Student Evidence
• Uses wait time • Uses response cards • Has students use hand signals to respond to questions • Uses choral response • Uses technology to keep track of students' responses • Uses response chaining	• Multiple students or the entire class respond to questions posed by the teacher • Can describe their thinking about specific questions posed by the teacher

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher uses response rate techniques to maintain student engagement in questions BUT does not monitor the extent to which enhanced response rates keep student engaged.	The teacher uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged.	The teacher adapts and creates new strategies for unique student needs and situations.

Element 2.6.4 – The teacher uses physical movement.

Possible Teacher Evidence	Possible Student Evidence

• Has students stand up and stretch or use related activities when their energy is low
• Uses activities that require students to physically move to respond to questions
  • Vote with your feet
  • Go to the part of the room that represents the answer you agree with
• Has students physically act out or model content to increase energy and engagement
• Use give-one-get-one activities that require students to move about the room
	• Engage in the physical activities designed by the teacher
	• Can explain how the physical movement keeps their interest and helps them learn
	• Move about room independently as needed

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher uses physical movement to maintain student engagement BUT does not monitor the extent to which these activities enhance student engagement.	The teacher uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement.	The teacher adapts and creates new strategies for unique student needs and situations.

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Criterion 2: Demonstrating effective teaching practices.			

Element 2.6.5 – The teacher maintains a lively pace.

Possible Teacher Evidence		Possible Student Evidence	
• Employs crisp transitions from one activity to another • Alters pace appropriately (i.e., speeds up and slows down)		• Quickly adapt to transitions and re-engage when a new activity is begun • Describe the pace of the class as neither too fast nor too slow • Quickly respond to transition signals	

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher uses pacing techniques to maintain students' engagement BUT does not monitor the extent to which these techniques engage students.	The teacher uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged.	The teacher adapts and creates new strategies for unique student needs and situations.

Element 2.6.6 – The teacher demonstrates intensity and enthusiasm.

Possible Teacher Evidence		Possible Student Evidence	

• Describes personal experiences that relate to the content
 	
• Signals excitement for content by:
  • Physical gestures
  • Voice tone
  • Dramatization of information
 	
• Overtly adjusts energy level
		• Say that the teacher "likes the content" and "likes teaching"
		
		• Attention levels increase when the teacher demonstrates intensity and enthusiasm for the content	

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher demonstrates intensity and enthusiasm for the content in a variety of ways BUT does not monitor the extent to which students' engagement increases.	The teacher demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students' engagement increases.	The teacher adapts and creates new strategies for unique student needs and situations.

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Criterion 2: Demonstrating effective teaching practices.

Element 2.6.7 – The teacher uses friendly controversy.

Possible Teacher Evidence	Possible Student Evidence
• Structures mini-debates about the content • Has students examine multiple perspectives and opinions about the content • Elicits different opinions on content from members of the class	• Engage in friendly controversy activities with enhanced engagement • Describe friendly controversy activities as "stimulating," "fun," and so on • Explain how a friendly controversy activity helped them better understand the content

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher uses friendly controversy techniques to maintain student engagement But does not monitor the extent to which students' remain engaged.	The teacher uses friendly controversy techniques to maintain student engagement and monitors the extent to which students stay engaged.	The teacher adapts and creates new strategies for unique student needs and situations.

Element 2.6.8 – The teacher provides opportunities for students to talk about themselves.

Possible Teacher Evidence	Possible Student Evidence
• Is aware of student interests and makes connections between these interests and class content • Structures activities that ask students to make connections between the content and their personal interests • When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested	• Engage in activities that require them to make connections between their personal interests and the content • Explain how making connections between content and their personal interests engages them and helps them better understand the content • Participate willingly in team building activities

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher provides students with opportunities to relate what is being addressed in class to their personal interests BUT does not monitor the extent to which these activities enhance student engagement .	The teacher provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement.	The teacher adapts and creates new strategies for unique student needs and situations.

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Criterion 2: Demonstrating effective teaching practices.

Element 2.6.9 – The teacher presents unusual or intriguing information.

Possible Teacher Evidence	Possible Student Evidence
• Systematically provides interesting facts and details about the content using activities such as: • Believe it or not" • Guest speakers • Stories • Encourages students to identify interesting information about the content	• Attention increases when unusual information is presented about the content • Explain how the unusual information makes them more interested in the content • Connect prior knowledge with intriguing information to form new questions

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher uses unusual or intriguing information about the content BUT does not monitor the extent to which this information enhances students' interest in the content.	The teacher uses unusual or intriguing information about the content and monitors the extent to which this information enhances students' interest in the content.	The teacher adapts and creates new strategies for unique student needs and situations.

Component 2.7: Using and Applying Academic Vocabulary

The teacher identifies appropriate academic vocabulary aligned to the learning targets and uses various strategies for student acquisition.

Possible Teacher Evidence	Possible Student Evidence
• Intentionally selects limited strategic academic vocabulary and includes it in instructional lessons • Repeats academic vocabulary throughout learning activities	• Maintains a vocabulary notebook • Uses academic vocabulary correctly in the current setting and across disciplines • Refers to and uses previous academic vocabulary • Response to Signal Word with corresponding synonym and action • Uses vocabulary in student- and teacher-led conversations

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4

Criterion 2: Demonstrating effective teaching practices.			
The teacher does not identify important academic vocabulary specific to the lesson or does so in a manner that does not reflect the critical content.	The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms BUT does not monitor the extent to which students have internalized the meaning of these terms using their own background knowledge.	The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms. Additionally, the teacher monitors the extent to which students have internalized the meaning of these terms using their own background knowledge.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Component 2.8: Evaluating Effectiveness of Individual Lessons and Units

The teacher reflects on and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness.

Possible Teacher Evidence	Possible Student Evidence
• Identifies specific areas of strength and weakness • Keeps track of specifically identified focus areas for improvement • Identifies and keeps track of specific areas identified based on teacher interest • Can describe how specific areas for improvement are identified • Gathers and keeps records of his or her evaluations of individual lessons and units • Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups) • Provides a written analysis of specific causes of success or difficulty • Can explain the differential effects of specific classroom strategies and behaviors on specific categories of students	• Reflection in learning log shows understanding of daily lesson

Unsatisfactory	Basic	Proficient	Distinguished
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development.	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies causes of success or failure.	The teacher is a recognized leader in helping others identify areas of pedagogical strength and weakness.

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Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Component 3.1: Effective Scaffolding of Information Within a Lesson

The teacher plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content.

Possible Teacher Evidence	Possible Student Evidence
• Content is organized to build upon previous information o Presentation of content is logical and progresses from simple to complex • Where appropriate, presentation of content is integrated with other content areas, other lessons, and/or other units • Plans anticipate potential confusions that students may experience • Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways • Plans incorporate student choice and initiative • Plans provide for extension of learning • Plans integrate English Language Development with any content area	• Can describe the rationale for how the content is organized • Can describe the rationale for the sequence of instruction • Can describe how content is related to previous lessons, units, or other content • Can describe how lessons within the unit progress toward deep understanding and transfer of content • Can describe how students will make choices and take initiative • Can describe how learning will be extended

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher organizes lessons within a unit so that students move from surface to deeper understanding of content, but does not require students to apply the content in authentic ways.	The teacher organizes content in such a way that each new piece of information clearly builds on the previous piece, and students move from understanding to applying the content through authentic tasks.	The teacher is a recognized leader in helping others scaffold lessons and units that progress toward a deep understanding and transfer of content.

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Component 3.2: Planning and Preparing for the Needs of All Students

The teacher uses data to plan and provide interventions that meet individual student learning needs, including ELL, special education, and students who come from home environments that offer little support for schooling.

Possible Teacher Evidence	Possible Student Evidence
• Uses differentiation • Uses data for flexible grouping • Implements a variety of classroom interventions o Knows when to move students to the next level of intervention • Identifies the accommodations/adaptations that must be made for individual ELL students or groups within a lesson and/or unit of instruction • Has plans that have been adapted or modified appropriately according to the language needs of the student • Accommodations and adaptation are visible throughout the classroom and units of instruction	• Is aware of the purpose for the intervention • Shows evidence of growth • Is aware of available resources and accesses them appropriately • Active participation of second language learners in all classroom activities • Equitable opportunities for demonstration of mastery of knowledge • Feels like a valued contributing member of the class

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not know or understand the intervention system or does not use the intervention system to address student needs.	The teacher identifies interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning), but does not ensure that all identified students are adequately served by the interventions.	The teacher identifies and effectively employs interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).	The teacher is a recognized leader in helping others employ interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).

Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			

Student Growth 3.1: *Establish Student Growth Goal(s)*

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
Critical Attributes			
• Does not establish student learning goal(s) • Does not specify assessment(s) to monitor progress towards goal(s)	• Identification of subgroups is partially aligned to data that identifies students not reaching full learning potential (i.e. achievement/ opportunity gaps, ELL, special education, highly capable) • Goals may be missing one or more of the following qualities: specific, measurable and time-bound • Goals are not based on prior available student learning • Goals partially aligned to content standards • Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s) • Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals.	• Identification of subgroups uses data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable) • Goals are specific, measurable and time-bound • Based on multiple sources of available data that reveal prior student learning • Goals aligned to content standards • Grain size of goal is appropriate for the context, instructional interval and content standard(s) • Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area • Identifies formative and summative measures aligned to learning targets to monitor progress towards goals	• Proficient Attributes *and*: • Establishes multiple two-way communication paths to collaborate with , families, students and/or other staff to establish goals specific to individual learning needs • Students reflect on their own learning and articulate their understanding of their goals and progress toward goals

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Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			
Student Growth 3.2: *Achievement of Student Growth Goal(s)*			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

Component 4.1: Attention to Established Content Standards

The teacher demonstrates a comprehensive understanding of the subject taught and the standards for the subject.

Possible Teacher Evidence	Possible Student Evidence
- Appropriately uses content language - Adjusts lesson based on content knowledge - Connects content to the standards - Develops appropriate formative/summative assessments/rubrics - Engages in content discussions with colleagues - Shows evidence of knowledge of standards through the syllabi - Communicates standards to parents - Monitors progress toward standards - Assessments reflect standards	- Can summarize important content - Student notes include critical content - Can make connections to other disciplines and prior knowledge - Can describe the standard that is being worked on - Track progress toward meeting standards

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not demonstrate adequate knowledge of the subject and/or the standards for the subject.	The teacher demonstrates an acceptable but incomplete knowledge of the subject and/or the standards for the subject.	The teacher demonstrates a comprehensive knowledge of the subject and the standards for the subject.	The teacher is a recognized leader in helping others understand the subject and/or the standards for the subject.

Component 4.2: Use of Available Resources and Technology

The teacher plans and prepares for the use of available materials, including technology.

Possible Teacher Evidence	Possible Student Evidence
- Has plan that outlines and/or can describe resources within the classroom that will be used to enhance students' understanding of the content - Has plan that outlines and/or can describe resources within the school that will be used enhance students' understanding of the content - Has plan that outlines and/or can describe resources within the community that will be used to enhance students' understanding of the content	N/A

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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher identifies the available materials that can enhance student understanding but does not clearly identify or describe the manner in which they will be used.	The teacher identifies the available materials that can enhance student understanding and the manner in which they will be used.	The teacher is a recognized leader in helping others plan and prepare for the use of available materials, including technology.

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Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.1: Organizing the Physical Layout of the Classroom
The teacher organizes a safe physical layout of the classroom to facilitate movement and focus on learning.

Possible Teacher Evidence	Possible Student Evidence
• Organizes the physical layout of the classroom to have clear traffic patterns • Arranges the physical layout to provide easy access to the materials and centers • Decorates the classroom in a way that enhances student learning • Bulletin boards relate to current content • Student work is displayed • Design of classroom is purposeful in regard to teaching spaces and placement of resources • Uses signal to facilitate transitions between activities and movement around classroom	• Move easily about the classroom • Use materials and learning centers • Attend to examples of their work that are displayed • Attend to information on the bulletin boards • Focus on instruction • Show signs of pride regarding their accomplishments in class • Say they want to continue to make progress • Interact with posted information throughout lessons

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning but the classroom layout addresses only minimal aspects of these issues.	The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning and monitors the extent to which these activities enhance student learning.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Component 5.2: Reviewing Expectations to Rules and Procedures
The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

Possible Teacher Evidence	Possible Student Evidence
• Involves students in designing classroom routines • Uses classroom meetings to review and process rules and procedures • Reminds students of rules and procedures • Asks students to restate or explain rules and procedures • Provides cues or signals when a rule or procedure should be used	• Follow clear routines during class • Can describe established rules and procedures • Describe the classroom as an orderly place • Recognize cues and signals from the teacher • Regulate their own behavior

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Criterion 5: Fostering and managing a safe, positive learning environment.

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher establishes and reviews expectations regarding rules and procedures.	The teacher establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Component 5.3: Demonstrating "Withitness"

The teacher demonstrates awareness of the classroom environment at all times (withitness).

Possible Teacher Evidence	Possible Student Evidence
• Physically occupies all quadrants of the room • Scans the entire room making eye contact with all students • Recognizes potential sources of disruption and deals with them immediately • Proactively addresses inflammatory situations	• Recognize that the teacher is aware of their behavior • Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher demonstrates awareness of classroom environment.	The teacher demonstrates awareness of classroom environment and monitors the effect on students' behavior.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures
The teacher applies consequences for lack of adherence to rules and procedures.

Possible Teacher Evidence	Possible Student Evidence

• Provides nonverbal signals when students' behavior is not appropriate (i.e., eye contact, proximity, tap on desk, shaking head)
• Provides verbal signals when students' behavior is not appropriate
  • Tells students to stop
  • Tells students that their behavior is in violation of a rule, procedure, or classroom expectations
• Uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior)
• Involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior)
• Uses direct cost consequences when appropriate (e.g.,student must fix something he or she has broken)
	• Cease inappropriate behavior when signaled by the teacher
	• Accept consequences as part of the way class is conducted
	• Describe the teacher as fair in application of rules
	• Refocus in order to make good decisions, show respect, and solve problems

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not apply consequences for not following rules and procedures.	The teacher applies consequences for not following rules and procedures but does not do so in a consistent and fair manner.	The teacher applies consequences for not following rules and procedures in a consistent and fair manner and monitors the extent to which rules and procedures are followed.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.5: Acknowledging Adherence to Rules and Procedures

The teacher acknowledges adherence to rules and procedures.

Possible Teacher Evidence	Possible Student Evidence
- Provides nonverbal signals that a rule or procedure has been followed - Smile - Nod of head - High Five - Gives verbal cues that a rule or procedure has been followed - Thanks students for following a rule or procedure - Describes student behaviors that adhere to rule or procedure - Notifies the home when a rule or procedure has been followed - Uses tangible recognition when a rule or procedure has been followed - Certificate of merit - Token economies	- Appear appreciative of the teacher acknowledging their positive behavior - Describe teacher as appreciative of their good behavior - The number of students adhering to rules and procedures increases

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not acknowledge adherence to rules and procedures.	The teacher acknowledges adherence to rules and procedures but does not do so a consistent and fair manner.	The teacher acknowledges adherence to rules and procedures in a consistent and fair manner and monitors the extent to which new actions affect students' behavior.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.6: Displaying Objectivity and Control

The teacher builds positive relationships with students by displaying objectivity and control.

Possible Teacher Evidence	Possible Student Evidence
• Does not exhibit extremes in positive or negative emotions • Addresses inflammatory issues and events in a calm and controlled manner • Interacts with all students in the same calm and controlled fashion • Does not demonstrate personal offense at student misbehavior	• Are settled by the teacher's calm demeanor • Describe the teacher as in control of himself/herself and in control of the class • Say that the teacher does not hold grudges or take things personally

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher behaves in an objective and controlled manner.	The teacher behaves in an objective and controlled manner and monitors the effect on the classroom climate.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Component 6.1: Designing Instruction Aligned to Assessment

The teacher designs instruction aligned to assessments that impact student learning.

Possible Teacher Evidence	Possible Student Evidence
• Uses common assessments designed by his or her collaborative team to assess student learning • Designs instructional activities and assignments that are designed to help students learn the content that will be assessed • Explains the structure of assessments to students • Explains to students how their assessments will be graded • Modifies instruction based on assessment results • Differentiates instruction and assessments to meet students' individual learning needs	• Know what to expect on assessments • Can explain different strategies that the teacher uses to assess them (obtrusive, unobtrusive, and student-generated assessments) • Can explain why they were assigned a specific grade on an assessment • Can explain what they need to learn next to improve their performance on assessments

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not design instruction with clear alignment to learning targets (daily) and/or learning goals (longer term).	The teacher designs instruction with assessments aligned to learning target (daily) and/or learning goal (longer term) but does not adapt those assessments to meet student learning needs.	The teacher designs instruction with assessments aligned to clearly stated learning target (daily) and/or learning goal (longer term). Those assessments are adapted to meet student learning needs.	The teacher adapts or creates new strategies designed to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Component 6.2: Using Multiple Data Elements

The teacher uses multiple data elements to modify instruction and assessments.

Possible Teacher Evidence	Possible Student Evidence
• Differentiates instruction practices according to student needs • Differentiates assessment practices according to student needs • Analyzes data from formal and informal assessments • Determines whether re-teaching, practice, or moving forward with instruction is appropriate at both the group and individual level • Modifies teacher-made assessments based on previous scores of students	• Based on their individual needs and abilities, students are engaged in different instructional activities • Based on their individual needs and abilities, students are engaged in different assessment activities • Are aware of the fact that individuals in class may be involved in different assessment and instructional activities based on their individual strengths and weaknesses

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Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not examine multiple data points with the intent of modifying instruction and assessment or does so with significant errors or omissions.	The teacher examines a few data points and makes minimal adjustments to instruction and assessment based on the information.	The teacher examines multiple data points and makes changes to instruction and assessment based on the information. Additionally the teacher monitors the extent to which the changes result in enhanced student learning.	The teacher adapts or creates new strategies designed to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Component 6.3: Tracking Student Progress
The teacher provides opportunities for students to self-reflect and track progress toward learning goals.

Possible Teacher Evidence	Possible Student Evidence
• Helps students track their individual progress on the learning goal • Uses formal and informal means to assign scores to students on the rubric depicting student status on the learning goal • Charts the progress of the entire class on the learning goal	• Can describe their status relative to the learning goal using the rubric • Systematically update their status on the learning goal • Use a learning log to reflect daily about learning

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher facilitates tracking of student progress using a formative approach to assessment but does not monitor the extent to which this process enhances student learning.	The teacher facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which this process enhances student learning.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Student Growth 6.1: *Establish Student Growth Goal(s)*

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Critical Attributes			
• Does not establish student learning goals • Does not specify assessment(s) to monitor progress towards goal(s)	• Goals may be missing one or more of the following qualities: specific, measurable and time-bound • Goals are not based on prior available student learning • Goals partially aligned to content standards • Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s) • Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals.	• Goals are specific, measurable and time-bound • Based on multiple sources of available data that reveal prior student learning • Goals aligned to content standards • Grain size of goal is appropriate for the context, instructional interval and content standard(s) • Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area • Identifies formative and summative measures aligned to learning targets to monitor progress towards goals	• Proficient Attributes and: • Effort to Communicates (two-way)/Collaborates with other staff, families and/or students to establish goals specific to whole class learning needs • Students articulate their understanding of their goals and progress toward goals

Student Growth 6.2: *Achievement of Student Growth Goal(s)*

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Criterion 7: Communicating and collaborating with parents and the school community.

Component 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events

The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs, and school events.

Possible Teacher Evidence	Possible Student Evidence
• Utilizes the appropriate means of communication • Presents to, works with, or speaks to the school board, ad hoc committees, PTSA, media, advisory groups, etc. • Fosters partnerships with families/school/community • Encourages parent and community involvement in classroom and school activities • Accesses available expertise and resources to support students' learning needs • Works cooperatively with appropriate school personnel to address issues that impact student learning	• When asked, are aware that teachers actively communicate with their parents • When asked student are aware that teachers are active in the community

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher attempts to communicate and collaborate with parents/ guardians and school/ community regarding courses, programs and school events relevant to the students', but does not necessarily do so in a timely or clear manner.	The teacher communicates and collaborates with parents/guardians and school/community regarding courses, programs and school events relevant to the students' in a timely and professional manner.	The teacher is a recognized leader in helping others communicate and collaborate with parents/ guardians and school/ community regarding courses, programs and school events relevant to the students'.

Component 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism

The teacher communicates individual student progress to parents/guardians in a timely and professional manner.

Possible Teacher Evidence	Possible Student Evidence
• Ensures consistent and timely communication with parents regarding student expectations, progress, and/ or concerns • Uses multiple means and modalities to communicate with families • Respects and maintains confidentiality of student/ family information • Demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families • Responds to requests for support, assistance, and/or clarification promptly	• Participates in conferences • Knows that teachers and parents communicate

Criterion 7: Communicating and collaborating with parents and the school community.			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher communicates individual students' progress to parents/ guardians, but does not necessarily do so in a timely or clear manner.	The teacher communicates individual students' progress to parents/ guardians in a timely and professional manner.	The teacher is a recognized leader in helping others communicate individual student progress to parents/guardians in a timely and professional manner.

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
Component 8.1: Seeking Mentorship for Areas of Need or Interest *The teacher collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through the sharing of ideas and strategies.*			
Possible Teacher Evidence		**Possible Student Evidence**	
Seeking mentorship • Keeps track of specific situations during which he or she has sought mentorship from others • Actively seeks help and input in Professional Learning Community meetings • Actively seeks help and input from appropriate school personnel to address issues that impact instruction • Can describe how he or she seeks input from colleagues regarding issues that impact instruction Providing mentorship • Keeps tracks of specific situations during which he or she mentored other teachers • Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways • Serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors • Can describe specific situations in which he or she has mentored colleagues		N/A	
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers, but does not necessarily do so in a manner that enhances pedagogical skill.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers in such a manner as to enhance pedagogical skill.	The teacher is a recognized leader in mentoring others in such a way as to enhance their pedagogical skill.

