The domains and categories of Charlotte Danielson's Framework for Teaching are ©2007 ASCD and are reprinted with permission for use with this instrument.
Introduction

The H.E.A.T.®/Danielson Teacher Observation and Evaluation instrument contains 4 domains of professional practice that have been carefully aligned to Charlotte Danielson’s Framework for Teaching (2007), Moersch’s H.E.A.T.® Framework (2014), and the InTASC Standards. Each domain includes 5-6 observation categories that align to each specific standard outlined in Charlotte Danielson’s Framework for Teaching—totaling 22 observation categories in all. The observation categories in each domain and their alignment with the InTASC Standards are included below. This rubric contains specific examples of practice for each descriptor.

DOMAIN 1: Planning & Preparation
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1-B. Demonstrating Knowledge of Students - InTASC 1, 2, 3, 8, 9
1-C. Setting Instructional Outcomes - InTASC 1, 2, 6, 7, 8
1-D. Demonstrating Knowledge of Resources - InTASC 3, 4, 5, 8
1-E. Designing Coherent Instruction - InTASC 1, 2, 4, 7
1-F. Designing Student Assessments - InTASC 1, 6, 7

DOMAIN 2: Classroom Environment
2-A. Creating an Environment of Respect & Rapport - InTASC 1, 2, 3, 9
2-B. Establishing a Culture for Learning - 1, 2, 3, 5, 7, 8
2-C. Managing Classroom Procedures - InTASC 3, 9, 10
2-D. Managing Student Behavior - InTASC 3, 4
2-E. Organizing Physical Space - InTASC 1, 2, 3

DOMAIN 3: Instruction
3-A. Communication with Students - InTASC 1, 2, 9
3-B. Using Questioning and Discussion Techniques - InTASC 1, 5, 8
3-C. Engaging Students in Learning - InTASC 1, 5, 8
3-D. Using Assessment in Instruction - InTASC 1, 6, 7
3-E. Demonstrating Flexibility and Responsiveness - InTASC 2, 5, 6, 7, 8, 9

DOMAIN 4: Professional Responsibilities
4-A. Reflecting on Teaching - InTASC 1, 2, 8
4-B. Maintaining Accurate Records - InTASC 6, 7, 9
4-C. Communicating with Families - InTASC 1, 9, 10
4-D. Participating in a Professional Learning Community - InTASC 7, 9, 10
4-E. Growing & Developing Professionally - InTASC 4, 9, 10
4-F. Showing Professionalism - InTASC 9, 10
DOMAIN 1: PLANNING & PREPARATION

Demonstrating Knowledge of Content & Pedagogy

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher’s instructional approach is inconsistent with the discipline, includes serious content errors, and/or isolates new content from students’ prior knowledge. The instructional plan neglects the nuances embedded in the content and/or the evolving nature of the discipline.

- In a U.S History class, the teacher uses a PowerPoint presentation to explain to students the differences between electoral and popular votes. The PowerPoint slides contain numerous errors which are never corrected by the teacher during the presentation.
- In a science classroom, having students copy the definitions for each of Newton’s Laws represents the entire unit on motion.
- In a science classroom, the teacher plans a lesson on the water cycle before teaching students about the states of matter.

NEEDS IMPROVEMENT (2)
The teacher’s instructional approach makes limited connections to students’ prior knowledge within the discipline and reflects some of the nuances embedded in the content and/or the evolving nature of the discipline.

- The teacher talks to students about the steps involved in the scientific method without actually performing an experiment.
- The teacher prepares a math unit on interest rates, but does not address students’ prior conceptual understanding of multiplication and order of operations.
- The teacher explains to students the causes of the American Revolution without any mention of “taxation without representation.”

PROFICIENT (3)
The teacher’s instructional approach connects new content to students’ prior knowledge within the discipline, reflecting a mastery of the nuances embedded in the content and/or the evolving nature of the discipline.

- The teacher has students generate a hypothesis about plant growth as part of a unit on the scientific method.
- Students participate in a coin toss activity to connect their understanding of fractions to simple probability.
- Recognizing students’ difficulty with light refraction, the teacher performs a demonstration using coins and a glass or water.

DISTINGUISHED (4)
The teacher’s instructional approach anticipates student misconceptions and connects new content to students’ prior knowledge and other disciplines, reflecting both a comprehensive mastery of the nuances embedded in the content and the evolving nature of the discipline.

- The teacher plans an interdisciplinary STEM (Science, Technology, Engineering, and Mathematics) unit to connect the math concepts, ratio and proportion, to science and technology.
- Students participate in a series of learning stations addressing the different dimensions of persuasive writing.
- The teacher introduces a digital word cloud that includes key vocabulary terms prior to students investigating a new topic such as natural disasters.
## DOMIANE: PLANNING & PREPARATION

**Demonstrating Knowledge of Students**

### Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

#### FAILING (1)
The teacher does not demonstrate an accurate understanding of the educability of individual learners, second-language learners, or learners with special needs. The organization of formative assessments or horizontal/vertical differentiation strategies is non-existent. Instructional strategies do not reflect student’s readiness, language proficiency levels, cultural background, and/or special needs.

- The teacher assigns all ELL (English Language Learners) students the same math activities based on misguided assumptions about their math problem-solving capabilities.
- A social studies teacher performs a large group lecture to 30 students during an 85 minute block period.
- The teacher assigns more math homework for her ELL (English Language Learners) students because she assumes they need the work.

#### NEEDS IMPROVEMENT (2)
The teacher demonstrates a limited understanding of the educability of individual learners including second-language learners and/or learners with special needs. The organization of formative assessments or horizontal/vertical differentiation strategies does not reflect the teacher’s understanding of student’s readiness, language proficiency levels, cultural background, and/or special needs.

- The teacher attempts to differentiate math activities by assigning more of the same activities to his “smarter” students.
- The lesson plan on speed and distance does not take into consideration that 50% of the students are on the track team.
- The lesson plan assumes that all students are interested in the same after-school activities or future vocations.
- The math stations are tiered by interest levels only without considering either student readiness levels or varying learning modalities.

#### PROFICIENT (3)
The teacher demonstrates a general understanding of the educability of individual learners including second-language learners and learners with special needs. The selected organization of formative assessments or horizontal/vertical differentiation strategies reflects the teacher’s general understanding of each student’s readiness, language proficiency levels, cultural background, and/or special needs.

- The teacher conducts an interest inventory from students for organizing possible large group topics or themes.
- The teacher uses math data from state-administered tests to select appropriate web-sites for small group math activities.
- The teacher knows that she has three football players in her health class and plans to use them to discuss athletic injuries for an upcoming unit.
- The teacher uses a pre-package kit to differentiate reading comprehension activities for his students.

#### DISTINGUISHED (4)
The teacher demonstrates an expanded understanding of the educability of individual learners including second-language learners and learners with special needs. The variety of formative assessments and horizontal/vertical differentiation strategies organized reflects the teacher’s comprehensive understanding of each student’s readiness, language proficiency levels, cultural background, and special needs.

