

Section A. MPS Standards Of Effective Instruction:

**Standards of Effective Instruction:
Domains & Rubrics
Essential Standards**

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The MPS Standards of Effective Instruction are separated into four Domains. Each Domain has a set of rubrics that further illustrates accomplished teaching for that Domain. The rubric has four descriptors used with each domain defining levels of effectiveness: *Requires Attention, Developing, Proficient, or Exemplary* – and to help the teacher better understand the development of their practice.

DOMAIN 1: PREPARATION AND PLANNING – ORGANIZATION

The teacher develops a comprehensive instructional sequence.

DOMAIN 2: CLASSROOM ENVIRONMENT

The teacher creates and implements a physical and interpersonal classroom environment that supports student learning

DOMAIN 3: CLASSROOM INSTRUCTION

The teacher engages students in learning and the instructional strategies used to help students gain better insight into the subject matter.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

The teacher participates in ongoing professional development activities and collaborates with colleagues and families to advance learning for teachers and students.

Rubrics: Levels of Effectiveness

- I. **Requires Attention** – Teacher relies on *ongoing* assistance and support to complete daily responsibilities. Teacher has difficulty internalizing effective teaching practices.
- II. **Developing** – Teacher is moving toward self-direction and independence. The teacher understands effective teaching practices and is beginning to directly apply knowledge and skill to planning, instruction and/or assessment.
- III. **Proficient** – Teacher is able to teach independently, internalizes feedback and easily applies what she/he is learning about teaching. The teacher is beginning to move beyond the classroom in developing teaching skill, forming collegial relationships and may be seen as an instructional leader among peers.
- IV. **Exemplary** – Teacher consistently and effectively excels in areas of teaching, professional growth, reflection, action research and pedagogical skills. The teacher at this level continually engages families and the broader community in the learning process. The teacher is often seen as an instructional leader among peers.

Samples of Evidence and Artifacts

Systematic on-going lesson planning	Curriculum Maps
Instructional materials	Observation Cycle
Dialogue with teacher	Enthusiasm
Self-Assessments and Reflections	Mentoring Other Teachers
Class Profile	Student engagement
Tasks modified to meet individual needs of students	Student Assessments
Interdisciplinary Links	Use of methods of inquiry in teaching subject-matter concepts
Site Records	Artifacts (student work)
Communication Log	Portfolio
Seating Diagram	Grouping strategies
Individual Learning Plan (ILP)	Individual Educational Plan (IEP)
Action Research Project	Teacher-made assessment materials
Classroom Management Plan	Course Syllabus
Classroom Rules	Teacher/Student Contract
Parent Communications Log	Teacher Journals
Video and Audio Tapes	Photographs of student activities, classroom etc.
Student and Parent Surveys	Records of professional activities
Awards, recognitions, etc.	Publications – Newsletters
Conferences	Meetings and workshops
Communication/correspondence with peers, parents, administration.	

DOMAIN 1: PLANNING AND PREPARATION

Indicator A—Knowledge of Content

- i. Teacher content knowledge and knowledge of how students learn that content*
- ii. Creating interdisciplinary and extended learning experiences*
- iii. Knowledge of resources*
- iv. Designing coherent instruction*

Indicator B—Knowledge of Planning Practices

- i. Planning practices*
- ii. Selecting instructional goals*
- iii. Alignment of goals and assessments*

Indicator C—Use of Assessment in Planning

- i. Planning formative and summative assessments*
- ii. Demonstrating knowledge of use of student data*
- iii. Demonstrating knowledge of skills, interests, cultures, language proficiency and exceptionalities*
- iv. Planning for differentiation*

DOMAIN 2: CLASSROOM ENVIRONMENT

Indicator A—Teacher Relationships with Students

- i. Creating a classroom climate*
- ii. Student interactions*

Indicator B—The Culture of Learning

- i. Establishing a culture of high expectations*
- ii. Persistence and efficacy*

Indicator C—Classroom Procedures and Expectations

- i. Establishing high expectations.*
- ii. Establishing and maintaining classroom procedures and expectations*
- iii. Monitoring and providing feedback for student behavior*

DOMAIN 3: CLASSROOM INSTRUCTION

Indicator A—Communication

- i. Communication of content*
- ii. Demonstrating flexibility and responsiveness*
- iii. Demonstrating cultural competence*

Indicator B—Engaging Students in Learning

- i. Engaging students in learning*
- ii. Communicating goals and learning objectives and explanation of content*
- iii. Using questioning and instructional techniques*
- iv. Grouping strategies*
- v. Using technology and supplementary resources*
- vi. Pacing and structure*

