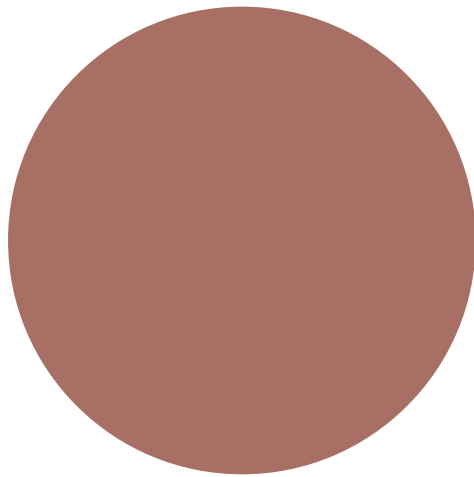


**The Framework for Teaching
Evaluation Instrument,
2013 Instructionally Focused Edition**



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However, the revisions to 1f and 3d were significant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1: Planning and Preparation, and 3d: Using Assessment in Instruction to Domain 3: Instruction. These distinctions were not as apparent in the 1996 edition.

The 2011 Edition

In 2009, the Bill and Melinda Gates Foundation embarked on the large research project, Measures of Effective Teaching (MET), which entailed the video capture of over 23,000 lessons, analyzed according to five observation protocols, with the results of those analyses (together with other measures) correlated to value-added measures of student learning. The aim of the study was to determine which aspects of a teacher's practice were most highly correlated with high levels of student progress.

The Framework for Teaching was one of the models selected for this large-scale study, which involved the (online) training and certification of hundreds of observers for the purpose of rating the quality of teaching in the lessons. In order to fulfill this obligation, it became necessary to supply additional tools to aid in the training of observers, so that they could make accurate and consistent judgments about teaching practice as demonstrated in the large numbers of videotaped lessons. The following additional tools included:

Rubric language tighter even than that of the 2007 edition of the Framework for Teaching.

Furthermore, the levels of performance in the 2011 revision are written at the component, rather than the element, level. While providing less detail, the component-level rubrics capture all the essential information from those at the element level and are far easier to use in evaluation than are those at the element level.

“Critical attributes” for each level of performance for each component. These critical attributes provide essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation.

Possible examples for each level of performance for each component. These examples serve to illustrate the meanings of the rubric language. However, they should be regarded for what they are: possible examples. They are not intended to describe **all** the possible ways in which a certain level of performance might be demonstrated in the classroom; those are, of necessity, particular to each grade and subject. The possible examples simply serve to illustrate what practice might look like in a range of settings.

These enhancements to the Framework for Teaching, while created in response to the demands of the MET study, turned out to be valuable additions to the instrument in all its applications. Practitioners found that the enhancements not only made it easier to determine the level of performance reflected in a classroom for each component of the Framework, but also contributed to judgments that are more accurate and more worthy of confidence. As the stakes in teacher evaluation become higher, this increased accuracy is absolutely essential.

As with the 2007 edition, there were absolutely no changes to the architecture of the 2011 edition. Therefore, those educators who invested resources in learning the language of the 2007 edition simply gained additional tools to help them in the challenging work of applying the Framework to actual classroom teaching.

The 2013 Edition

The principal reason for releasing the 2013 edition of The Framework for Teaching Evaluation Instrument was to respond to the instructional implications of the Common Core State Standards

(CCSS). Since the CCSS have been adopted in the vast majority of states, it seemed to make sense to explore what these would mean in the classroom.

The CCSS, when fully implemented, will have a profound effect on education in America. They envision, for literacy and mathematics initially, deep engagement by students with important concepts, skills, and perspectives. They emphasize active, rather than passive, learning by students. In all areas, they place a premium on deep conceptual understanding, thinking and reasoning, and the skill of argumentation (students taking a position and supporting it with logic and evidence).



language” and may have completed the online training and assessment program produced by Teachscape, should know that none of the revisions would alter the assessments of teaching represented in the videotaped lessons.

The 2013 Instructionally Focused Edition

From the beginning, the Framework for Teaching has been valued as a means of capturing a holistic picture of teaching practice, both inside the classroom (Domains 2 and 3) and outside the classroom (Domains 1 and 4). At the same time, some districts and local education agencies (LEAs) prioritize, for evaluation purposes, those aspects of practice that are observable in the classroom, while placing less emphasis on teaching responsibilities that occur outside the classroom.

