INSTRUCTION				
	Exemplary (4)	**Proficient (3)**	**Needs Improvement (2)**	**Unsatisfactory (1)**
Standards and Objectives[1]	• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for each student's performance are clear, demanding, and high. • State standards are displayed, referenced throughout the lesson with explanations. • There is evidence that most students demonstrate mastery of the objective.	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear, demanding and high. • State standards are displayed and referenced in the lesson. • There is evidence that most students demonstrate mastery of the objective.	• Some learning objectives and state content standards are communicated. • Sub-objectives are sometimes aligned to the lesson's major objective. • Learning objectives are not clearly connected to what students have previously learned. • Expectations for student performance are clear. • State standards are appropriately displayed • There is evidence that some of the students demonstrate mastery of the objective.	• Learning objectives and state content standards are not communicated. • Sub-objectives are rarely aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are not appropriately displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students[2]	• The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. • The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher consistently reinforces and rewards effort.	• The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students. • The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students. • The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students. • The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher rarely reinforces and rewards effort.

[1] Applebee, A.N., Adler, M., & Flihan, S. (2007). Interdisciplinary curricula in middle and high school classrooms: Case studies to curriculum and instruction. *American Educational Research Journal, 44*(4), 1002-1039. doi: 10.3102/0002831207308219

[2] Givens Rolland, R. (2012). Synthesizing the evidence on classroom goal structures in middle and secondary schools: A meta-analysis and narrative review. *Review of Educational Research, 82*(4), 396-435. doi:10.3102/0034654312464909

Presenting Instructional Content[3]	Presentation of content always includes: • visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. • Explicit examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.	Presentation of content sometimes includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information • no irrelevant, confusing, or non-essential information.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing[4]	• The lesson starts promptly. • The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection. • Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end and reflection. • Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• The lesson starts somewhat promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Instructional time is lost during transitions.	• The lesson does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

[3] Dalton, B., & Smith, B.E. (2012). Teachers as designers: Multimodal immersion and strategic reading on the Internet. *Research in the Schools, 19*(1), 12-25.

[4] Konrad, M., Helf, S., & Joseph, L. M. (2011). Evidence-based instruction is not enough: Strategies for increasing instructional efficiency. *Intervention in School and Clinic, 47*(2), 67-74. doi: 10.1177/1053451211414192

Activities and Materials[5]	Activities and materials include all of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology which enhances student learning and thinking. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.	Activities and materials include most of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).	Activities and materials include some of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).	Activities and materials include few of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).

[5] Pahl, K., & Roswell, J. (2010). *Artifactual literacies: Every object tells a story*. New York, NY: Teachers College Press.

Questioning [6]	Teacher questions are varied and high quality providing a consistently balanced mix of question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate higher order questions that lead to further inquiry and self-directed learning.	Teacher questions are varied and high quality providing a balanced mix of question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are often sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is often provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning.	Teacher questions are varied and high quality providing for some, but not all, question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are sometimes purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.	Teacher questions are inconsistent in quality and include few question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on
Academic Feedback [7]	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is consistently used to monitor and adjust instruction. • Teacher engages students in giving specific and high quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is often given during guided practice and homework review. • The teacher circulates regularly during instructional activities to support engagement, and monitor student work. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving feedback to one another.	• Oral and written feedback is sometimes academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates sometimes during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

[6] Fusco, E. (2012). *Effective questioning strategies in the classroom: A step-by-step approach to engaged thinking and learning, K–8*. New York, NY: Teachers College Press.

[7] Hattie, J. & Gan, M. (2010). Instruction based on feedback. In R. E. Mayer & P. A. Alexander (Eds.). *Handbook of Research on Learning and Instruction* (pp. 249-272). New York, NY: Taylor & Francis.

Grouping Students[8]	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) sometime enhance student understanding and learning efficiency. • Some students in groups know their roles, responsibilities, and group work expectations. • Some students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to sometime, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.
Teacher Content Knowledge[9]	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.[1] • The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher regularly implements subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	• Teacher displays adequate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject- specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.