Indicator C—Using Assessment

- i. Using assessment in instruction*
- ii. Effective use of feedback to advance learning*
- iii. Student self-assessment and assessment criteria*

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Indicator A—Reflecting on Teaching

- i. Teacher reflection*
- ii. Using feedback for future planning*

Indicator B—Professional Development

- i. Participating in professional development*
- ii. Collaboration with colleagues*
- iii. Contribution to school and district culture for learning*

Indicator C—Professionalism

- i. Ethical conduct*
- ii. Record keeping*
- iii. Organization and timeliness*
- iv. Communication with families*
- v. Multi-cultural and linguistic understanding*

Domain 1: Planning and Preparation – Organization

The teacher develops a comprehensive instructional sequence.

INDICATOR 1A:

The teacher uses current and correct content knowledge to design relevant learning activities that engage students in constructing their own knowledge.

KNOWLEDGE OF CONTENT

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Teacher content knowledge and knowledge of how students learn that content.	<i>Limited content knowledge is demonstrated by frequent content errors.</i>	<i>General content knowledge and how students learn that content is demonstrated, with only minor errors. Lack of depth in content knowledge and/or how students learn that content prevents teacher anticipation of student misconceptions.</i>	<i>Teacher's knowledge of content and how students learn the content is accurate & current, and depth of knowledge allows teacher to anticipate student misconceptions.</i>	<i>Teacher's extensive and current knowledge of content and how students learn that content is evident. Students assume considerable responsibility for their own learning. Teacher's depth of knowledge allows teacher to anticipate of student misconceptions.</i>
ii. Creating interdisciplinary and extended learning experiences	<i>No attempt to connect to other disciplines. When homework is assigned it is irrelevant to the learning experience.</i>	<i>Limited connections are made to other disciplines. When homework is assigned it emphasizes task completion or compliance.</i>	<i>Connections with other disciplines are evident, including integration of technology, literacy, and math across the curriculum. When homework is assigned, it expands students' understanding of the content.</i>	<i>Connections with other disciplines are evident, including integration of technology, literacy, and math across the curriculum. Interdisciplinary experiences promote multi-cultural understanding and perspectives. When homework is assigned it is relevant, expands understanding, and includes choices and options for students.</i>
iii. Knowledge of resources	<i>Teacher lacks awareness of available resources.</i>	<i>Teacher uses available resources.</i>	<i>Teacher makes use of relevant resources within the school and community.</i>	<i>Teacher makes use of a variety of relevant resources within the school and community showing extensive knowledge of resources for learning.</i>
iv. Designing coherent instruction	<i>Teacher plans learning activities that are unsuited for students and/or un-supportive of the learning goals.</i>	<i>Learning activities support the learning goals, however may be unorganized or lacking coherence.</i>	<i>Learning activities support the learning goals, are well-organized, and designed to facilitate student construction of knowledge. The lesson design is appropriate to developmental level(s). Student grouping and placement is planned to increase cognition and promote heterogeneity.</i>	<i>Learning activities support the learning goals, are well organized, and designed to facilitate student construction of knowledge. The lesson design is appropriate to developmental level(s) and grouping arrangements. Student grouping and placement is planned to increase cognition and promote both heterogeneity and an appreciation of multiple cultures so that diversity is viewed as a benefit.</i>

Domain 1: Planning and Preparation – Organization

The teacher develops a comprehensive instructional sequence.

INDICATOR 1B: KNOWLEDGE OF PLANNING PRACTICES

Lessons are planned so that students are working towards learning targets & state standards with resources available for students to assess and improve their own learning.

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Planning practices	<i>There is no evidence of planning daily, weekly, and/or unit instruction, resulting in activities that are not suitable for students.</i>	<i>Daily, weekly and / or unit planning is inconsistent or sporadic.</i>	<i>Daily, weekly and / or unit planning is consistent and thorough and builds on students' prior knowledge and experience.</i>	<i>Daily, weekly and unit planning is consistent, thorough, and builds on students' prior knowledge and experience.</i>
ii. Selecting instructional goals	<i>Learning goals are unconnected to content and MN standards, or are stated as activities.</i>	<i>Learning goals are connected to learning activities and MN standards and are stated in terms of student learning.</i>	<i>Learning goals are clearly connected to learning activities and MN standards and are stated in terms of student learning.</i>	<i>Learning goals are clearly connected to learning activities and MN standards and are stated in terms of student learning.</i> <i>Goals reflect different types of learning.</i>
iii. Alignment of goals and assessments	<i>Learning activities are not aligned with goals and are not balanced, and do not permit viable assessments</i>	<i>While learning goals permit viable methods of assessment, there may be limited opportunities for students to engage in a variety of learning modalities.</i>	<i>Learning goals permit viable methods of assessment, and instruction is planned for students to engage in a variety of learning modalities and forms of assessment.</i> <i>Most individual student needs are met.</i>	<i>Learning goals permit viable methods of assessment, and instruction is planned for students to engage through a variety of learning modalities and forms of assessment.</i> <i>Design of learning goals take into account the varying needs of individual students.</i>