To help such organizations focus their assessments on the components of classroom teaching in Domains 2 and 3, the Framework for Teaching Evaluation Instrument, 2013 Instruction-Focused Edition, was developed. As with the 2011 and 2013 editions of the instrument, this instrument does not alter the architecture of the Framework in any way but vastly simplifies the rubrics for Domain 1 (Planning and Preparation) and Domain 4 (Professional Responsibilities). The 12 individual components for these two domains have been removed so that observers need only determine one score for each domain. The rubrics for Domains 2 and 3 in the 2013 Instruction-Focused Edition are identical to those of the original 2013 edition of the Evaluation Instrument.

There are two primary reasons this instrument allows for more straightforward evaluations that emphasize classroom evidence:

As a complete instrument, the Framework for Teaching has been validated by research; however, the specific components in Domains 1 and 4 were not included in these studies and therefore not validated, so attaining accuracy in assessing these areas of teaching may be more challenging. With 12 components in Domains 1 and 4 (compared to 10 components in Domains 2 and 3), observers may spend a disproportionate amount of time scoring Domains 1 and 4 when Domains 2 and 3 may be a larger part of the overall evaluation score.

The Framework for Teaching Evaluation Instrument, 2013 Edition, continues to be a practical tool for districts and LEAs that wish to assess all aspects of planning and professional responsibilities along with classroom teaching. The Framework for Teaching Evaluation Instrument, 2013 Instruction-Focused Edition, provides an additional option for streamlined observations that focus on classroom practice.

**The Four Domains of the Framework for Teaching Evaluation Instrument,
2013 Instructionally Focused Edition**

Descriptions of the four domains are presented in the table below.

Domain	Description
<p>1. Planning & Preparation</p>	<p>Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.</p>
<p>2. Classroom Environment</p>	<p>Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual</p> <p>the suon ti3 ()TJare al tahigs-levelpdents eniJare athethete</p>



Domain 1: Planning and Preparation

Domain	Unsatisfactory	Basic	Proficient	Distinguished
<i>Domain 1</i>				



	Unsatisfactory	Basic	Proficient	Distinguished
Domain 1				
<i>Critical Attributes</i>	<p>The teacher's plans do not accommodate prerequisite relationships.</p> <p>The teacher does not try to ascertain varied ability levels among students in the class.</p> <p>Outcomes lack rigor or are stated as activities.</p> <p>The teacher uses only district-provided materials, even when more variety would assist some students.</p> <p>The instructional plan is not aligned to the stated outcomes.</p> <p>Summative assessments do not match instructional outcomes and no formative assessments have been designed.</p>	<p>The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."</p> <p>Outcomes represent a mixture of low expectations and rigor.</p> <p>The teacher uses materials in the school library but does not search beyond the school for resources.</p> <p>The instructional plan is partially aligned to the stated outcomes</p> <p>Summative assessments partially match instructional outcomes and/or formative assessments are rudimentary.</p>	<p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher has identified "high," "medium," and "low" groups of students within the class.</p> <p>Outcomes represent high expectations and rigor, and are written in terms of what students will learn rather than do.</p> <p>Texts are supplemented by guest speakers and field experiences.</p> <p>The instructional plan is fully aligned to the stated outcomes.</p> <p>All the learning outcomes have a method for assessment with plans for formative assessment during instruction.</p>	<p>The teacher cites intra- and interdisciplinary content relationships.</p> <p>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</p> <p>Outcomes are related, where appropriate, to the Common Core State Standards and are differentiated to suit individual students.</p> <p>The teacher has ongoing</p>

	Unsatisfactory	Basic	Proficient	Distinguished
	<p><i>For their unit on China, the students find all of their information in the district-supplied textbook.</i></p> <p><i>To teach his ninth graders the parts of the microscope, the teacher plans to have them fill in a worksheet.</i></p> <p><i>The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.</i></p> <p><i>And others...</i></p>	<p><i>The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.</i></p> <p><i>For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library.</i></p> <p><i>The teacher's lesson plans are well formatted, but the timing for many activities is too short for students to understand the concepts thoroughly.</i></p> <p><i>The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.</i></p> <p><i>And others...</i></p>	<p><i>The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts.</i></p> <p><i>The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and approach to learning.</i></p> <p><i>The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.</i></p> <p><i>And others...</i></p>	<p><i>The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them.</i></p> <p><i>The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies.</i></p> <p><i>The lesson plan clearly</i></p> <p><i>The teacher is not al for solearnto diff and ww</i></p>