[8] Li, T., Han, L., Zhang, L., & Rozelle, S. (2014). Encouraging classroom peer interactions: Evidence from Chinese migrant schools. *Journal of Public Economics, 111*, 29-45. doi:10.1016/j.jpubeco.2013.12.014

[9] Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education, 59*(5), 389-407. doi: 10.1177/0022487108324554

Teacher Knowledge of Students[10]	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices consistently incorporate student interests and cultural heritage. • Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of most student anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of some student anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.
Thinking[11]	The teacher thoroughly teaches three types of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. • creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher consistently provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints. • monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	The teacher thoroughly teaches two types of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. • creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher regularly provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.	The teacher attempts to teach one type of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. • creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher sometimes provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides few opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.

[10] Pacheco, M., & Gutierrez, K. (2009). Cultural-historical approaches to literacy teaching and learning. In C. Compton-Lilly (Ed.), *Breaking the silence: Recognizing the social and cultural resources students bring to the classroom* (pp. 60-77). Newark, NJ: International Reading Association.

[11] Marshall, J.C., & Horton, R. M. (2011). The relationship of teacher-facilitated, inquiry-based instruction to student higher-order thinking. *School Science and Mathematics, 111*(3), 93-101. doi: 10.1111/j.1949-8594.2010.00066.x

Problem Solving[12]	The teacher implements activities that teach and reinforce 3 or more of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach and reinforce 2 of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach and reinforce 1 of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements no activities that teach and reinforce any of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing
Description of Qualifying Measures	**Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.**	**Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning**	**Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.**	**Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning**

[12] Marshall, J.C., & Horton, R. M. (2011). The relationship of teacher-facilitated, inquiry-based instruction to student higher-order thinking. *School Science and Mathematics, 111*(3), 93-101. doi: 10.1111/j.1949-8594.2010.00066.x

	PLANNING			
	Exemplary (4)	**Proficient (3)**	**Needs Improvement (2)**	**Unsatisfactory (1)**

Instructional Plans[13]	Instructional plans include:
	• measurable and explicit goals aligned to state content standards.
	  • activities, materials, and assessments that:
	  ○ are aligned to state standards.
	  ○ are sequenced from basic to complex.
	  ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.
	  ○ provide appropriate time for student work, student reflection, and lesson and unit closure.
	• evidence that plan is appropriate for the age, knowledge, and interests of all learners.
	• evidence that the plan provides regular opportunities to accommodate individual student needs.
		Instructional plans include:
		• goals aligned to state content standards.
		  • activities, materials, and assessments that:
		  ○ are aligned to state standards.
		  ○ are sequenced from basic to complex.
		  ○ build on prior student knowledge.
		  ○ provide appropriate time for student work, and lesson and unit closure.
		• evidence that plan is appropriate for the age, knowledge, and interests of most learners.
		• evidence that the plan provides some opportunities to accommodate individual student needs.
			Instructional plans include:
			• some goals aligned to state content standards.
			  • activities, materials, and assessments that:
			  ○ are sometimes aligned to state standards.
			  ○ are sometimes sequenced from basic to complex.
			  ○ Sometimes build on prior student knowledge.
			  ○ Sometimes provide appropriate time for student work, and lesson and unit closure.
			• Some evidence that plan is appropriate for the age, knowledge, and interests of most learners.
			• evidence that the plan provides some opportunities to accommodate individual student needs.
				Instructional plans include:
				• few goals aligned to state content standards.
				• activities, materials, and assessments that:
				  ○ are rarely aligned to state standards.
				  ○ are rarely logically sequenced.
				  ○ rarely build on prior student knowledge
				  ○ inconsistently provide time for student work, and lesson and unit closure
				• little evidence that the plan is appropriate for the age, knowledge, or interests of the learners.
				• little evidence that the plan provides some opportunities to accommodate individual student needs.