Domain 1: Planning and Preparation – Organization

The teacher develops a comprehensive instructional sequence.

INDICATOR 1C: USE OF ASSESSMENT IN PLANNING

Formative and summative assessments are used to plan and monitor for student growth towards learning targets.

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Planning formative and summative assessments.	<i>Teacher has limited understanding of the role and use of formative assessment to adapt instruction to meet the learners' needs</i>	<i>Planning indicates the use of formative and summative assessment strategies appropriate to the lesson's goals.</i>	<i>Planning indicates the use of formative and summative assessment strategies appropriate to the lesson's goals. Formative assessments are designed to diagnose student learning to make immediate instructional adjustments.</i>	<i>Planning indicates the use of formative and summative assessment strategies appropriate to the lesson's goals. Formative assessments are designed to diagnose student learning to make immediate instructional adjustments.</i>
	<i>Assessments are primarily summative and used for grading purposes.</i>	<i>Assessment is primarily done by the teacher with minimal opportunities for students to self-assess their work.</i>	<i>Plans indicate some opportunities for student self-assessment.</i>	<i>Plans also indicate frequent opportunities for students to self and peer assess their achievement against clearly established exemplars and /or performance standards.</i>
ii. Demonstrating knowledge of use of student data	<i>There is no evidence that the lesson design or goals have been informed by previous assessment data.</i>	<i>The instructional goals and lesson design have been informed by an analysis of classroom/grade student data.</i>	<i>The instructional goals and lesson design have been informed by an analysis of individual student data.</i>	<i>The instructional goals and lesson design have been informed by a highly accurate analysis of classroom and individual student data.</i>
iii. Demonstrating knowledge of Students' Skills, Interests, Cultures, Language Proficiency, and Exceptionalities	<i>There is no evidence that the lesson design or goals have been informed by knowledge of students' learning, language proficiency, and/or cultural needs.</i>	<i>The instructional goals and lesson design have been informed by some of the following: knowledge of students' skills, interests, cultural backgrounds, language proficiency, and exceptionalities.</i>	<i>The instructional goals and lesson design have been informed by knowledge of students' skills, interests, cultural background, language proficiency, and exceptionalities.</i>	<i>The instructional goals and lesson design have been informed by knowledge of students' skills, interests, language proficiency, and plans indicate opportunities for students and/or family input.</i>
iv. Planning for Differentiation	<i>No differentiation of learning experiences, content or product based on assessment results.</i>	<i>Limited differentiation of learning experiences, content or product based on assessment results.</i>	<i>Differentiation of learning experiences, content or product based on assessment results.</i>	<i>Differentiation of learning experiences, content and product are based on assessment results.</i>

Domain 2: Classroom Environment

The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.

INDICATOR 2A: TEACHER RELATIONSHIPS WITH STUDENTS

An active classroom with a significant amount of student to student interaction and student to teacher interaction that is respectful and supports the learning. Behavior expectations are understood and behavior is appropriate. Behavior needs are addressed without interruption to learning.