Component 2a	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Critical Attributes	The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or caring about, individual students. The teacher disregards disrespectful interactions among students.	The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students, with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students. Students exhibit respect for the teacher.	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. There is no disrespectful behavior among students. When necessary, students respectfully correct one another. Students participate without fear of put-downs or

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Component 2a	Unsatisfactory	Basic	Proficient	Distinguished
	<p>Many students talk when the teacher and other students are talking; the teacher does not correct them.</p> <p>Some students refuse to work with other students.</p> <p>The teacher does not call students by their names.</p> <p>And others...</p>	<p>Students applaud halfheartedly following a classmate's presentation to the class.</p> <p>The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.</p> <p>And others...</p>	<p>Students attend fully to what the teacher is saying.</p> <p>Students wait for classmates to finish speaking before beginning to talk.</p> <p>Students applaud politely following a classmate's presentation to the class.</p> <p>Students help each other and accept help from each other.</p> <p>The teacher and students use courtesies such as "please," "thank you," and "excuse me."</p> <p>The teacher says, "Don't talk that way to your classmates," and the insults stop.</p> <p>And others...</p>	<p>Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.</p> <p>Students clap enthusiastically for one another's presentations for a job well done.</p> <p>The teacher says, "That's an interesting idea, Josh, but you're forgetting . . ."</p> <p>A student questions a classmate, "Didn't you mean ____?" and the classmate reflects and responds, "Oh, maybe you are right!"</p> <p>And others...</p>

Component 2b:	Establishing a Culture for Learning
	<p>A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.</p> <p>Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students’ natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.</p> <p>Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.</p> <p>The elements of component 2b are:</p> <ul style="list-style-type: none"> Importance of the content and of learning <i>In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.</i> Expectations for learning and achievement <i>In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers’ expectations for high student achievement is their insistence on the use of precise language by students.</i> Student pride in work <i>When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> Belief in the value of what is being learned High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation Expectation of high-quality work on the part of students Expectation and recognition of effort and persistence on the part of students High expectations for expression and work products





Component 2c:	Managing Classroom Procedures
	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”</p> <p>The elements of component 2c are:</p> <ul style="list-style-type: none"> Management of instructional groups <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.</i> Management of transitions <i>Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.</i> Management of materials and supplies <i>Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.</i> Performance of classroom routines <i>Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.</i> Supervision of volunteers and paraprofessionals <i>Not every teacher has the benefit of assistance from volunteers and paraprofessionals, but those who do recognize that it takes both organization and management to help these individuals understand their duties and acquire the skills to carry them out.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> Smooth functioning of all routines Little or no loss of instructional time Students playing an important role in carrying out the routines Students knowing what to do, where to move

Component 2c	Unsatisfactory	Basic	Proficient	Distinguished
	<p><i>At the beginning of the lesson, roll-taking consumes much time and students are not working on anything. And others...</i></p>	<p><i>Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form. And others...</i></p>	<p><i>The teacher has an established attention signal, such as raising a hand or dimming the lights. One member of each small group collects materials for the table.</i></p>	





Component 2d	Unsatisfactory	Basic	Proficient	Distinguished
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students	Standards of conduct appear to have been established, but their	Student behavior is generally appropriate. The teacher monitors	Student behavior is entirely appropriate. Students take an active role in



Component 2e:	



Domain 3: Instruction

Component 3a:	Communicating with Students
	<p>Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that</p>





Component 3a	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The teacher's vocabulary is inappropriate to the age or culture of the students.</p>	<p>When the teacher attempts to explain academic vocabulary, it is only partially successful. The teacher's vocabulary is too advanced, or too juvenile, for students.</p>	<p>The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. The teacher's vocabulary is appropriate to students' ages and levels of development.</p>	
<p>Possible</p>	<p><i>A student asks, "What are we</i></p>	<p>w[(s2s voca oh53 5Q n)2T Q ly r listene, explanations of academibl Tf -0. (y)11.8 (.A nu78>Tjmb0 (of15 >>B78>Tjoca do notw ar)-8.seB78>Tjm/T1_0 (l)-3(eacher"9w 17.953 r be follow a academibl Tf -0. (y)11.8 (.S2s voca at.8 02Tj /inh56 (attentive dh56 (uhe Tmrinh56 (ghe Tm 3.42DC -0.001 0.0035 Tw 0.8 0.95</p>		



Component 3b:	Using Questioning and Discussion Techniques
	<p>Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questionnses y t e a c h e</p>

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Component 3b	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using	The teacher's questions are of low	1		



Component 3b	Unsatisfactory	Basic		



Component 3c:	Engaging Students in Learning
	Student engagement in learning is the centerpi