Student Work[14]	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. • draw conclusions, make generalizations, and produce arguments that are supported through extended writing. • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.	Assignments require students to: • interpret and analyze information rather than reproduce it. • draw conclusions and support them through writing. • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • interpret information rather than reproduce it. • Sometimes draw conclusions and support them through writing. • Sometimes connect what they are learning to prior learning or life experiences.	Assignments require students to: • mostly reproduce information. • rarely draw conclusions and support them through writing. • rarely connect what they are learning to prior learning or life experiences.

[13] Timperley, H. S., & Parr, J. M. (2009). What is this lesson about? Instructional processes and student understandings in writing classrooms. *The Curriculum Journal, 20*(1), 43-60. doi: 10.1080/09585170902763999

[14] Marshall, J. C., & Horton, R. M. (2011). The relationship of teacher-facilitated, inquiry-based instruction to student higher-order thinking. *School Science and Mathematics, 111*(3), 93-101. doi: 10.1111/j.1949-8594.2010.00066.x

Assessment[15]	Assessment Plans: • are consistently aligned with state content standards. • have clear appropriate measurement criteria. • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test. • require extended written tasks. • are portfolio-based with clear illustrations of student progress toward state content standards. • include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: • are aligned with state content standards. • have clear measurement criteria. • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require written tasks. • include performance checks throughout the school year.	Assessment Plans: • are sometimes aligned with state content standards. • have measurement criteria. • measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require limited written tasks. • include performance checks but may not be monitored consistently.	Assessment Plans: • are rarely aligned with state content standards. • have ambiguous measurement criteria. • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • include performance checks, although the purpose of these checks is not clear.
Description of Qualifying Measures	**Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.**	**Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning**	**Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.**	**Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning**

[15] Lyon, E. G. (2011). Beliefs, practices, and reflection: Exploring a science teacher's classroom assessment through the Assessment Triangle Model. *Journal of Science Teacher Education, 22*(5), 417-435. doi: 10.1007/s10972-011-9241-4

ENVIRONMENT				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*	*Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction*	*Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning*
Expectations[16]	• Teacher engages students in learning with clear and rigorous academic expectations for every student and actively uses aligned and differentiated materials and resources to ensure equitable access to learning. • Students regularly learn from their mistakes and can describe their thinking on what they learned. • Teacher creates learning opportunities where all students consistently experience success. • Students lead opportunities that support learning. • Students take initiative to meet or exceed teacher expectations. • Teacher optimizes instructional time to ensure each student meets their learning goals.	• Teacher engages students in learning with clear and rigorous academic expectations for every student with aligned materials and resources for students to access. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students complete their work according to teacher expectations.	• Teacher engages students in learning with clear and rigorous academic expectations for most students. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where some students can experience success. • Teacher expectations for student work are not clear for all students.	• Teacher expectations are not rigorous for every student. • Teacher creates an environment where mistakes and failure are not viewed as learning experiences. • Teacher does not create learning opportunities where students can experience success. • Student work is rarely completed to meet teacher expectations.
Engaging Students and Managing Behavior[17]	• Students are consistently engaged in behaviors that optimize learning and increase time on task. • Teacher and students establish clear commitments for learning and behavior. • The teacher consistently uses and students reinforce several techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) that maintain student engagement and promote a positive classroom environment. • Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • The teacher addresses individual students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly with minimal interruption to learning.	• Students are mostly engaged in behaviors that optimize learning and increase time on task; some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses several techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) that maintain student engagement and promote a positive classroom environment. • The teacher often recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson overlooks most inconsequential. • The teacher addresses students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are sometimes engaged in behaviors that optimize learning and increase time on task; minor learning disruptions are frequent. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) to maintain appropriate student behavior. • The teacher sometimes recognizes and motivates positive behaviors and overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class.	• Students are consistently engaged in behavior that interrupts learning or minimizes time on task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain student engagement. • The teacher over-addresses inconsequential behavior. • Teacher does not or inconsistently addresses behavior that interrupts learning.