Element	Requires Attention	Developing	Proficient	Exemplary
i. Creating a classroom climate	<i>Negative behavior produces an environment that restricts learning and is not conducive to the social / emotional well-being of students.</i>	<i>Student behavior is generally appropriate with only minor inconsistent or inappropriate behavior that results in minimum disruption to the learning. Social emotional needs of most students are met.</i>	<i>Student behavior expectations are understood, behavior is appropriate with only minor inappropriate behavior that does not disrupt the learning. Social emotional needs of students are met.</i>	<i>Student behavior expectations are internalized, behavior is entirely appropriate, and students assume responsibility for monitoring their own behaviors and the behaviors of other students. Social and emotional needs of individual students are met.</i>
	<i>The negative environment does not support students' social and personal development.</i>	<i>The physical environment generally supports student development. Some students focus on building trust and creating positive relationships, there are occasional incidents of negative behavior and /or interactions among students or between students and teacher.</i>	<i>The physical environment and instruction support the development of positive social and personal skills. There is evidence that students build trusting and positive relationships that enhance the environment.</i>	<i>Students assume the responsibility to create positive relationships that contribute to learning activities and create an environment that ensures positive social and personal skill development.</i>
ii. Classroom interactions	<i>Communication with or among students is characterized by one or more of the following: Is inconsistent, contains sarcasm, lacks sensitivity, or shows a lack of awareness about the students' background or culture.</i>	<i>Communication with students and among students is appropriate, shows the appropriate sensitivity and an awareness of the students cultures and backgrounds; however, that knowledge may not contribute to an inclusive community of learners.</i>	<i>Communication between students and teachers, and students and students shows sensitivity and appreciation of cultures and backgrounds, and has positive impact on the learning community.</i>	<i>Fully appropriate and respectful communication between students and teachers, and students and students shows sensitivity and appreciation of cultures and backgrounds, and has positive impact on the learning community with students ensuring that varying cultures are respected and appreciate.</i>

Domain 2: Classroom Environment

The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.

INDICATOR 2B: THE CULTURE OF LEARNING

Students and teachers are enthusiastic about learning and show persistence in working towards high quality outcomes. Teachers have high expectations and students persevere with difficult tasks.

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Establishing a culture of high expectations	<p><i>Teacher does not display or encourage enthusiasm or positive attitude for learning.</i></p> <p><i>Classroom instruction is characterized by low expectations and task completion.</i></p>	<p><i>Teacher displays a positive attitude and importance of the work but with minimal buy-in by the students.</i></p> <p><i>Teacher directed instruction, Instructional activities, assignments, and classroom interactions convey only modest expectations for student learning and achievement.</i></p> <p><i>Students are compliant to accept the responsibility to "do the work" but invest little of their energy into its quality.</i></p>	<p><i>The teacher supports a culture where instructional outcomes, activities and assignments, and classroom interactions convey high cognitive expectations for most students, creating opportunities for them to construct knowledge.</i></p> <p><i>Students engage in work of high quality and demonstrate effort in completing work to meet the performance standards. Teachers & students demonstrate enthusiasm and consistent commitment to high expectations.</i></p>	<p><i>Student engagement in complex cognitive tasks and constructivist learning activities characterize the culture. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students.</i></p> <p><i>Students actively participate in their own learning, internalize these expectations, show innovation, creativity, flexibility and originality in their work.</i></p>
ii. Persistence / efficacy	<p><i>Efficacy is not evident from the teacher or students. Teacher either gives up or blames the students for their lack of success.</i></p>	<p><i>Teacher demonstrates efficacy by taking responsibility for student learning; however there is little evidence that students are building their own efficacy and ability to persevere in challenging or complex tasks.</i></p>	<p><i>Students and teacher demonstrate efficacy for taking responsibility to achieve the learning objectives. There is evidence that students persevere when challenged with complex learning tasks.</i></p>	<p><i>Students are persistent, through revisions and self-assessments and are willing to take risks that further their learning. There is evidence that students persevere when challenged with complex learning tasks, and students use problem-solving and group skills to influence and guide others toward learning goals.</i></p>

Domain 2: Classroom Environment

The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.

INDICATOR 2C: CLASSROOM PROCEDURES AND EXPECTATIONS

There are clear expectations for classroom rituals and routines and they are followed by most students. Transitions are smooth and minimal instructional time is lost. The teacher supports and monitors the routines by giving positive reinforcement and redirection.