Component 3c:	Engaging Students in Learning
	<p>Structure and pacing <i>No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks</i></p>



Component 3c	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes o/9.2	Few students are intellectually engaged	Some students are intellectually engaged	Most students are intellectually engaged	Virtually all students are intellectually engaged

Component 3c	Unsatisfactory	Basic	Proficient	Distinguished
<p>Possible Examples</p>	<p><i>Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.</i></p> <p><i>Students fill out the lesson worksheet by copying words from the board.</i></p> <p><i>Students are using math manipulative materials in a rote activity.</i></p> <p><i>The teacher lectures for 45 minutes.</i></p> <p><i>Most students don't have time to complete</i></p>	<p><i>Students in only three of the five</i></p>	<p><i>Five students (out of 27) have finished</i></p>	<p><i>Students are asked to write an</i></p>



Component 3d:	Using Assessment in Instruction



Component 3d:	Using Assessment in Instruction
	<p>Student self-assessment and monitoring of progress <i>The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of coy1e</i></p>







Component 3e:	Demonstrating Flexibility and Responsiveness
	<p>“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p>



	Unsatisfactory	Basic	Proficient	Distinguished
Possible ops a144EMC 1 Tfc Aw 0Td3Td2	The teacher says, "We don't a 1	The teacher says, "I'll try to think p s	The teacher says, "That's an a 1	The teacher stops a lesson midstream a 1



Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished
Domain 4	The teacher demonstrates low ethical standards and little sense of professionalism for improving his/her own teaching and collaboration with colleagues. Record-keeping systems are chaotic and ineffective, with information lost or missing. Communication with			



	Unsatisfactory	Basic	Proficient	Distinguished
Domain 4				
Critical Attributes	<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</p> <p>Record-keeping systems are in disarray and provide incorrect or confusing information.</p> <p>Little or no information regarding the instructional program is available to parents.</p> <p>The teacher's relationships with colleagues are characterized by negativity or combativeness.</p> <p>The teacher ignores opportunities to engage in professional learning.</p> <p>There is some suspicion of questionable ethics.</p> <p>The teacher willfully ignores district regulations.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective.</p> <p>The teacher's process for tracking student progress is cumbersome to use.</p> <p>School- or district-created materials about the instructional program are sent home.</p> <p>The teacher has cordial relationships with colleagues.</p> <p>The teacher participates in professional development activities when they are required or provided by the district.</p> <p>There is no evidence of unethical behavior.</p> <p>The teacher complies with district regulations.</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used.</p> <p>The teacher has an effective process for recording student assignments and progress; students are able to see how they're doing.</p> <p>The teacher regularly sends home culturally sensitive information about the instructional program.</p> <p>The teacher has supportive and collaborative relationships with colleagues.</p> <p>The teacher seeks regular opportunities for continued professional development.</p> <p>The teacher is honest and known for having high standards of integrity.</p> <p>The teacher complies with both the spirit and the letter of district regulations.</p>	<p>The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</p> <p>Students contribute to and maintain records indicating completed work assignments.</p> <p>Students regularly develop materials to inform their families about the instructional program.</p> <p>The teacher takes a leadership role in promoting activities related to professional inquiry.</p> <p>The teacher seeks regular opportunities for continued professional development, including initiating action research.</p> <p>The teacher is sought out by colleagues and students for advice on matters of ethical conduct.</p> <p>The teacher takes a leadership role regarding district regulations.</p>
Possible Examples	<p><i>Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"</i></p> <p><i>A student says, "I'm sure I</i></p>			

	Unsatisfactory	Basic	Proficient	Distinguished
	<p><i>The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.</i></p> <p><i>Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.</i></p> <p><i>The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.</i></p> <p><i>And others...</i></p>	<p><i>The teacher is polite but seldom shares any instructional materials with his grade partners.</i></p> <p><i>The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time.</i></p> <p><i>The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.</i></p> <p><i>And others...</i></p>	<p><i>The teacher sends home to families a weekly newsletter that describes current class activities, community and/or school projects, field trips, etc.</i></p> <p><i>The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.</i></p> <p><i>The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.</i></p> <p><i>The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</i></p> <p><i>And others...</i></p>	<p><i>Students create materials for Back-to-School Night that outline the approach for learning science.</i></p> <p><i>The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.</i></p> <p><i>The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</i></p> <p><i>After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with her students, who have come to love the after-school sessions.</i></p> <p><i>And others...</i></p>