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Component 8.2: Promoting Positive Interactions with Colleagues
The teacher displays dependability through active participation.

Possible Teacher Evidence	Possible Student Evidence
- Is punctual - Is prepared for meetings - Works to resolve conflicts - Respectfully addresses others - Assists in the effective functioning of a team/group	N/A

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher makes little or no attempt to follow established norms or collective commitments. The teacher's behavior may be obstructing the functioning of the team/group.	The teacher attempts to follow established norms or commitments but does not comply with all norms and collective commitments.	The teacher follows established norms and collective commitments, contributing to the overall effectiveness of the team.	The teacher consistently models established norms and collective commitments. The teacher is a recognized leader in facilitating the team/group in resolving conflict for effective functioning.

Component 8.3: Participating in District and School Initiatives
The teacher participates in district and school initiatives.

Possible Teacher Evidence	Possible Student Evidence
- Participates in school activities and events as appropriate to support students and families - Serves on school and district committees - Participates in staff development opportunities - Works to achieve school and district improvement goals - Keeps track of specific situations in which he or she has participated in school or district initiatives - Can describe or show evidence of his/her participation in district and school initiatives	N/A

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For Use in the 2014-15 School Year – Version 1.1

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher is aware of the district and school initiatives, but does not participate at a level consistent with his or her talents and availability.	The teacher participates in district and school initiatives at a level consistent with his or her talents and availability.	The teacher is a recognized leader in helping others be aware of and participate in district and school initiatives.

Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan

The teacher pursues professional development based on his/her written growth and development plan and monitors progress relative to that plan.

Possible Teacher Evidence	Possible Student Evidence
• Constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources • Can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources • Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback) • Can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)	N/A

Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher develops a written professional growth and development plan but does not articulate clear goals and timelines. The teacher charts his or her progress on the professional growth and development plan using established goals and timelines but does not make adaptations as needed.	The teacher develops a written professional growth and development plan with goals and timelines, charts his or her progress, and makes adaptations as needed.	The teacher is a recognized leader in helping others develop professional growth and development plans.

(Updated 8/13/14)   *Improving Student Learning Through Improved Teaching and Leadership*

Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Student Growth 8.1: *Establish Team Student Growth Goal(s)*

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.

Critical Attributes			
• Team does not establish goal(s) for student learning • Team does not specify assessments to monitor progress towards goal(s) and/or goal is neither specific or time-bound • Teacher does not communicate with team regarding team goals or plans • Teacher rarely shares student data, student work or suggestions for strategies to achieve team goal(s) • Teacher undermines team's ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment	• Team goal(s) or measures are established without consensus • Team goal is missing one or more of the following qualities: specific, measurable, time-bound • Team goal is missing one or more of the following qualities: appropriate for the context, instructional interval or content standard(s) • Team goal is not connected to a significant impact on student learning of content • Teacher's communication with team is inconsistent regarding team goals and plans • Teacher occasionally shares student work or suggestions for strategies to achieve team goal(s) • Teacher rarely shares reflection on instruction to achieve team goal(s) • Teacher demonstrate inconsistent follow-through with team decisions regarding instruction and assessment	• Team goal(s) and measures are decided collaboratively • Team goal(s) are specific, measurable and time-bound • Team goal(s) are appropriate for context, instructional interval and content standard(s) • Team goal(s) demonstrate significant impact on student learning of content (transferable skills) • Teacher communicates responsibly with team regarding team goals and plans for measuring and monitoring • Teacher consistently and actively contributes multiple sources of data to collectively determine evidence of student learning • Teacher engages in data-based reflection with team and adjusts practice accordingly • Teacher implements team decisions regarding instruction and assessment	• Team goal(s) and measures are decided collaboratively • Team goal(s) are specific, measurable and time-bound • Team goal(s) are appropriate for context, instructional interval and content standard(s) • Goal(s) demonstrate significant impact on student learning of content (transferable skills) • Teacher helps develop other team members' capacity to be effective • Teacher regularly makes his/her practice public by sharing models and facilitating data processes • Teacher promotes reflective analysis among team • Teacher shares a wide range of resources to build and sustain support for team goals