- The teacher designs math stations that are differentiated by dominant learning modalities, interests, and/or readiness levels.
- The teacher administrators a diagnostic reading inventory to determine each student’s reading level in a science class.
- Students choose from a list of literacy activities according to their own self-assessment of their reading levels.
- The teacher considers the student’s unique cultural background when designing a lesson on propaganda techniques.
- The teacher secures first-hand information about Mexican Independence Day by Skyping with a representative from the Mexican Consulate prior to beginning a world history unit.
DOMAIN 1: PLANNING & PREPARATION

Setting Instructional Outcomes

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher does not prepare directions/procedures clearly nor is the content delivered in a manner conducive to student learning. The delivery of content does not provide a functional medium for student understanding.

- When prompted, a math student states, “I have no idea what we are doing.”
- No instructional objectives/outcomes are posted in the classroom.
- The teacher’s lesson plan on camping was based on a recent weekend retreat unrelated to any content standard.

NEEDS IMPROVEMENT (2)
The teacher prepares directions/procedures in English and organizes content based on the teacher’s modality or learning preferences. The delivery of content appears somewhat disjointed based on student feedback.

- When prompted, a math student states, “I’m not sure, but I think today’s lesson has to do with fractions.”
- The 5th grade lesson on exponents is planned even though exponents is not mentioned until 6th Grade in the content standards.
- In an elementary class, the lesson focuses on students’ predicting the weather even though the majority of students cannot differentiate between a cold front and a warm front.

PROFICIENT (3)
The teacher prepares directions/procedures in English and organizes content effectively based on limited student modalities or learning preferences. Student feedback confirms that instructional outcomes are effective for most students.

- When prompted, a math student states, “Today, we are learning how to convert fractions so that you can figure out percentages.”
- The teacher ensures that daily and weekly instructional outcomes are in sync with student IEP’s.
- The daily lesson objectives are written on the white board in student-friendly language.
- The teacher references the daily lesson objective(s) and prompts random students to put the objective(s) into their own language.

DISTINGUISHED (4)
The teacher prepares directions/procedures concisely in English and organizes content effectively based on expanded student modalities and learning preferences. Student feedback confirms that instructional outcomes are effective for all students.

- When prompted, a math student states, “Today, we are reviewing how to cross-multiply numbers so that we can solve proportions.”
- When prompted again about the lesson’s purpose, the same math student states, “You need to know proportions in order to solve trigonometric ratios.”
- The teacher displays a concept map showcasing how today’s lesson on setting ties into the broader learning outcome: plot structure.
- Students negotiate with the teacher regarding the assessment outcomes for their individualized math learning contracts.
DOMAIN 1: PLANNING & PREPARATION

Demonstrating Knowledge of Resources

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher offers exclusively traditional print resources and curriculum materials to augment student learning. Few students are able to use basic digital or environmental instructional resources without direct teacher supervision and/or are not provided opportunities for their use to accomplish learning outcomes.

- For the social studies unit on World War II, the teacher used only the textbook as a resource.
- Even though the class has a laptop cart, it is not used for instructional purposes.
- Students read about tidal levels exclusively from their science textbook even though the school is less than a block from the beach.

NEEDS IMPROVEMENT (2)
The teacher understands and offers limited digital and/or environmental resources and curriculum materials to augment student learning that supports lower level thinking processes. Most students are able to use basic instructional resources to accomplish learning outcomes.

- All students create a PowerPoint presentation about their understanding of the Solar System.
- The teacher invites a guest speaker from the mayor’s office to speak to this students about voter’s rights. Later, students complete a KWL Chart as the culminating activity based on the presentation.
- The teacher has students complete an online quiz as the culminating activity about racial profiling from a subscription site in social studies.

PROFICIENT (3)
The teacher understands and offers selected digital and/or environmental resources and curriculum materials to augment student learning and promote higher order thinking processes. Students are well-versed in the appropriate use of instructional resources and use them to accomplish learning outcomes.

- Students use a GoogleDocs interactive spreadsheet to collect and analyze data from a probability experiment.
- Students created a “hidden” monster using different polygons, wrote a detailed description of their monster, exchanged their written descriptions with another group, redrew another group’s monster based exclusively on their written description, and compared their final redrawn monsters with the original drawings.
- Students used different web-based and print resources to investigate and prepare an action plan that addresses the survival of an endangered species.

DISTINGUISHED (4)
The teacher understands and offers a variety of digital and/or environmental resources and curriculum materials to expand student learning beyond the classroom and promote higher order thinking processes. Students are well-versed in the appropriate use of instructional resources and self-select them to accomplish learning outcomes.

- The math teacher contacts a pair of architects to collaborate with her students on designing a school for the Year 2050.
- Students participate in a video-conferencing session with another school using Skype to address and resolve multi-cultural issues on their campus.
- Students use their own mobile devices to self-select web-based resources for their investigation of hate crimes and strategies for eliminating bullying on their campus.
DOMAIN 1: PLANNING & PREPARATION

Designing Coherent Instruction

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher's instructional approach is not standards-based and makes no reference to the use of numerical concepts, literacy skills, and/or multiple perspectives to help students make decisions and/or solve problems. Learning activities are not purposeful and are unrelated to the content standards.

- The math textbook used by students is outdated and not aligned to the standards.
- The weekly sequence of activities is always the same—introduction, lecture, and then quiz in spite of the curriculum guide emphasizing collaborative problem-solving.
- When students ask the teacher if spelling counts on the math short-constructed response entry, the teacher replies, “Absolutely not!”

NEEDS IMPROVEMENT (2)
The teacher's instructional approach is standards-based, but develops students' limited understanding of how numerical concepts, literacy skills, and/or multiple perspectives help them communicate, reason, make decisions, or solve real-world problems. Learning activities are exclusively teacher-directed involving the content, process, and/or product of instruction.

- The teacher makes a casual reference to a group of students that spelling will count on their final grade when they submit their science experiment results.
- The teacher shares a personal story about using probability when buying a lottery ticket, but then has the students complete a worksheet on simple probability as the culminating activity.
- The lesson plan on human rights focuses exclusively on direct instruction using an interactive white board.

PROFICIENT (3)
The teacher's instructional approach is standards-based and develops students' general understanding of how numerical concepts, literacy skills, and/or multiple perspectives help them communicate, reason, make decisions, or solve real-world problems. Some of the learning activities are student-directed involving the content, process, and/or product of instruction.

- The teacher emphasizes the importance of students explaining their answers with the daily math problems-of-the-day as evidence of supporting literacy.
- In a science class exploring surface tension, students determine which soap brand produces the largest bubble based on their understanding of circumference and area of a circle.
- Three students in a US History classroom are given choices for topics investigating the Battle of Gettysburg as a culminating activity.

DISTINGUISHED (4)
The teacher's instructional approach is standards-based, differentiated, and develops students' comprehensive understanding of how numerical concepts, literacy skills, and/or multiple perspectives help them communicate, reason, make decisions, and solve real-world problems. Most of the learning activities are student-directed involving the content, process, and/or product of instruction.

- The unit on data analysis and probability includes a variety of high level activities; students choose those that align with their learning profile (e.g., interpersonal learner) and interests.
- Students create their own rubric or scoring guide to determine their performance level as well as the process for achieving proficiency for a literature unit that includes at least one category relating to a math standard.
- After completing a practice reading assessment on sports and concussions, students self-select and investigate different perspectives on the issue leading to possible solutions.
DOMAIN 1: PLANNING & PREPARATION

Designing Student Assessments

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher does not design standards-based learning experiences or formative/summative student assessments. The existing assessments do not target the developmental and learning style needs of learners. The teacher neglects students’ prior knowledge and/or assessment data when planning follow-up interventions/new learning experiences. Assessment feedback, if any, is not constructive nor supportive of student’s academic goals.

- The teacher continues to teach content that is unrelated to the standards, but is a favorite of the students.
- The upcoming unit on Mexico ignores that three-fourths of the students are from Mexico.
- Students take a test on probability prior to learning anything about fractions.

NEEDS IMPROVEMENT (2)
The teacher designs standards-based learning experiences and/or formative/summative assessments, but they do not target the developmental and learning style needs of most learners. Minimal assessment data and/or students’ prior knowledge are used to modify instructional practices or plan follow-up interventions/new learning experiences. The teacher develops all of the assessment strategies and monitors all students’ academic goals.

- The teacher requires all students to make an oral report even though 85% of the students are visual learners.
- The teacher uses the standard textbook chapter tests despite the fact that most students already know the content.
- The teacher creates a new math unit on data analysis without referencing the results of the latest math benchmark test.

PROFICIENT (3)
The teacher designs standards-based learning experiences and/or formative/summative assessments that target the developmental and learning style needs of learners. Students’ prior knowledge and assessment data are used to modify instructional practices and/or plan follow-up interventions/new learning experiences. Students are involved in developing self-assessment strategies to monitor academic goals.

- The teacher uses information from students’ exit cards to modify an upcoming science test.
- The teacher allows students with a strong interpersonal intelligence to showcase their understanding of plot structure through a class skit.
- The results of a pre-test on characterization prompts the teacher to create learning station cards addressing the components of character analysis.

DISTINGUISHED (4)
The teacher designs standards-based learning experiences and formative/summative assessments that are authentic and target the developmental and learning style needs of learners. Students’ prior knowledge, personal feedback, and assessment data are used to modify instructional practices and plan follow-up interventions/new learning experiences. Students are involved in developing self-assessment strategies to monitor academic goals; some students set their own instructional outcomes based on feedback.

- In a math class, students recommend a personal fitness regimen for a group of basketball players following an analysis of heart rate and recovery time data after strenuous exercise.
- The teacher uses a combination of exit cards, choral responses, and/or hand signals during a literacy class to gauge student understanding of the content.
- Students are allowed to demonstrate competency of converting fractions by demonstration (tactile/kinesthetic), presentation (oral), and/or using multimedia (visual) as well as set their own learning goals for the next unit based on their performances.
DOMAIN 2: CLASSROOM ENVIRONMENT

Creating an Environment of Respect & Rapport

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The classroom environment does not promote open communication between the teacher and students nor between the students and their peers evidenced by a total lack of group cooperation, listening, or sharing in purposeful learning experiences. Teacher/student and student/student interactions are disrespectful, negative, or counter-productive.

- Students talk with one another during an assignment and the teacher just ignores their behavior.
- Several side conversations take place whenever the teacher is presenting new information to the students.
- When a student gives an incorrect response, two other students call him an idiot without any repercussions from the teacher.

NEEDS IMPROVEMENT (2)
The classroom environment promotes limited communication between the teacher and students, but not among the students and their peers evidenced by minimal group cooperation, listening, or sharing in purposeful learning experiences. Teacher/student interactions are somewhat democratic, positive, and respectful, but student/student interactions can be disrespectful, negative, or counter-productive.

- Students resulted to name calling after one student mistakenly mentioned the wrong capital for Spain; the teacher then shook her head in disgust and commented, “Stop the name calling.”
- The teacher reminds students repeatedly that class has started and they all need to be writing down the math problem on the white board.
- The teacher does not encourage students to work with their “elbow” or “thinking” partner even though most students are still struggling with the math content.

PROFICIENT (3)
The classroom environment promotes open communication between the teacher and students, and/or among the students and their peers evidenced by general group cooperation, listening, and/or sharing in purposeful learning experiences. Most interactions and relationships within the classroom are democratic, positive, respectful, and sensitive to cultural/social differences.

- The teacher returns an essay to a student stating, “You have some terrific ideas supporting your thesis statement; however, I think you should review and maybe revise your thesis statement.” The student acknowledges the comment saying, “You’re right. I think I can make the thesis statement more specific. Thanks!”
- A student asks, “Can you please explain parallelograms one more time? I don’t really understand them.” Afterwards, a handful of students also state the same problem.
- Students begin working right away when the bell rings.

DISTINGUISHED (4)
The classroom environment creates a high level of esprit de corps between the teacher and students, and among the students and their peers evidenced by effective group cooperation, listening, and sharing in purposeful learning experiences. All interactions and relationships within the classroom are democratic, positive, respectful, and sensitive to cultural/social differences.

- Students challenge one another intellectually relating to each other’s hypothesis about the number of water droplets that can fit on the surface of a penny.
- A student is overheard stating, “Anna, you are the reporter for this group. Can you take notes?”
- Students encourage other learners by stating, “I agree with Daniel’s description, and I would like to add two more items.”
Establishing a Culture for Learning

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher maintains no expectations for student self-confidence, subject-matter competence, or achievement levels by implementing learning experiences that make no connections to a real world situation or context and/or are inconsistent with the developmental needs of the students. The learning environment does not provide a viable way for students to achieve academic success.

- As a culminating activity, 5th grade students “on grade level” complete a 3rd grade math worksheet on polygons.
- When a few students ask the teacher if they can use the Olympics as a way of demonstrating the math concept, slope, the teacher responds that the Olympics is not in his/her math curriculum.
- Student assessments are confined to a set of outdated chapter tests from the textbook that is not aligned to standards.

NEEDS IMPROVEMENT (2)
The teacher maintains limited expectations for student self-confidence, subject-matter competence, and/or achievement levels by implementing learning experiences that make minimal connections to a real world situation or context. Students complete teacher-directed activities aligned to limited content, cultural, or global contexts that involve reporting back information rather than finding a solution or making a decision.

- Students create a PowerPoint presentation on a country of their choice and include a KWL chart as a culminating activity in a world geography unit.
- Students explore the topic of food chains by completing an online tutorial followed by an online quiz.
- The teacher requires students to write a descriptive paragraph on their favorite food recipe.

PROFICIENT (3)
The teacher maintains high expectations for student self-confidence, subject-matter competence, and/or achievement levels by implementing learning experiences that provide a clear pathway for students to apply their learning to a real world situation or context. Real world connections aligned to content, cultural, and/or global contexts are used as students collaborate to think critically, solve problems, and find solutions to teacher-directed challenges/problems.

- Students complete a teacher-directed social studies activity about the 2016 Presidential Election that requires them to work as political strategists to “flip” a targeted state.
- The teacher assigns a group of students to conduct a school-wide survey on bullying based on the events of last week’s fight in the commons area.
- The teacher assigns students to work in collaborative teams to determine the amount of interest paid by the consumer for a jumbo loan over a 30 year period of time.

DISTINGUISHED (4)
The teacher promotes extremely high expectations for student self-confidence, subject-matter competence, and achievement levels by implementing learning experiences that provide multiple pathways for students to apply their learning to a real world situation or context. Real world connections aligned to content, cultural, and global contexts are used as students collaborate to think critically, solve problems, and find solutions to self-directed challenges/problems.

- Students participate in an air pollution project that enables them to collaborate with other students throughout the country in solving problems posed by air-quality researchers and scientists.
- Students decide to create their own business at school to reinforce their application of numbers & operations.
- Kindergarten students plan a trip to Brazil and end up designing their own airplane.
DOMAIN 2: CLASSROOM ENVIRONMENT
Managing Classroom Procedures

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher’s management of the instructional environment—including whole-class instruction, instructional groups, and transitions—is not conducive to the learning process. Volunteers and paraprofessionals are given little or no direction or responsibility. Non-instructional duties are time-consuming during the lesson episode and represent a major distraction from the rhythm of instruction.

- The two paraprofessionals in the back of the room are reading magazines rather than assisting individual students.
- Students continuing to ask to use the bathroom, sharpen a pencil, access some paper tissue, or retrieve a thrown pencil completely disrupts the entire rhythm of instruction.
- Most students are engaged in off-task behavior or working on an assignment unrelated to the current class or subject area.

NEEDS IMPROVEMENT (2)
The teacher’s management of the instructional environment—including whole-class instruction, instructional groups, and transitions—is somewhat awkward and provides limited shared responsibility for daily classroom routines among students, volunteers, and/or paraprofessionals. Non-instructional duties present a distraction from the rhythm of instruction.

- By the time the teacher finishes taking attendance and addressing a slight student behavior problem, there is limited class time left for instruction.
- Students are unaware of what they are to do at a math station once they are seated.
- Unless the teacher is hovering over the students, many students are unable to engage in the learning process.

PROFICIENT (3)
The teacher’s management of the instructional environment—including whole-class instruction, instructional groups, and transitions—is generally positive and develops relationships by providing shared responsibility for daily classroom routines among students, volunteers, and/or paraprofessionals. Non-instructional duties are performed by key stakeholders and maintain the rhythm of instruction.

- At the beginning of each class period, assigned students or classroom helpers distribute science kits to student groups leaving adequate time for instruction.
- The teacher uses an established attention signal such as raising her hand or group clapping.
- Students transition smoothly from large group to small group activities without disrupting the rhythm of instruction.

DISTINGUISHED (4)
The teacher’s management of the instructional environment—including whole-class instruction, instructional groups, and transitions—is universally positive, seamless, and develops relationships by providing shared responsibility for daily classroom routines among students, volunteers, and/or paraprofessionals. Non-instructional duties are performed by key stakeholders and enhance the rhythm of instruction.

- Some students act as their own small group learning coach with other students.
- Students propose an improved system for getting everyone refocused in the classroom when the teacher needs their attention.
- Teacher volunteers are busy working with small group instruction while the teacher is presenting a PowerPoint on the Civil War to the remaining students.
DOMAIN 2: CLASSROOM ENVIRONMENT

Managing Student Behavior

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher negatively influences learning by neglecting to communicate expectations for student behavior or creates a classroom climate that is socially, emotionally, and physically unsafe. There is either no written or verbal process to address student misconduct, or a process exists but is neither communicated nor enforced. Response to student misbehavior is non-existent and negatively impacts student learning.

- There is no evidence of any assertive discipline plan or plan of action to address student misconduct even though half of the students are texting their friends.
- Students are rude to one another with no repercussions from the teacher.
- Students are running around the room throwing paper balls at one another while the teacher just continues on with her lesson.

NEEDS IMPROVEMENT (2)
The teacher establishes minimal expectations for student behavior or a classroom climate that is socially, emotionally, and physically safe. A written or verbal process to address student misconduct is communicated, but is loosely monitored and enforced. Response to student misbehavior is either delayed or disrupts the quality of student learning.

- The teacher’s assertive discipline plan is posted on the wall, but is seldom followed by the teacher.
- The teacher has a delayed response to addressing outward disrespect between two students.
- The teacher repeatedly asks students to quiet down, but they often ignore him.

PROFICIENT (3)
The teacher enforces a specific process to address any student misconduct and maintains a classroom climate that is socially, emotionally, and physically safe. Responses to student misbehavior are prompt with modest impact on student learning. The classroom environment is conducive to student learning.

- The teacher asks students to reiterate the behavior expectations for each segment of the learning experience before transitioning to that activity (e.g., Turn to your partner and think-pair-share the strategies we have found to be the most effective in a literacy circle.)
- The teacher has a clearly defined 3-Step Assertive Discipline Plan for dealing with disruptive behavior and monitors it closely.
- As the teacher moves closer to a group of students, the talker ceases.

DISTINGUISHED (4)
The teacher’s well-established procedures for students to self-monitor their own classroom behavior are evident and responses to student misbehavior are immediate with negligible impact on student learning. Students re-direct questionable behaviors from peers and openly flourish in a learning environment that is socially, emotionally, and physically safe.

- During a student presentation, one student comments, “Come on everyone. Let’s listen to Kevin’s speech.”
- A student reminds another student of the campus rule about bringing cell phones to class.
- The teacher requests that a student see him after class as a way of avoiding a confrontation in front of other students.
DOMAIN 2: CLASSROOM ENVIRONMENT

Organizing Physical Space

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher does not organize the physical space in a manner that acknowledges cultural differences, promotes the effective modeling of instructional resources, or offers a safe and supportive learning environment. The classroom layout and availability of resources do not reflect an understanding of the physical and cultural learning needs specific to the student, their family, and/or their cultural community.

- The desks are organized in a way that 3/4 of the students are facing away from the teacher when she is talking.
- The amount of debris on the floor and the random arrangement of tables presents an immediate safety hazard to the students.
- Two students with identified vision and hearing problems are always seated in the back in the room.

NEEDS IMPROVEMENT (2)
The teacher organizes a safe physical space, but the learning environment acknowledges minimal cultural differences, promotes limited modeling of instructional resources, and/or offers little support. The classroom layout and availability of resources reflect a modest understanding of the physical and cultural learning needs specific to the student, their family, and/or their cultural community.

- The teacher’s PowerPoint presentation on the white board uses a font size that cannot be seen by some students in the back of the room.
- The positioning of the C.O.W. (Computers on Wheels) cart in the back of the room requires excessive class time for students to access the iPads.
- The arrangement of desks in rows makes it difficult for the teacher to provide assistance to three of her ESL students during the class period.

PROFICIENT (3)
The teacher organizes the physical space in a manner that acknowledges cultural differences, promotes the effective modeling of instructional resources, and/or offers a safe and supportive learning environment. The classroom layout and availability of resources reflect a general understanding of the physical and cultural learning needs specific to the student, their family, and/or their cultural community.

- The teacher prepares signs or banners that welcome students in the different languages they speak.
- All posted student objectives, agenda, and assignments are displayed using cardboard letters that can be easily seen from any location in the classroom.
- The arrangement of students in groups of four provides the teacher and his inclusion and resource teachers with easy access to assist students.

DISTINGUISHED (4)
The teacher and students collaborate to organize the physical space in a manner that acknowledges cultural differences, promotes the effective modeling of instructional resources, and offers a safe, supportive, and differentiated learning environment including learners with special needs. The classroom layout and availability of resources reflect a sensitive and diverse understanding of the physical and cultural learning needs specific to the student, their family, and their cultural community.

- The teacher pre-arranges desks in clusters to allow specific students to work together as a way of increasing cultural awareness.
- Students design their own reading corner equipped with a sofa, two bean bags, posters, and floor to ceiling lighting fixtures.
- The teacher along with the students created an established routine for hanging coats, accessing the classroom iPads, and working with their elbow partners immediately upon entering the classroom.
Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

**DOMAIN 3: INSTRUCTION**

**Communication with Students**

**FAILING (1)**
The teacher’s lack of communication inhibits individuals or student groups from adequately accessing, evaluating, and/or synthesizing information related to classroom learning experiences. The teacher does not listen to students and/or neglects to provide feedback that exhibits any sensitivity to students’ cultural, linguistic, gender, or social differences. Students are unable to articulate expectations for learning based on the standards.

- The teacher does not communicate directly or indirectly with students.
- The teacher chastises a student who does not make eye contact when talking even if it runs contrary to the student’s culture.
- The teacher tells students to wait to the end of the class period to ask any questions.

**NEEDS IMPROVEMENT (2)**
The teacher’s communication strategies assist some individuals or student groups in accessing, evaluating, and/or synthesizing information related to classroom learning experiences. The teacher listens and provides feedback that exhibits minimal sensitivity to students’ cultural, linguistic, gender, or social differences. Students experience some difficulty with articulating class expectations for learning based on the standards.

- The teacher discusses individual student performances at her desk in listening range of other students in the class.
- The teacher provides opportunity for students to voice their concerns, but later demeans them because they run counter to the teacher’s perspective.
- The teacher’s concern for correct grammar and mechanics in an oral conversation supersedes his ability to understand the student’s attempt to request assistance.

**PROFICIENT (3)**
The teacher’s communication strategies assist most individuals and/or student groups in accessing, evaluating, and/or synthesizing information related to classroom learning experiences. The teacher promotes two-way communication by listening carefully and providing thoughtful or responsive feedback that exhibits general sensitivity to students’ cultural, linguistic, gender, and/or social differences. Students can articulate general class expectations for learning based on the standards.

- The teacher schedules a monthly meeting with individual students to meet with each one of them regarding their grades.
- The teacher lets students know how they can contact him to express their concerns regarding the classroom climate, whether in person, by email, or at various points during the day.
- When talking with a student, the teacher assumes a posture of informality instead of standing over students, which may make them feel intimidated and less likely to be forthcoming in a discussion.

**DISTINGUISHED (4)**
The teacher’s communication strategies assist all individuals and student groups in accessing, evaluating, and/or synthesizing information related to classroom learning experiences. The teacher promotes two-way communication by listening carefully and providing thoughtful and responsive feedback that exhibits universal sensitivity to students’ cultural, linguistic, gender, and social differences. Students can articulate specific class expectations for learning based on the standards.

- The teacher sets aside time (usually during lunch) to meet with small groups of students about any of their academic concerns.
- The teacher checks in with students to find out what they think they are learning and what might help them learn more effectively (e.g., ask students to write briefly, at the end of a class period, one thing they learned and one thing they are still confused about from that day).
- The teacher openly discusses with students the importance of diversity and how diversity can contribute to every student’s learning experience.
FAILING (1)
The teacher’s use of questioning strategies, focus techniques, or other methods of inquiry to elicit student responses is absent from the learning episode. Teacher and/or student questions are either non-existent or unrelated to the content standards. No attempt is made to generate student participation.

- All questions posed by the teacher involve single word responses (e.g., Yes/No, Agree/Disagree) from the students.
- Without raising her head from the overhead projector, the teacher asks, “Are there any questions?” without making any eye contact with students.
- The teacher calls on only those students who have their hands raised.

NEEDS IMPROVEMENT (2)
The teacher’s use of verbal or nonverbal questioning strategies, focus techniques, and/or other methods of inquiry elicits limited student responses or discussion within the discipline. Frequent prompting is needed by the teacher to generate student participation. Teacher and/or student questions at the skill/concept level are evident.

- When the teacher asks, “How did the end of the story reveal the character’s true personality?”, the same three students in class raise their hand.
- The teacher has students complete a KWL chart to summarize the exploration of early explorers as a culminating activity.
- The questions on a teacher’s exit cards are all at the remembering/understanding level of Bloom’s taxonomy.

PROFICIENT (3)
The teacher’s use of verbal and/or nonverbal questioning strategies, focus techniques, and/or other methods of inquiry elicits student complex thinking processes and discussion within the discipline with minimal prompting. Teacher and/or student questions at the strategic thinking level are evident.

- After showing students a discrepant event on the boiling point of water, students work in groups to hypothesize why the boiling point changes as you move up in elevation.
- Students respond to three different questions posed by the teacher using an online discussion forum.
- Students create their own fictitious business in class called Flower Power to apply their understanding of the stock market to the real world.

DISTINGUISHED (4)
The teacher’s use of verbal and nonverbal questioning strategies, focus techniques, and/or other methods of inquiry elicits student complex thinking processes, prompts high level questions from students, and promotes student discussion within and beyond the discipline. Teacher and/or student questions at the extended thinking level are evident.

- Students collaborate with other student scientists to find solutions to real world problems posed by NASA scientists as part of the Space Day program.
- During a lesson episode, the teacher uses a YouTube video and an online survey to elicit student questions about the upcoming election.
- Students use a questioning strategy in a math class called Quescussions that promotes students asking higher order questions tied to the content such as “What if...?” or “Why would...?”
DOMAIN 3: INSTRUCTION

Engaging Students in Learning

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher provides little or no opportunity for group processes aligned to the content, process, and/or product of the learning experience resulting in off-task student behavior. Most students are in the “not-learning” mode relating to the learning experience.

- The teacher tells students that they will need to complete an entire math worksheet during the class period without any directions.
- Students are asked to read the chapter about the War of 1812 silently for the entire class period with no class discussion or input from the teacher.
- The students walk in the classroom, sit down, read the assignment on the board, and begin working while the teacher corrects papers.

NEEDS IMPROVEMENT (2)
The teacher provides opportunities for individual or group processes that involve reporting information directly back to the teacher or to their peers. The classroom is exclusively teacher-directed involving the content, process, and/or product of instruction. Students are passively involved in the learning experience.

- Students work in groups to summarize information about the Washington Monument based on research they did in class and online.
- Students collaborate in pairs to pick one of the early explorers to research for a report using a KWL format.
- Students practice the steps for solving an algebraic equation in their math class based on a presentation made by the teacher.

PROFICIENT (3)
The teacher provides opportunities for individual or group collaborative problem-solving/decision-making directly related to a teacher-generated problem. Students actively engage in the content, process, and/or product of the learning experience.

- Students solve a teacher-directed problem in their math classroom focusing on perimeter and area. The problem is real-world, open-ended, and requires students to exercise high cognitive skills.
- Students apply their understanding of patterns and slope to the following problem posed by the teacher: Will humans ever run 100 meters in less than 9 seconds based on past and current world records? Prove it!
- The teacher directs students to design a better helmet to protect one’s head using an egg-drop activity after reading a passage about concussions in sports.

DISTINGUISHED (4)
The teacher provides opportunities for group collaboration and problem-solving/decision-making that apply to solving a real-world problem. The learning is student-directed involving the content, process, and/or product of instruction. Students are fully vested in the learning process and are emotionally connected to the content.

- The teacher directly involves students in brainstorming the culminating task for an upcoming unit on endangered animals.
- Students are given choices between learning stations and/or other learning activities based on what they need to be able to complete the culminating task addressing bullying on campus.
- Students and teacher brainstorm the technology tools, classroom materials, and other resources they will need to complete the culminating activity on voter’s rights and students are given autonomy to choose between those activities.
DOMAIN 3: INSTRUCTION

Using Assessment in Instruction

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher does not use a process for either formal or informal assessment of student work beyond required statewide testing. The assessment criteria and the actual content standards addressed during the lesson episode are not aligned with one another. Student data is not used to inform future instructional decision-making.

- The teacher uses an outdated benchmark test in his math class to assess student progress with geometry and measurement.
- The teacher’s current science curriculum map is not aligned with the new science standards.
- The teacher avoids all forms of formative assessment because it takes away time from covering all of the math content.

NEEDS IMPROVEMENT (2)
The teacher provides limited options for formal or informal assessment, but the assessment criteria are inconsistent with the content standards. The assessment process lacks student input to gauge ongoing progress. Minimal student data is used to inform future instructional decision-making.

- 5th grade students complete a pre-assessment on probability; however, probability is not introduced until 6th grade based on the Common Core State Standards.
- The teacher only uses generalized informal assessment that does not inform instruction (e.g., The teacher asks, “Are there any questions?”)
- The results of the prior year’s statewide assessment results are used as the only indicator to drive changes in this year’s literacy instruction.

PROFICIENT (3)
The teacher’s use of either formal or informal assessment strategies to gauge student progress and provide timely and constructive student feedback is consistent with the content standards. Students assess their own work and/or the work of their peers using teacher-generated rubrics, peer reviews, and/or reflection logs. Selected student data is used to inform future instructional decision-making.

- Students pass around an envelope on which the teacher has written one question about the current social studies content. When the envelope reaches a student, he/she spends a moment to respond to the question and then places the response in the envelope and passes it on to the next student until all students in class have responded to the teacher’s prompted question.
- Students complete a series of math pre/post benchmark assessments to gauge their progress with the current benchmark math strand.
- Results of yesterday’s math problem-of-the-day prompts the teacher to integrate the math skill into the next day’s lesson plan.

DISTINGUISHED (4)
The teacher’s use of both formal and informal assessment strategies to gauge student progress and provide timely and constructive student feedback is consistent with the content standards. Students assess their own work and the work of their peers using assessment criteria embedded in student-generated rubrics, peer reviews, and/or reflection logs. Multiple student data and feedback are used to inform future instructional decision-making.

- Student-created rubrics for different student projects are visible in the classroom and specifically mention the content standards associated with each rubric.
- Students meet in small groups to participate in structured peer feedback activities surrounding the current science content.
- The results from an exit card revealed student difficulty with order of operations which prompted the teacher to integrate a follow-up intervention on order of operations during tomorrow’s math stations.
DOMAIN 3: INSTRUCTION
Demonstrating Flexibility and Responsiveness

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher does not make any adjustments to the content, process, and/or products of the learning episode or design follow-up interventions, despite obvious informal feedback or direct observation that suggests an immediate change in the course of the lesson. The learner’s visual, perceptual, cultural, and socio-emotional readiness levels are not considered.

- The teacher makes no attempt to adjust the lesson even though three-fourths of the students are staring outside the window.
- As a result of 65% of his students failing the math post-test, the teacher scolds them to do better next time.
- The teacher reports to students the results of a reading assessment three weeks after the results had already been scored.

NEEDS IMPROVEMENT (2)
The teacher makes limited adjustments to the content, process, and/or products of the learning episode and/or designs limited follow-up interventions based on either informal feedback or direct observation. The lesson adjustments are inconsistent with the visual, perceptual, cultural, or socio-emotional readiness levels of the learners.

- The teacher decides to alter his lesson by showing more pictures/video clips because he (the teacher) assumes that like himself, all students are visual learners.
- The teacher uses a pre-assessment of his students, but doesn’t use the results to adjust any portion of the lesson.
- The teacher distributes last night’s corrected homework assignments and uses whole group instruction to review the answers with her students.

PROFICIENT (3)
The teacher makes some adjustments to the content, process, or products of the learning episode and/or designs some follow-up interventions based on informal feedback and/or direct observation. The lesson adjustments are targeted based on the visual, perceptual, cultural, and/or socio-emotional readiness levels of the learners.

- The teacher illustrates the concept of probability to a student by capitalizing on the student’s interest in baseball statistics.
- The teacher designs follow-up interventions based on group mean data from a recent benchmark rather than on individual student scores.
- The teacher says, “That is a great idea; let’s use that as a focus activity tomorrow to get everyone thinking about the upcoming election.”

DISTINGUISHED (4)
The teacher makes timely and appropriate adjustments to the content, process, and/or products of the learning episode and designs follow-up interventions based on both informal feedback and direct observation. Lesson adjustments and follow-up interventions are targeted and differentiated based on the visual, perceptual, cultural, and socio-emotional readiness levels of the learners.

- Sensing students’ lack of responsiveness to a general class discussion on reptiles, the teacher suddenly and seamlessly places students in a jigsaw activity to stimulate engagement in the content.
- The teacher incorporates the cheerleading squad’s desire to improve their heart rate and endurance into her Algebra II class’ introduction to linear regression.
- Students and their teacher collaborate to create an individualized learning contract that outlines specific instructional outcomes based on the most recent assessment data.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Reflecting on Teaching

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher exhibits no understanding of students’ abilities/disabilities, experiences, talents, prior learning, or cultural backgrounds, and how those factors impact student learning. The teacher does not apply strategies designed to influence learning, diagnose their effectiveness, nor make any adjustments to promote success among students including those with special needs. The teacher fails to execute Individualized Educational Program (IEP) strategies as required by the applicable laws, regulations, and procedures.

- During an 85-minute block period, the teacher does not provide any type of break or transition for his 7 special education students.
- The teacher gives long written instructions to all students.
- The teacher provides no cues, prompts, or hands-on demonstration to highlight key concepts during a teacher presentation on the states of matter.

NEEDS IMPROVEMENT (2)
The teacher exhibits a limited understanding of students’ abilities/disabilities, experiences, talents, prior learning, or cultural backgrounds, and how those factors impact student learning. The teacher applies minimal strategies designed to influence learning, but does not diagnose their effectiveness or make appropriate adjustments to promote success among students including those with special needs. The teacher executes awkwardly some Individualized Educational Program (IEP) strategies as required by the applicable laws, regulations, and procedures.

- The teacher expects all students to rotate from one center to another center when the timer rings without providing sufficient reminders for all of her students during each center activity.
- The teacher communicates through his station activities, homework assignments, and student-assigned projects different levels of expectation for his regular education versus his special education students.
- The teacher tiers the learning environment by giving regular education students more of the same math problems than his special education population.

PROFICIENT (3)
The teacher exhibits a general understanding of students’ abilities/disabilities, experiences, talents, prior learning, and/or cultural backgrounds, and how those factors impact student learning. The teacher applies selected strategies designed to influence learning, diagnoses their effectiveness, and/or makes some adjustments to promote success among students including those with special needs. The teacher executes Individualized Educational Program (IEP) strategies as required by the applicable laws, regulations, and procedures.

- Performance tasks are based on a combination of abilities or learning modalities to give every student an opportunity to show what they have learned to the best of their ability.
- The teacher provides consistent classroom routines including seating charts, pacing of instruction, or content previews that removes possible distraction to special needs students and allows them to focus on new content or classroom activities.
- The teacher uses a checklist to help students get organized in class.

DISTINGUISHED (4)
The teacher exhibits a comprehensive understanding of students' abilities/disabilities, experiences, talents, prior learning, and cultural backgrounds, and how those factors impact student learning. The teacher applies a variety of strategies designed to influence learning, diagnoses their effectiveness, and makes appropriate adjustments to promote high levels of success among students including those with special needs. The teacher effectively implements and enhances Individualized Educational Program (IEP) strategies as required by the applicable laws, regulations, and procedures.

- The teacher proactively makes the most use of adaptive technologies such as voice recorders and speech to text translators and student learning modalities so as to give every student an opportunity to show what they have learned to the best of their ability.
- The teacher conducts individualized reading inventories in her social studies class so as to provide leveled reading selections for all of her students.
- The teacher creates culminating tasks with at least two alternative modified performance tasks and/or reduces the number of distractors on multiple choice and short answer questions for her special needs students.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Maintaining Accurate Records

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher does not use any formative or summative assessment strategies to measure student progress and growth except for the required state assessment. The teacher’s student record system does not include any student academic performance or non-instructional data.

- The teacher’s student-recorded system is limited to recording student assignments turned in each week.
- The teacher is unaware that three-fourths of the students are experiencing difficulty with multiplying fractions, yet continues to move forward with his pacing chart without any instructional adjustments.
- The teacher refuses to administer formative assessments because it takes too much time to grade them.

NEEDS IMPROVEMENT (2)
The teacher uses limited valid and reliable formative or summative assessment strategies to measure student progress and growth. The teacher’s student record system is updated infrequently and is limited to student academic performance data only. Student data reported to parents or professional staff are rarely used to modify instructional practices.

- The teacher gives one mid-term and one final to determine student academic progress in her classroom.
- The teacher has scattered records that include some state assessment data and a few responses to interventions from the current year that create an incomplete picture of the students’ progress toward meeting content and grade level expectations.
- The teacher’s common practice is to report student results from the last assessment in her blog before moving on to the next unit; little effort is made to adjust future instruction based on the assessment results.

PROFICIENT (3)
The teacher uses valid and reliable formative or summative assessment strategies to measure student progress and growth. The teacher’s student record system is updated regularly based on student academic performance, and includes both instructional and non-instructional data. Student data reported to parents and professional staff are sometimes used to modify instructional practices.

- Teachers within their professional learning communities discuss the results of the latest benchmark assessment and make recommendations for possible interventions.
- The teacher states, “If I have time, I try to modify at least two lesson plans per marking period based on the most recent benchmark results.”
- Occasionally, the teacher will email parents the results of the most recent student assessment and recommend certain problems that parents can work with their students at home to improve their achievement.

DISTINGUISHED (4)
The teacher uses valid and reliable formative and summative assessment strategies to measure student progress and growth. The teacher’s student record system is updated regularly based on student academic performance, and includes both instructional and non-instructional data. Student data reported to students, parents, and professional staff are consistently used to modify instructional practices and promote student reflection.

- The teacher uses the results of the statewide assessment and benchmarking results consistently to plan follow up interventions.
- Students participate in daily assessment interventions that connect critical math/literacy skills with the content standards (e.g., Problems-of-the-Day, Mad Math Minutes, writing mini-lessons, direct instruction of reading strategies, practice reading assessments).
- The teacher maintains and can share an ongoing journal or record (digital or written) for each student that includes state assessment data, responses to interventions from the current year, attendance data, as well as other classroom artifacts that create a rich picture of the student’s progress toward meeting content and grade level expectations.
### Domain 4: Professional Responsibilities

#### Communicating with Families

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<th>Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices</th>
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#### Failing (1)
The teacher does not exhibit an awareness of cultural differences or the impact of families on the learner’s development or overall well-being, negatively affecting communication with families. Relations with parents, colleagues, or community members may be unprofessional or nonexistent and detract from an acceptable level of professional practice. No attempts are made to maintain ongoing, collaborative communication with family members through written, verbal, and/or digital channels.

- The teacher perceives the concept of home communication as a waste of time.
- The teacher refuses to use business and community leaders at any time in his/her classroom.
- The teacher abruptly leaves a presentation by the community Big Brother/Big Sister program because the presentation has exceeded 3:15 p.m. which, by contract, is the end of his work day.

#### Needs Improvement (2)
The teacher exhibits a limited awareness of cultural differences and the impact of families on the learner’s development and/or overall well-being. Communications and partnerships with families, colleagues, or community members are professional, but do not elevate the level of professional practice by considering students’ diverse needs or the needs of their greater community. Few attempts are made to maintain ongoing, collaborative communication with family members through written, verbal, and/or digital channels.

- The teacher attends meetings of the Chamber of Commerce, but doesn’t use their resources in the classroom.
- A newsletter is sent home in English, yet 90% of the families speak Spanish only.
- The teacher is enrolled in two online courses on “best practices” but never shares the implementation strategies with his colleagues.

#### Proficient (3)
The teacher exhibits a general awareness of cultural differences and the impact of families on the learner’s development and/or overall well-being. Communications and partnerships with families, colleagues, and/or community members are professional and cordial, elevating the level of professional practice by considering students’ diverse needs and/or the needs of their greater community. Selected attempts are made to maintain ongoing, collaborative communication with family members through written, verbal, and/or digital channels.

- The teacher sends weekly newsletters home to families.
- The teacher actively solicits the help of parent volunteers during the Science Fair.
- The teacher emails parents about her availability for meeting should they decide to contact her.

#### Distinguished (4)
The teacher exhibits a comprehensive awareness of cultural differences and the impact of families on the learner’s development and overall well-being. Communications and partnerships with families, colleagues, and community members are professional, proactive, and considerate, synergistically elevating the level of professional practice by embracing students’ diverse needs and the needs of their greater community. A variety of attempts are made to maintain ongoing, collaborative communication with students and their family members through written, verbal, and/or digital channels.

- The teacher’s parent web page outlines future curriculum units; parents have the opportunity to download these units and voice any concerns or share additional resources that could elevate the level of student engagement.
- The teacher uses community business leaders as experts to assist students with their business plans in an economics class.
- Students design a project on surveying home disaster preparedness in collaboration with family members.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Participating in a Professional Community

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher does not participate in any school or district-sponsored project, event and/or activity that impacts students, colleagues, and/or the greater community. Relationships and interactions with colleagues are, at times, confrontational. The teacher makes no attempt to integrate best practices research into the classroom.

- The teacher immediately tosses into the trash can any notes from an informal walkthrough.
- The teacher is regularly late to school inservices and always sits in the back of the room reading a newspaper or texting on a cell phone.
- The teacher attends professional conferences, but never goes to any scheduled session.

NEEDS IMPROVEMENT (2)
The teacher participates indirectly in school or district-sponsored projects, events and/or activities that impact students, colleagues, and/or the greater community. Relationships and interactions with colleagues are cordial. The teacher is aware of best practices research and makes limited attempts to integrate them into the classroom.

- The teacher attends mandated professional development sessions in the district, but applies very little of the skills/theories to his classroom.
- The teacher is polite, yet carries on a silent monologue whenever an administrator offers suggestions that could impact instruction and student achievement. The teacher will only listen to feedback from her grade level teaching partner.
- When attending a mandated professional development session, the teacher’s first questions are “When is lunch?” and “How long do I have to stay?”

PROFICIENT (3)
The teacher assumes an active and positive role in school or district-sponsored projects, events and/or activities that directly impact students, colleagues, and/or the greater community. Relationships and interactions with colleagues are supportive and/or collaborative. The teacher participates in best practices implementation and/or site-based action research to raise the level of professional practice.

- The teacher willingly attends after-school sessions addressing best-practices research based on feedback she received from her building principal.
- The teacher anticipates meeting with the building principal following an informal walkthrough to discuss ways of improving teaching and learning.
- The teacher subscribes on his own to an educational website that offers interactive applets that can be used in the classroom.

DISTINGUISHED (4)
The teacher assumes an active and positive leadership role in school or district-sponsored projects, events and/or activities that directly impact students, colleagues, and the greater community. Relationships and interactions with colleagues are supportive and collaborative. The teacher initiates site-based action research to effect change and raise the level of professional practice among staff members.

- The teacher is completing an online course on Questioning Strategies because she senses students’ difficulty with higher level questioning.
- The teacher asks a colleague to observe the level of engagement in his classroom using an Engagement Peer Observation Form strictly to improve professional practice.
- The teacher annually presents a Spotlight session at both regional and statewide technology conferences to benefit the entire field of education.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Growing & Developing Professionally

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher does not seek out or participate in formal/informal onsite, online, and/or blended professional development opportunities and makes no effort to improve the classroom learning environment. The teacher does not participate in collegial activities and is not receptive to feedback from other stakeholders. No adjustments are adopted that could improve classroom pedagogy.

- The teacher makes few, if any, adjustments to his classroom instruction regardless of the amount of feedback given by colleagues and administrators.
- The teacher does not attend feedback sessions with his/her observer(s).
- The teacher is confrontational when any administrator or observer comes into his/her classroom.

NEEDS IMPROVEMENT (2)
The teacher participates in limited formal/informal onsite, online, and/or blended professional development opportunities to improve the classroom learning environment. The teacher participates in few collegial activities and is receptive to minimal feedback from other stakeholders. Few adjustments to instruction and assessment strategies are adopted based on stakeholder feedback.

- The teacher listens to feedback from his/her administrator, but only makes slight adjustments in his/her instructional delivery regardless of its impact on student learning.
- The teacher uses the strategies used by a former colleague as the sole source for improving teaching practices.
- The teacher politely attends after-school inservices on technology integration, but does not make much use of the information in class.

PROFICIENT (3)
The teacher participates in formal/informal onsite, online, and/or blended professional development opportunities to improve the classroom learning environment. The teacher generally participates in collegial activities and is receptive to selected feedback from other stakeholders (e.g., administrators, colleagues). Some adjustments to instruction and assessment strategies are adopted based on stakeholder feedback.

- The teacher listens to feedback from his/her administrator and makes changes in his/her instructional delivery based on the perceived value that the feedback will have on students.
- The teacher uses “high-yield” strategies as a source for improving teaching practices.
- The teacher reflects on his/her own classroom pedagogy and decides to try something new.

DISTINGUISHED (4)
The teacher proactively seeks out a variety of formal/informal onsite, online, and/or blended professional development opportunities to improve the classroom learning environment. Active participation as a mentor, coach, facilitator, and/or presenter further enhances professional growth. The teacher is receptive to feedback from other stakeholders (e.g., administrators, colleagues). Adjustments to instruction and assessment strategies are targeted, immediate, and accurate based on stakeholder feedback.

- The teacher keeps a log of all suggestions made by colleagues and checks off the ones that he/she has made in his/her classroom.
- The teacher teams with another teacher to engage in job-embedded modeling in each other’s classrooms.
- The teacher schedules a meeting with his/her principal to seek recommended professional development on questioning strategies.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Showing Professionalism

Examples of Failing, Needs Improvement, Proficient, and Distinguished Practices

FAILING (1)
The teacher does not exhibit professionalism involving integrity, ethical operations, reflective practice, and/or professional responsibilities in daily interactions with stakeholders. Daily decision-making does not reflect a need to advocate for students or to grow professionally.

- The teacher states that his lesson on proportion was terrible, but refuses to change it next time.
- The teacher tells others how much she enjoys school when the students are not there!
- The teacher doesn’t care if the students pass his class or not.

NEEDS IMPROVEMENT (2)
The teacher exhibits limited professionalism involving integrity, ethical operations, reflective practice, and/or professional responsibilities in daily interactions with stakeholders. Daily decision-making reflects a general need to advocate for students, but not to grow professionally.

- At the end of the lesson, the teacher stated, “I thought the lesson went okay.”
- The teacher states she might attempt some questioning strategies next year if nothing else appears on the agenda.
- The teacher does feel that students should be allowed to use their iPhones as a BYOD (Bring Your Own Device) in the classroom, but doesn’t mention it during a campus faculty meeting.

PROFICIENT (3)
The teacher exhibits professionalism involving integrity, ethical operations, reflective practice, and/or professional responsibilities in daily interactions with stakeholders. Daily decision-making reflects a general need to advocate for students and to grow professionally.

- The teacher confides with an inner circle of colleagues about ways his lesson on fractions could have been improved.
- On the teacher’s “To-Do” List, she jots down ways of elevating the level of authentic connections in her lesson on light refraction.
- When discussing the school calendar, the teacher voices concern on the over-testing of students.

DISTINGUISHED (4)
The teacher exhibits high standards of professionalism involving integrity, ethical operations, reflective practice, and/or professional responsibilities in daily interactions with stakeholders. Daily decision-making reflects a proactive and comprehensive need to advocate for students and to grow professionally.

- After implementing a lesson on circle graphs, the teacher ponders how she could have increased the level of engagement in the classroom.
- Whenever the administrator praises the performance level in the classroom, the teacher always makes his own unsolicited suggestions as to ways of improving the lesson.
- The teacher proposes to the administration that students be allowed to participate in a special video-conference with other community members during the school day addressing the topic of cultural awareness and stereotyping.