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Establishing high expectations	<i>Teacher has not established clear expectations for classroom procedures. Excessive instructional time is lost in handling non-instructional duties.</i>	<i>Teacher has established clear expectations for classroom procedures and/or transitions; however, there is evidence of inconsistent management of routines / procedures that result in a loss of instructional time.</i>	<i>Teacher establishes clear expectations for classroom procedures: smooth transitions, orderliness, and organization, to which most students adhere. Minimal instructional time is lost in handling non-instructional duties.</i>	<i>Teacher and students establish clear expectations for classroom procedures; transitions are organized and orderly with students assuming responsibility for classroom routines and procedures resulting in no loss of instructional time.</i>
ii. Establishing and maintaining classroom procedures	<i>Students do not comply or are unaware of classroom procedures or behavior expectations. Teacher does not clearly communicate directions and procedures.</i>	<i>Students generally comply with procedures with only minimal instructional time lost in handling non-instructional duties. Standards of conduct are present. Directions and procedures are clearly communicated.</i>	<i>Directions and procedures are clearly communicated with multiple modalities.</i>	<i>Students have internalized and assume responsibility for classroom procedures and monitor their own and peer adherence.</i>
	<i>Systems and structures are incomplete or missing.</i>	<i>Systems and structures exist which are set and monitored by the teacher.</i>	<i>Systems and structures exist which allows for students to monitor their own learning, encourage independence and self-reflection, and to achieve high standards.</i>	<i>Directions and procedures are clearly communicated and adapted as necessary for individual or groups of students. Students have participated in the development of classroom procedures.</i>
iii. Monitoring and providing feedback for student behavior	<i>Behavior feedback is not constructive nor timely and there is little or no acknowledgement of students' positive behavior. Little or no monitoring of student behavior.</i>	<i>Behavior feedback is constructive and timely with infrequent acknowledgement of students' positive behavior, however students may be unclear about the behavior expectations. Instruction is disrupted by behavior incidents.</i>	<i>Constructive and timely feedback is given to students with frequent acknowledgement of students' positive behavior. Teacher's monitoring of and response to student behavior is preventative, respectful, and / or behavior is appropriate throughout the lesson.</i>	<i>Constructive and timely feedback, between students and teacher, is given to students with frequent acknowledgement of students' positive behavior Monitoring of and response to student behavior is subtle, preventative, and respectful with students assuming responsibility for their own, and their peers' behavior, and / or behavior is entirely appropriate throughout the lesson.</i>

Domain 3: Classroom Instruction

The teacher engages students in learning and the instructional strategies used to help students gain better insight into the subject matter.

INDICATOR 3A: COMMUNICATION

Teacher explicitly teaches academic vocabulary relevant for the lesson, and conversations in the room use the vocabulary. A variety of strategies are used to engage students in thinking and to guide them as they actively work to construct their own learning.

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Use of content language.	<i>Teacher's use of language contains content errors showing a lack of content knowledge and understanding that is detrimental to learning.</i>	<i>Teacher's language use and content knowledge is generally accurate. Teacher accurately uses content vocabulary while students inconsistently use the content vocabulary, or are not required to use content language by the teacher.</i>	<i>Teacher uses accurate, current, thorough and appropriate content, academic vocabulary, to promote student understanding and use of the content vocabulary. Students work to use content vocabulary during class conversations.</i>	<i>Teacher's use of content language / vocabulary contributes to student use and acquisition of content and vocabulary, and enriches the lesson. Students have internalized the content language and use it in dialogue. Teacher uses extensive content and conceptual knowledge to address student misconceptions.</i>
ii. Demonstrating flexibility and responsiveness	<i>Teacher adheres rigidly to the lesson despite student questions and/or misconceptions.</i>	<i>Teacher attempts to adjust the lesson in response to student questions, and/or misconceptions.</i>	<i>Teacher adjusts the lesson in response to student questions and misconceptions.</i>	<i>Teacher anticipates student questions and misconceptions and has alternative instructional strategies ready to meet the needs of students.</i>
iii. Demonstrating cultural competence	<i>Explanation of content and use of language/vocabulary shows lack of awareness of cultural implications and/or lack of sensitivity to diverse cultures.</i>	<i>There is a general awareness of cultural competence or implications, however explanation of content and use of language / vocabulary demonstrates an inconsistent/limited awareness of the cultural context and sensitivity to diverse cultures.</i>	<i>Teacher demonstrates an awareness of and sensitivity towards cultural diversity, and consistently uses content, context, and vocabulary to promote cultural understanding and increase cognitive engagement.</i>	<i>The teacher demonstrates an awareness of and sensitivity towards cultural diversity, and consistently uses content, context, and the cultural dimensions of vocabulary to promote cultural understanding and increase cognitive engagement. Students promote cultural competence by explaining language and cultural nuances / context to their peers.</i>

Domain 3: Classroom Instruction

The teacher engages students in learning and the instructional strategies used to help students gain better insight into the subject matter.

INDICATOR 3B: ENGAGING STUDENTS IN LEARNING

The students are engaged in rigorous activities and discussions, are grouped purposefully, and are working with technology and supplemental resources that enhance their learning. The teacher paces the lesson so that there is sufficient time for students to process and reflect, and the class concludes with an appropriate closure.

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Engaging students in learning	<i>Students are minimally engaged or disengaged in the lesson.</i>	<i>Student engagement in rigorous and relevant learning experiences is inconsistent. Higher order thinking demand is infrequent in instruction and discussion.</i> <i>Students may be behaviorally and/or emotionally engaged.</i>	<i>Students are cognitively engaged in rigorous and relevant learning experiences demonstrating the use of higher order thinking through varied instruction, and the use of inquiry methods relevant to the discipline.</i>	<i>All students are cognitively engaged in rigorous and relevant learning experiences demonstrating the use of higher order thinking through varied instruction and the use of inquiry methods relevant to the discipline. Students initiate experiences to increase relevance and cognition – to help them understand. In addition to appropriate differentiated instructional strategies and group work, the lesson provides appropriate options for student initiative and choice.</i>
ii. Communicating goals and learning objectives and explanation of content	<i>Learning expectations and/ or explanations of the content are unclear, inappropriate, or missing.</i>	<i>Learning expectations and explanation of content are clear for most students and contain appropriate levels of detail, however some students are confused; expectations or directions may be unclear.</i>	<i>Learning expectations and explanation of content are clear to students and contain appropriate levels of detail.</i> <i>Students can articulate the learning expectations.</i> <i>Expectations are communicated during the lesson in a variety of formats and connected to prior learning and student interests.</i> <i>Directions are clear with no evidence of student confusion.</i>	<i>Learning expectations are clear and teacher links the purpose of the lesson to student interests. Teacher's explanation of content is imaginative and connected to students' knowledge and experience. Students contribute by explaining content to their peers. Directions are clear with no evidence of student confusion, students may develop directions and procedures when appropriate to the activity.</i>

<p>iii. Using questioning and instructional techniques</p>	<p><i>Classroom questioning techniques result in student recitation with low cognitive challenge. A few students dominate the conversations.</i></p>	<p><i>Teacher attempts to engage all students, however the student discussions provide limited evidence of cognitive engagement. The quality of questions is a mixture of low and high cognitive challenge. Teacher responds appropriately to student mistakes and misconceptions.</i></p>	<p><i>Questioning and discussion techniques create high levels of cognitive engagement; questions are of high quality and students' conversations provide evidence of cognitive engagement. Questions are engineered to ensure cognitive responses in most students. All students are held accountable to answer all questions. Volunteer and non-volunteers are called on.</i></p>	<p><i>Classroom questioning and discussion techniques are of high quality with students formulating many questions. Questions are engineered to ensure cognitive response in most students. All students are engaged with learning through conversations. Students initiate, participate, and lead academic discussions.</i></p>
<p>iv. Grouping strategies</p>	<p><i>Grouping strategies are inappropriate to the students or to the instructional goals.</i></p>	<p><i>Grouping strategies are only moderately successful in promoting cognitive engagement and in advancing the instructional outcomes of the lesson.</i></p>	<p><i>Instructional and grouping strategies support cognitive engagement. Group norms and clearly taught group rules and routines promote the use of peers as resources for one another, are productive in achieving the instructional outcomes.</i></p>	<p><i>Group norms and clearly taught group rules and routines promote the use of peers as resources for one another, are productive in achieving the instructional outcomes. Students monitor and adjust norms to ensure learning.</i></p>
<p>v. Using technology and supplementary resources</p>	<p><i>There is little or no use of available technology and/or other resources beyond the school curriculum texts that may be appropriate to the lesson.</i></p>	<p><i>Teacher uses technology to present information to students, and does not promote deeper engagement to build conceptual understanding. Resources beyond the school curriculum texts are minimally accessed.</i></p>	<p><i>Use of technology and other resources promotes increased cognitive engagement, deeper conceptual understanding of the content and enhances cultural understanding and/or relevance.</i></p>	<p><i>Use of technology augments or enhances the instruction and expands students' thinking. In addition, students use and adapt technology to enrich their understanding of the content.</i></p>
<p>vi. Pacing and structure</p>	<p><i>The lesson has no evidence of a structure. Pacing of the lesson is too slow, too rushed, or both. As a result, pacing hinders active engagement.</i></p>	<p><i>Lesson has a recognizable structure, however may be missing introductory elements or summarization and closure. Pacing is generally appropriate for the class as a whole.</i></p>	<p><i>Lesson has a coherent structure that allows for student cognitive engagement, reflection, and appropriate closure. Pacing is also appropriate, and provides opportunities for students who progress at different learning rates.</i></p>	<p><i>A complete coherent lesson structure that has opportunities for students to help plan the structure and/or guide the pacing. There are many opportunities for individual students to progress at different learning rates.</i></p>

Domain 3: Classroom Instruction

The teacher engages students in learning and the instructional strategies used to help students gain better insight into the subject matter.

INDICATOR 3C:	<i>Lesson goals or learning targets are clear and student progress towards them is measured formatively and summatively by the teacher and by the students themselves. Results of the assessments are transparent with students and teachers using feedback to monitor, adjust, and/or celebrate.</i>
ASSESSMENT FOR LEARNING	

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Using assessment in instruction	<i>Assessment of student learning is limited, consisting primarily of grades and summative processes. There is no evidence that formative assessment techniques are used to assess student progress toward meeting the stated outcomes, and the teacher makes little to no effort to address student needs or misunderstanding.</i>	<i>Teacher uses some formative assessment techniques to monitor student progress, and adjust instruction and delivery based upon the student needs and misunderstandings with limited effectiveness.</i>	<i>Teacher uses formative assessment practices to diagnose, monitor and adjust instruction and delivery, showing persistence with individual students, and a repertoire of strategies based on the needs of all students.</i>	<i>Teacher and students use formative assessment practices to diagnose, monitor and inform the adjustment of instruction to meet learning needs. Teacher and students are persistent in applying a repertoire of learning strategies to attain the expectations.</i>
ii. Effective use of feedback to advance learning	<i>Feedback is global and lacks specificity to guide learning and is not provided in a timely manner.</i>	<i>Teacher's oral / written feedback to students emphasizes procedures, compliance, or grades. Timeliness is inconsistent.</i>	<i>Oral and written feedback promotes cognition, is specific, detailed and is provided in a timely manner to all students.</i>	<i>Teacher and students provide one another oral and written feedback that promotes cognition, is specific, detailed and provided in a timely manner to advance learning.</i>
iii. Student self-assessment and assessment criteria	<i>Students do not engage in self-assessment or expectations for student learning and assessment criteria are not provided.</i>	<i>Students are generally aware of their own level of achievement against established expectations for student learning and assessment criteria.</i>	<i>Students frequently assess and monitor the quality of their own work against the assessment criteria and expectations for student learning. Students are involved in development of the criteria.</i>	<i>Students frequently self and peer assess the quality of their own work against the assessment criteria and expectations for student learning, and continually revise their work to meet the expectations for learning.</i>

Domain 4: Professional Responsibilities

The teacher participates in on-going professional development activities and collaborates with colleagues and families to advance learning for teachers and students.

INDICATOR 4A: REFLECTING ON TEACHING

The teacher uses reflection, self assessment, and feedback to improve future lessons.

Element	Requires Attention	Developing	Proficient	Exemplary
i. Teacher reflection=	<i>Teacher does not effectively use reflection and self-assessment.</i>	<i>With guidance, teacher is able to use reflection and self-assessment to assess student learning. With guidance, is able to describe how a lesson met goals and how adjustments could be made to meet the needs of most students in future lessons.</i>	<i>Teacher accurately assesses his or her own effectiveness using lesson artifacts, student work, and student achievement data to identify areas of strength and areas for growth.</i>	<i>Teacher accurately assesses his or her own effectiveness using lesson artifacts, student work, and student achievement data to identify areas of strength and areas for growth. Teacher models reflective practices for other educators, thru peer coaching, sharing, facilitating, or modeling in professional learning communities.</i>
ii. Using feedback for future planning	<i>Feedback from colleagues, administrators, families, students, and professional literature is resisted and/or does not result in changes in professional practice.</i>	<i>Teacher occasionally uses feedback from colleagues, administrators, and professional literature to enhance professional practice.</i>	<i>Teacher seeks and uses feedback from colleagues, administrators, families, students, and professional literature to enhance professional practice. Uses reflection and self-assessment to thoughtfully assess instructional practices and student learning. Identifies alternative instructional approaches that will increase cognition and impact student learning-</i>	<i>Teacher seeks and uses feedback from colleagues, administrators, families, students, and professional literature to enhance professional practice. This use of feedback changes practice that, in turn, enhances student learning. Consistently uses reflection and self-assessment accurately to thoughtfully assess instructional practices and student learning. Offers alternative instructional approaches, articulating probable success of different courses of action that will most impact student learning.</i>

Domain 4: Professional Responsibilities

The teacher participates in on-going professional development activities and collaborates with colleagues and families to advance learning for teachers and students.

INDICATOR 4B: PROFESSIONAL DEVELOPMENT

The teacher participates in on-going professional development and collaborates with colleagues to contribute to a productive learning environment.

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Participation in professional development	<i>Teacher does not contribute to or actively and consistently participate in professional learning activities or other activities designed to make the school a productive learning environment.</i>	<i>Teacher provides evidence of continual participation in professional learning activities. Participation results in implementation of practices from activities.</i>	<i>Teacher provides evidence of continual participation in relevant professional learning activities in varied formats. Implementation of practices from activities results in increased student learning.</i>	<i>Teacher creates and engages in meaningful professional growth activities for self; contributes and advocates to and for the learning of students, colleagues and the community.</i>
ii. Collaboration with colleagues	<i>Teacher resists collaboration with colleagues and detracts from collaborative processes when engaged in them.</i>	<i>Teacher collaborates with colleagues to address student needs identified by data.</i>	<i>Teacher collaborates with colleagues to analyze student data, set focused goals, design common assessments and analyze student work. Collaboration results in increased student learning and instructional effectiveness.</i>	<i>Teacher leads collaboration with colleagues where they analyze student data, set focused goals, design common assessments and analyze student work. Collaboration results in increased student learning and instructional effectiveness.</i>
iii. Contribution to school and district culture for learning	<i>Teacher does not support or acts as a negative force to the culture for professional learning at site and/or District.</i>	<i>Teacher occasionally contributes to development of a productive learning environment at the site and District levels.</i>	<i>Teacher contributes to development of a productive learning environment at the site and District level.</i>	<i>Teacher shows initiative, has made substantial contributions at the school and District levels, and serves as a positive role model.</i>

Domain 4: Professional Responsibilities

The teacher participates in on-going professional development activities and collaborates with colleagues and families to advance learning for teachers and students.

**INDICATOR 4C:
PROFESSIONALISM** *Teacher's conduct, ethics, communication and / or organizational skills exemplify district policy and promote a professional culture of inquiry that moves student learning forward.*

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Ethical Conduct	<i>There is documentation of violation of school and/or District policies and procedures.</i>	<i>Teacher complies with school and District policies and procedures and acts in a professional and ethical manner.</i>	<i>Teacher adheres to school and District policies and procedures and models high standards of professional and ethical conduct.</i>	<i>Teacher models school and District policies and procedures and advocates for high standards of professional and ethical conduct in the school and community.</i>
ii. Record keeping	<i>Records and reports are inaccurate and/or consistently late. Record keeping system demonstrates errors or lack of professional attention, or does not adequately track student progress or meet the system needs.</i>	<i>Record keeping is rudimentary and only partially effective in serving student and system needs. Routine school/district paperwork is completed in an inconsistent manner.</i>	<i>Record keeping is timely, complete, and accurate. Has developed systems for recording and communicating individual student knowledge and skills.</i>	<i>Record keeping is timely, complete, and accurate and involves student participation and interpretation as appropriate.</i>
iii. Organization and timeliness	<i>Teacher does not complete required and/or routine tasks /duties in a timely manner.</i>	<i>Teacher requires occasional reminders to complete required and/or routine tasks/duties.</i>	<i>Teacher completes required and /or routine tasks/duties in a well organized manner.</i>	<i>Teacher has developed systems for recording and communicating individual student knowledge, skills, and learning goals. Completes required school/district paperwork in a well organized manner.</i>

<p>iv. Communication with families</p>	<p><i>Teacher has not established a pattern of communication with families of appropriate frequency and content. There is insufficient evidence of efforts to establish positive relationships with families.</i></p>	<p><i>Teacher responds appropriately to family requests for communications regarding student progress. Interacts appropriately with families.</i></p>	<p><i>Teacher initiates interactions with families that are appropriate in frequency and establish positive relationships with families. Displays sensitivity for families, and involves families in problem solving. At times, confers with families to provide specific feedback to inform them of their student's progress.</i></p>	<p><i>Teacher develops systems for ongoing appropriate two-way interactions. Interactions are appropriate in frequency and focus on creating positive relationships with families. Communication with families involves students, displays sensitivity for families, and involves families in problem solving. Teacher frequently confers with families to provide specific feedback on student progress.</i></p>
<p>v. Multi-cultural, Cultural and linguistic understanding</p>	<p><i>Teacher demonstrates little interest in acquiring knowledge about or engaging in experiences that expose her or him to students' home languages and cultures.</i></p>	<p><i>Teacher has some experiences with students' home languages and cultures and demonstrates some understanding of the importance of this knowledge. Teacher understands how this knowledge and experience informs instructional practice and student achievement.</i></p>	<p><i>Teacher seeks out experiences with and understanding of students' home languages and cultures. Adapts instructional practices based on this knowledge and experience.</i></p>	<p><i>Teacher leads opportunities for other educators that increase experiences with and understanding of students' home languages and cultures. Adapts instructional practices abased on this knowledge and experience.</i></p>