ENVIRONMENT				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*	*Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction*	*Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning*
Environment[18]	The classroom • welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. • is clearly organized and designed for and with students to promote learning for all. • has supplies, equipment, and resources easily and readily accessible to provide equitable opportunities for all students. • displays current student work that that promotes a positive and inclusive classroom environment. • is consistently arranged to maximize individual and group learning and to reinforce a positive classroom culture.	The classroom • welcomes all students and guests. • is organized to promote learning for all students. • has supplies, equipment, and resources accessible to provide equitable opportunities for students. • displays current student work. • is arranged to promote individual and group learning.	The classroom • welcomes most students and guests. • is somewhat organized to promote learning for all students. • has supplies, equipment, and resources accessible. • displayed student work is not updated regularly. • is sometimes arranged to promote individual and group learning.	The classroom • is somewhat uninviting. • is not organized to promote student learning. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning.
Respectful Culture[19]	• Teacher-student and student-student interactions demonstrate caring and respect for one another and celebrate and acknowledge all students' background and culture. • Teacher fosters positive teacher-to-student and student-to-student interactions that demonstrate overall care, kindness, and respect for one another. • Teacher seeks out and is receptive to the interests and opinions of all students. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally positive and reflect awareness and consideration of all students' background and culture. • Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs. • Teacher is receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes positive, but may reflect occasional inconsistencies. • Students exhibit respect and kindness for the teacher and each other. • Teacher is sometimes receptive to the interests and opinions of students.	• Teacher does not establish a safe and positive classroom culture for students. • Students do not exhibit respect for the teacher or each other. • Teacher and/or student interaction is characterized by unhealthy conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

[16] Ponitz, C. C., Rimm-Kaufman, S. E., Brock, L. L., & Nathanson, L. (2009). Early adjustment, gender differences, and classroom organizational climate in first grade. *The Elementary School Journal, 110*(2),142-162. doi: 10.1086/605470
[17] Tsouloupas, C. N., Carson, R. L., & MacGregor, S. K. (2014). The development of high school teachers' efficacy in handling student misbehavior (TEHSM). *The Journal of Educational Research, 107*(3), 230- 240. doi: 10.1080/00220671.2013.788992
[18] Schleicher, A. (2011). Lessons from the world on effective teaching and learning environments. Journal of Teacher Education, 62(2), 202-221. doi: 10.1177/0022487110386966
[19] Hallinan, M. T. (2008). Teacher influences on students' attachment to school. *Sociology of Education, 81*(3), 271-283. doi: 10.1177/00380407080810030

PROFESSIONALISM

	Performance Standard	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Growing and Developing Professionally[16]	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	Always	Often	Sometimes	Rarely
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	Always	Often	Sometimes	Rarely
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	Always	Often	Sometimes	Rarely
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Always	Often	Sometimes	Rarely
Reflecting on Teaching[17]	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	Always	Often	Sometimes	Rarely
	6. The educator offers specific actions to improve his/her teaching.	Always	Often	Sometimes	Rarely
	7. The educator accepts responsibilities contributing to school improvement.	Always	Often	Sometimes	Rarely
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	Always	Often	Sometimes	Rarely
Community Involvement[18]	9. The educator actively supports school activities and events.	Always	Often	Sometimes	Rarely
School Responsibilities[19]	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	Always	Often	Sometimes	Rarely

[16] Waitoller, F. R., & Artiles, A. J. (2013). A decade of professional development research for inclusive education: A critical review and notes for a research program. *Review of Educational Research, 83*(3), 319-356. doi:10.3102/0034654313483905

[17] Nesmith, S. M. (2011). Powerful reflections result from quality questions: The influence of posed questions on elementary preservice teachers' field-based reflections. *Research in the Schools, 18*(2), 26-39.

[18] Epstein, J. L., Galindo, C. L., & Sheldon, S. B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. *Educational Administration Quarterly, 47*(3), 462-495. doi: 10.1177/0013161X10396929

[19] Zepeda, S. J., Mayers, R. S., Benson, B. N. (2013). *The call to teacher leadership*. New York, NY: Routledge.

NIET | NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING