



**TPEP STEERING COMMITTEE**  
**Transitions between 4 evaluative levels**  
**37 CEL 5-D+ Evaluative Rubric**

**This document is designed to answer the question “what could it look like” to provide some guidance to teachers and principals about how to use the CEL 5-D+ evaluative rubric to determine a teacher’s level of proficiency.**

**This document is not intended to be an exhaustive list. Teachers and principals will undoubtedly add ideas throughout the development of the evaluation process.**

**Pre-Conference/Post-Conference conversations can be utilized to demonstrate between unsatisfactory, basic, proficient, and distinguished levels on each sub-dimension.**

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Revision #1: May 13, 2013 (Detail added to A1-A6, SE1-2, and P1, P2, P4)  
Revision #2: May 13, 2013 (Detail added to other sub-dimensions)  
Revision #3: May 30, 2013 (Addition of 5 Student Growth Rubrics)  
Revision #4: August 28, 2013 (Addition of feedback from PLC/RTI Institute Participants)

## SE1: Intellectual Work – Quality of Questioning

### Basic

Teacher occasionally asks questions to probe and deepen students' understanding or uncover misconceptions.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Students engaged in task but not each other (Bloom's Level 1 will vary)*
- *Teacher direct instruction (on task)*
- *Occasional Knowledge Level (on topic)*
- *Students attending*
- *Little student to student interaction*
- *1-2 word answers to specific questions*
- *Specific questions that require a right or a wrong answer*
  - *Example: For Huck Finn, teacher might ask "How has Huck's attitude towards Negroes changed since he has floated down the Mississippi with Jim?" Student response: "Huck now sees Negroes as people since he has got to see Jim in a personal light."*

### Proficient

Teacher **frequently** asks questions to probe and deepen students' understanding or uncover misconceptions. **Teacher assists students in clarifying their thinking with one another.**

**What is the difference between Basic and Proficient? Define.**

- *Teacher description of understanding (meta-cognition)*
- *Teacher scaffolding meta-cognition process*
- *More meta-cog*
- *Student engagement at higher levels of Blooms – Responding – Discussing with each other*
- *Some collaborative work. Rubrics not evident as part of small group*
- *Student receive affirmation from teacher, not each other*
- *Teacher directing discussion between students*
- *Higher level questions*
- *More student reasoning or thinking*
- *Clarifying questions by teacher*

### Distinguished

Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions. Teacher assists students in clarifying **and assessing** their thinking with one another. **Students question one another to probe for deeper thinking.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Teacher becomes facilitator, rather than director (relinquishes teacher control)*
- *Student to student interaction and questioning*
- *High level questions created and discussed*
- *Student guided instruction (i.e., Lit Circles, Socratic Seminar)*
- *Students use the rubric to assess formatively and facilitate discussion – learning – meta-cog*

- *Students exercising meta-cognition process*
- *More student responsibility*
- *Student interaction with peers*
- *Move towards abstract, comparison, analysis*

### Unsatisfactory

Teacher **rarely or never** asks questions to probe and deepen students' understanding or uncover misconceptions.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *No Student Engagement*
- *Lack of student interaction*
- *Less teacher involvement with students*

## **SE2: Intellectual Work – Ownership of Learning**

### Basic

Teacher occasionally provides opportunities and strategies for students to take ownership of their learning. Locus of control is with the teacher.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Questions on a recall level*
- *Minimal opportunities for student response*
- *Questions framed by the teacher and answered by the individual*
- *Limited number of students responding*
- *Control of student learning primarily with students*
- *Role of the teacher primarily directing instruction, leading students in rote learning most of the time*

### Proficient

Teacher provides opportunities and strategies for students to take ownership of their learning. Locus of control is with the teacher. **Some** locus of control is with **students in ways that support students' learning**.

**What is the difference between Basic and Proficient? Define.**

- *Multiple opportunities for interaction – student to teacher, teacher to teacher*
- *Think pair share*
- *Teacher probes students thinking*
- *Control of student learning usually with students*
- *Role of the teacher is to facilitate students into enter into higher level thinking*

### Distinguished

Teacher **consistently** provides opportunities and strategies for students to take ownership of their learning. Locus of control is with the teacher. **Most** locus of control is with students in ways that support students' learning.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Student led discussions and questioning*
- *Classroom set up conducive to student interactions*
- *Teacher circulating among the groups of students*
- *Teacher would probe students' thinking*
- *Control of student learning is always with students*
- *Role of the teacher is to monitor students as they self-choose to enter into higher level thinking*

### Unsatisfactory

Teacher **rarely or never** provides opportunities and strategies for students to take ownership of their **own** learning to **develop, test, and refine their thinking.**

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Teacher directed; no student feedback or student to teacher interaction.*
- *Occasionally students may ask questions*
- *Control of student learning exclusively with the teacher*
- *Role of the teacher is to exclusively direct instruction and lead students into rote learning all of the time*

## **SE3: Engagement Strategies: High Cognitive Demand**

### Basic

Teacher expectations and strategies engage some students in work of high cognitive demand.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Calling on same students or just those that raise their hand*
- *Basic yes/no answers*
- *Learning goal but no connection or questionable*
- *Some Students:*
  - *Call only on students who raise their hand/write responses*
  - *Small group work where only speaker is engaged*

### Proficient

Teacher expectations and strategies engage **most** students in work of high cognitive demand.

**What is the difference between Basic and Proficient? Define.**

- *Student to student talk*
- *"Explain your thinking"*
- *More random selection of students to answer questions*
- *Wait time*
- *Asking Higher Level Questions*
- *Has relationship with students*
- *Most Students:*
  - *Students share their learning with a partner*
  - *Each group member has a role*

- *Teacher questions are more open-ended*

### Distinguished

Teacher expectations and strategies engage **all** students in work of high cognitive demand.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Group work, students working and teaching each other*
- *Group think, peers encourage/question in order to help each other find the answers*
- *Teacher as facilitator – lots of moving around the room*
- *Good relationship with students*
- *All Students:*
  - *Students can articulate their partner's reasoning and whether or not they agree*
  - *Students determine real-world applications to content*

### Unsatisfactory

Teacher expectations and strategies engage **few or no** students in work of high cognitive demand.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Very traditional, sit and get*
- *No feedback on assignments, no review, no preview*
- *No connection to real life*
- *Random/unclear learning target*

## **SE4: Engagement Strategies: Strategies that capitalize on learning needs of students**

### Basic

Teacher uses strategies that capitalize and are based on the learning needs of students – academic background, life experience and culture and language of students – for the whole group.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Teacher questioning/students answering*
- *Students asking questions*
- *Students working on activity*
- *Lots of whole group*
- *Talking in groups but no sharing or application*

### Proficient

Teacher uses strategies that capitalize and are based on the learning needs of students – academic background, life experience and culture and language of students – for the whole group **and small groups of students.**

**What is the difference between Basic and Proficient? Define.**

- *Small groups based on academic data*

- *Leadership roles/responsibility within a group*
- *Make real-life connections*
- *Student Routines*
- *Whole Group and Small Group*
- *Students discuss with partners and share with class*
- *Everyone might not be able to verbalize ideas*

### Distinguished

Teacher uses strategies that capitalize and are based on the learning needs of students – academic background, life experience and culture and language of students – for the whole group, small groups of students, **and individual students**.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *All of proficient plus...*
  - *Extension activities in/outside of the classroom*
  - *Assistance*
- *Whole group, small group, and individual*
- *After group discussion, each member can explain and apply the concept*
- *Strategies for working with various needs (language, etc.)*

### Unsatisfactory

Teacher **rarely or never** uses strategies that capitalize and are based on the learning needs of students – academic background, life experience and culture and language of students.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *No class discussion. Students might be sitting in groups but working independently*

## **SE5: Engagement Strategies: Expectation, Support, and Opportunity for participation and meaning making**

### Basic

Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in quality talk.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Vocabulary*
- *Students Sharing, justifying, explaining*
- *“Some” – two to five occupying the discussion/activity*
- *Teacher Led*
- *Some student engagement*
  - *One time 30 second pair/share, turn in response (example)*

### Proficient

Teacher **sets expectation and provides support for a variety of engagement** strategies and structures that facilitate participation and meaning making by students. **Most** students have the opportunity to engage in quality talk.

**What is the difference between Basic and Proficient? Define.**

- *Teacher structures lesson to engage numerous/most of class*
- *Teacher/Student*
- *Teacher “The Hat”*
- *Most students engaged*
- *Teacher facilitates student talk throughout lesson/activity*
- *Teacher re-engages student groups*

Distinguished

Teacher sets expectation and provides support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. **All** students have the opportunity to engage in quality talk. **Routines are often student-led.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *No opting out...relationships and routines are known and developed*
- *Student ownership*
- *Students understand expectations for activity*
- *Student Checks: “Let’s get to work”, self-starters discipline*
- *All (students engaged)*
- *Students are encouraging talk and participation*

Unsatisfactory

Teacher **rarely or never** uses engagement strategies and structures that facilitate participation and meaning making by students. **Few** students have the opportunity to engage in quality talk.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Sleeping*
- *Silence*
- *Passive*
- *Other work besides lesson/activity (disengaged)*

## SE6: Talk: Substance of Student Talk

Basic

Student talk is directed to teacher. Talk associated with content occurs between students, but students do not provide evidence for their thinking.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Student response by raising hand and answering a question*
- *Pair/Share would be short response*

- *Most students*
- *Students answering teacher questions (with no evidence of their thinking)*

### Proficient

Student-to-student talk **reflects knowledge and ways of thinking associated with the content**. Students provide evidence **to support** their thinking.

**What is the difference between Basic and Proficient? Define.**

- *Open-ended questions*
- *Students defending an answer or opinions based on text or previous information*
- *All students*
- *Students provide evidence (of thinking)*
- *Student-to-Student Talk*

### Distinguished

Student-to-student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their arguments **and new ideas**.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Student discussions centered around content*
- *Setting their own learning goals*
- *Supporting with evidence, open ended*
- *All students engaged in discussion*
- *Student-to-Students talk with evidence and new ideas*

### Unsatisfactory

**Student talk is non-existent or is unrelated to content or is limited to single-word responses or incomplete sentences directed to teacher.**

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Low level of activity, no student engagement*
- *No students involved in discussions*

## **A1: Assessment: Self-assessment of learning connected to the success criteria**

### Basic

Students are occasionally given an opportunity to assess their own learning in relation to the success criteria for the learning target.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Occasionally measures work against rubric*
  - *Example: Writing project with rubric and revised*

- *Published Target*
- *Thumbs up/down at end of lesson before practice*

### Proficient

Students are **frequently** given an opportunity to assess their own learning in relation to the success criteria for the learning target.

**What is the difference between Basic and Proficient? Define.**

- *Common Formative Assessment*
- *Peer Editing using rubric*
- *Published Target*
- *Thumbs up/down throughout lesson, adjusting instruction accordingly*

### Distinguished

Students are **consistently** given an opportunity to assess their own learning in relation to the success criteria **and can determine where they are in connection to** the learning target.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Multiple edits of work: Self & Peer*
- *Improving Work to Meet Learning Target*
- *Established Routine*
- *Student recognizes and relates back to an established goal*
- *Student identifies specific lack of understanding*

### Unsatisfactory

Students are **rarely or never** given an opportunity to assess their own learning in relation to the success criteria for the learning target.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Students do not engage in self-assessment activity*
- *Teacher instructs without any checking of understanding and gives assignment*

## **A2: Assessment: Demonstration of Learning**

### Basic

Assessment tasks are partially aligned with the learning targets, allowing students to demonstrate some understanding and/or skill related to the targets.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Complete problem/task and explain how it is connected to the learning target.*
- *Low level product/assessment*
- *Unclear target to student*

## Proficient

Assessment tasks are aligned with the learning targets, allowing students to demonstrate **their** understanding and/or skill related to the **learning** targets.

**What is the difference between Basic and Proficient? Define.**

- *Students can complete the task and can explain their thinking to peers and/or teacher*
- *Kids explain rational choices and understanding*
- *Product demonstrates understanding of a standard*

## Distinguished

Assessment tasks are aligned with the learning targets **and allow** students to demonstrate **complex** understanding and/or skill related to the learning targets.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Students know multiple ways to approach the task and can choose the best method and explain why*
- *Students can apply their learning to various situation (generalize their learning)*
- *Application beyond classroom*
- *Interdisciplinary connections*
- *Complex Understanding*

## Unsatisfactory

**Assessments are not aligned with the learning targets.**

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Tasks are not aligned*
- *No Clear Target*
- *Random Assessments*

## **A3: Assessment: Formative Assessment Opportunities**

### Basic

Teacher only provides formative assessment opportunities to determine students' understanding of directions and task.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Assessment for understanding of task rather than learning target.*
- *Students repeat back directions*
- *Procedural only*

### Proficient

Teacher provides formative assessment opportunities **that align with the learning target(s)**.

**What is the difference between Basic and Proficient? Define.**

- *A few assessments for understanding of learning – some variety used consistently and appropriately throughout teaching*

### Distinguished

Teacher provides **a variety of strategies for formative assessment** that align with the learning target(s).

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Variety of formative assessments to assess/understand learning*
- *Based on readiness to learn, complexity of task, developmental level of students, differentiate with task and students*
- *Teacher provides students opportunity to assess effectiveness of the task as related to their learning.*
- *Teacher includes students in the design of formative assessment*

### Unsatisfactory

Teacher **rarely or never** provides formative assessment opportunities **during the lesson**.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Teaches without use of formative assessment to adjust lesson/targets*

## **A4: Assessment: Collection Systems for formative assessment data**

### Basic

Teacher has an observable system and routines for recording formative assessment data and occasionally uses the system for instructional purposes.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Teacher conferences/takes notes*
- *Uses exits slips as a strategy – no follow up*
- *Going through steps but not utilizing information gained*

### Proficient

Teacher has an observable system and routines for recording formative assessment data, **uses multiple sources** and **frequently** uses the system for instructional purposes.

**What is the difference between Basic and Proficient? Define.**

- *BASIC PLUS...*

- *Source, frequency*
- *Using more than one method of gathering data*
- *Using information gathered to adjust learning targets accordingly – often if necessary*
- *Exit Slip and Follow Up*

### Distinguished

Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and **consistently** uses the system for instructional purposes.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Student to student talk about assessment*
- *Self-Assessment (Example: Parking Lot)*
- *Teacher responds to student needs*

### Unsatisfactory

**Students rarely or never** use assessment data to assess **their own learning**.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *No feedback given*
- *No observations or formative assessments used*
- *Absence of collection system*

## **A5: Assessment: Student use of assessment data**

### Basic

Students occasionally use assessment data to assess their own learning, determine learning goals, and monitor progress over time.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Student uses assessment data to monitor progress*
- *Use of MAP scores to set goals*

### Proficient

Students **frequently** use assessment data to assess their own learning, determine learning goals, and monitor progress over time.

**What is the difference between Basic and Proficient? Define.**

- *Evidence that students are using data to make goals*
- *Test Corrections*
- *Re-Write essays*
- *Use of progress monitoring data*

## Distinguished

Students **consistently** use assessment data to assess their own learning, determine learning goals, and monitor progress over time.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Students are consistently monitoring progress and changing goals to meet learning target*
- *Consistent use of formative assessments*
- *Student use of rubrics to define levels of proficiency/performance*

## Unsatisfactory

Students **rarely or never** use assessment data to assess their own learning.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Not using data*
- *No concept of feedback*
- *No awareness of progress or lack thereof*

## **A6: Adjustments: Teacher use of formative assessment data**

### Basic

Teacher uses formative assessment data to modify future lessons.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Come back the next day to make adjustments and reteach*

### Proficient

Teacher uses formative assessment data to **make in-the-moment instructional adjustments**, modify future lessons, **and give general feedback aligned with the learning target.**

**What is the difference between Basic and Proficient? Define.**

- *Reteach to whole group in the moment*
- *"A lot of you are making the same mistake..."*
- *"A lot of you are asking the same question."*

### Distinguished

Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give **targeted** feedback aligned with the learning target **to individual students.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *One on one guidance on art/shop project*

- *Allows students in heterogeneous groups to reteach to each other*
- *Pull small groups together to reteach the same topic*
- *In the moment diagnosis to readjust lesson/activity*

### Unsatisfactory

Teacher **rarely or never** uses formative assessment data **to make instructional adjustments, give feedback to students,** or modify lessons.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *I taught it, they didn't get it!*

## CEC1: Use of Physical Environment: Arrangement of Classroom

### Basic

The physical environment is safe but the arrangement neither supports nor distracts from student learning or the purpose of the lesson.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Rows of Desks*
- *Clear walkways for students*
- *No purposeful arrangement of classroom*
- *Arrangement neither supports nor distracts from student learning or purpose of lesson*

### Proficient

The physical environment is safe, and the arrangement supports student learning and the purpose of the lesson.

**What is the difference between Basic and Proficient? Define.**

- *Environment supports student learning activities*
- *Design of arrangement with safety in mind*

### Distinguished

The physical environment is safe, and the arrangement supports student learning and the purpose of the lesson.  
**Teacher and students use the physical arrangement for learning.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Students are aware of classroom arrangements that fit the purpose of each lesson*
- *Students use the arrangements for learning*

### Unsatisfactory

Physical environment of the room is **unsafe** and the arrangement **gets in the way or distracts** from student learning and the purpose of the lesson

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Students walk on and over furniture*
- *Students behave in unsafe activities*
- *Absence of expectations for safety in the classroom*
- *Arrangement gets in the way of learning (facing door, etc.)*

## **CEC2: Use of Physical Environment: Accessibility and use of materials**

### Basic

The resources, materials, and technology in the classroom relate to the content or current unit studied and are accessible to all students but are not referenced by the teacher.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Resources, etc. ... are physically in the room/building but teacher doesn't use it, students don't use it*
- *Teacher centered*
- *Students uncertain how to use material*

### Proficient

The resources, materials, and technology in the classroom relate to the content or current unit studied and are accessible to all students **and** are **intentionally used** by the teacher **to support learning**.

**What is the difference between Basic and Proficient? Define.**

- *Teacher uses materials: graphing calculator, welder, lathe, computer, maps, iPads, manipulatives, etc.*
- *All students have access*
- *Teacher centered*
- *Modeling and using resources*
- *Students understand the relation between content and resources without asking*

### Distinguished

The resources, materials, and technology in the classroom relate to the content or current unit studied and are accessible to all students and are intentionally used by **both** teacher **and students** to support learning. **Students are familiar and comfortable with using the available resources.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Teacher uses and students use it...know where to get materials and supplies, AND how to use it*
- *Active students as learners*
- *Materials utilized by students and teachers without teacher prompt*
- *Real life application*

### Unsatisfactory

The resources, materials, and technology in the classroom **do not** relate to the content or current unit studied, **or are not** accessible to all students **to support their learning during the lesson.**

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *No access to tech, resources, or materials*
- *Old or outdated materials*
- *Not used by anyone (student or teacher)*

### **CEC3: Classroom Routines and Rituals: Discussion, collaboration, and accountability**

#### Basic

Routines for discussion and collaborative work are present, but may not result in effective discourse. Students are held accountable for completing their work but not for learning.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Homework turned in/not graded*
- *Routines established to share opinions and work collaboratively*
- *Long disorganized teacher led transitions*
- *Students are engaged, giving feedback, but still needing prompts*
- *Teacher led and student supported*
- *Students don't take over learning*

#### Proficient

Routines for discussion and collaborative work **have been taught, are evident, and** result in effective **discourse related to the lesson purpose. With prompts, students use these routines during the lesson.** Students are held accountable for completing their work **and** learning.

**What is the difference between Basic and Proficient? Define.**

- *Homework turned in/graded*
- *Effective routines are evident and posted resulting in effective discourse such as quick smooth transitions*
- *Rubrics evident*
- *With coaching from teacher, students use stems and are held accountable*
- *Prompts are used, teachers are monitoring group work and students are participating*
- *Teacher asks higher level thinking questions*

#### Distinguished

Routines for discussion and collaborative work have been **explicitly** taught, are evident, and result in effective discourse related to the lesson purpose. Students **independently** use these routines during the lesson. Students are held accountable for completing their work, **take ownership for their learning and support the learning of others.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Student ownership of learning evident for all students*
- *Routines clearly established with little need for teacher redirection*

- *Homework turned in/graded with feedback loop from teacher and supporting students*
- *Rubrics evident*
- *Teachers have set up routines*
- *Students work independently, have ownership, goals are achieved and/or exceeded*
- *Students monitor themselves and others*
- *Student created rules or expectations*

### Unsatisfactory

Routines for discussion and collaborative work are **absent, poorly executed, or do not hold** students accountable for their work and learning.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Teacher talking over students*
- *No clear attention signal*
- *Loss of Instructional Time*
- *Routines are absent*
- *Students are not accountable for their learning*

## CEC4: Classroom Routines and Rituals: Use of Learning Time

### Basic

Teacher or students occasionally disrupt or interrupt learning activities which results in some loss of learning time. Some transitions are disorganized and result in loss of instructional time.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Hard time settling-in*
- *Some use of transition signals*
- *Basic routines – emerging*
- *Instructions/Expectations but not always clear*
- *Split Lesson time with messy transition time with incomplete transition directions*
  - *Teacher spends 35 minutes of the period talking, leaving only 15 minutes for the students, who are mostly bored and disengaged (Example)*

### Proficient

Learning time is **mostly maximized in service of learning**. Transitions **are teacher-dependent and maximize** instructional time.

**What is the difference between Basic and Proficient? Define.**

- *Classroom/Instruction time management is well established*
- *Expectations/Instructions are clear and students follow quickly*
- *Respond with little prompting*
- *Students get right to work after little or no instruction*
- *More time for lesson and questions. Teacher directed transitions. Non Verbal Cues*

## Distinguished

**All available** time is maximized in service of learning. Transitions are **student-managed, efficient**, and maximize instructional time.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Students know expectations without being told*
- *Immediately start to work upon entering classroom*
- *Students manage their own transitions quickly*
- *Students are engaged/on task*
- *Transition to student lead or directed lesson and more routines for transition time*
- *Students automatically know instructional strategies and implement them after teacher modeling*

## Unsatisfactory

Teacher or students **frequently** disrupt or interrupt learning activities which results in loss of learning time. Transitions are disorganized and result in loss of instructional time.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Chaos/Fetal Position*
- *Students off task*
- *All teacher, not enough student response time. No materials prepared*

## **CEC5: Classroom Routines and Rituals: Managing Student Behavior**

### Basic

Teacher responds to student misbehavior by following classroom routines and/or building discipline procedures, but with uneven student behavior results.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Teacher uses building and classroom routines but inconsistently applies them so inconsistent results*
- *Teacher's building and classroom routines are applied differently with different students*
- *Rules posted but generic*
- *Teachers are reactive, not proactive, in working with behaviors*
- *Teacher inconsistency*

### Proficient

Teacher responds to student misbehavior by following classroom routines and/or building discipline procedures. **Student misbehavior is rare.**

**What is the difference between Basic and Proficient? Define.**

- *Expectations are clear; behavior problems are rare*
- *Student created classroom norms managed by teacher*
- *Rules posted*

- *An existing positive relationship clearly already established, students respond to teacher cue*

### Distinguished

Teacher responds to student misbehavior by following classroom routines and building discipline procedures. Student behavior is **appropriate. Students manage themselves, assist each other in managing behavior, or there is no student misbehavior.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Students manage their own behavior and assist others to do the same*
- *Student created classroom norms managed by the students*
- *Rules posted*
- *(Negative) Behavior almost nonexistent*
- *Students listen well, are engaged, and get back on task*
- *Student ownership, "behavior scouts"*

### Unsatisfactory

Teacher **rarely or never** responds to student misbehavior by following classroom routines and/or building discipline procedures. **Student behavior does not change or may escalate.**

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Unclear expectations*
- *No classroom routines that are followed*
- *Behavior goes unaddressed*
- *No teacher follow-through*
- *Consistent interruptions to student learning*

## CEC6: Classroom Culture: Student Status

### Basic

Teacher demonstrates appropriate teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students may send messages that some students' contributions are more valuable than others.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Teacher only models one way to solve*
- *Calls on the same student(s) most of the time*
- *Response style to some students is positive and to some negative*
- *Physical time with some student groups is different than other groups*

### Proficient

Teacher **and students** demonstrate appropriate teacher-student **and student-student** relationships that foster students' well-being **and adapt to meet individual circumstances.** Patterns of interaction between teacher and students **and among students indicate** that **all are valued for their** contributions.

### What is the difference between Basic and Proficient? Define.

- *A teacher models another way of thinking about a problem*
- *Teaches uses a wrong answer to uncover common misconceptions*
- *"I am not sure if correct, but here is my idea" – safe or conditional risk*
- *With prompting from teacher student brings problem to document camera, teacher leads discussion*
- *Teaching strategies are designed to force each student to participate*
  - *Every student has a white board to give answers (example)*
  - *Think-Pair-Share (Example)*

### Distinguished

Teacher and students demonstrate appropriate teacher-student and student-student relationships that foster students' well-being and adapt to meet individual circumstances. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. **Teacher creates opportunities for students' status to be elevated.**

### What is the difference between Proficient and Distinguished? Define. How can you tell the difference?

- *Teacher models alternative ways*
- *Teacher invites students to find ways to <?>*
- *Students welcome feedback on idea*
- *Document Camera – I need help*
- *Proficient + peer reviews and group shares*
- *Open ended questions*

### Unsatisfactory

Teacher **does not develop** appropriate **or positive** teacher-student relationships that **attend** students' well-being. Patterns of interaction **or lack of interaction promote rivalry and/or unhealthy competition among** students **or** some students' **are relegated to low status positions.**

### What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?

- *Actively discourage or are disrespectful to students and allowing students to do the same*

## CEC7: Classroom Culture: Norms for Learning

### Basic

Classroom norms are evident and encourage risk taking, collaboration, respect for divergent thinking and students' culture. Teacher and student interactions occasionally align with the norm.

### Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?

- *Compliance of classroom rules*
- *Limited student interaction*
- *Teacher driven rules and enforcement*
- *Teacher directed norm creation*
- *Some student norm referencing*

## Proficient

Classroom norms are evident and encourage risk taking, collaboration, respect for divergent thinking and students' culture. Teacher and student interactions **frequently** align with the norm.

**What is the difference between Basic and Proficient? Define.**

- *Authentic collaboration between teacher and student*
- *Mutual buy-in to norms*
- *Teacher is primary enforcer of norms but norms are mutually accepted*
- *Student ownership of norms*
- *Students refer to chart for redirecting peers*
- *Norms visually available*

## Distinguished

Classroom norms are evident and encourage risk taking, collaboration, respect for divergent thinking and students' culture. Teacher and students **refer to the** norms **and/or** interactions **consistently** align with the norms. **Students remind one another of the norms.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Students enforce norms appropriately*
- *Noticeable respect of norms*
- *Students interact positively and encourage learning with one another*
- *Student driven; students regularly redirect peer behavior if needed*
- *Teacher provides opportunities for feedback on norms*
- *Culture defines behavior*

## Unsatisfactory

Classroom norms are **not** evident **and/or do not** address risk taking, collaboration, respect for divergent thinking or students' culture.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Classroom has little to no structure*
- *Student misbehavior goes uncorrected*
- *Teacher created, no student ownership*
- *Lack of respect*

## **CP1: Curriculum: Curriculum & Pedagogy**

### Basic

Instructional materials and tasks align with the purpose of the unit and lesson.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Materials and tasks align to the purpose of unit or lesson*
- *Textbook or worksheet or video, etc.*
- *Student understands purpose, but no evidence of differentiation*

### Proficient

Instructional materials and tasks align with the purpose of the unit and lesson. **Materials and tasks frequently align with the student's level of challenge.**

**What is the difference between Basic and Proficient? Define.**

- *Materials and tasks frequently align with students level of challenge*
- *Teacher is adjusting materials and tasks for student needs*
- *Evidence of variety of materials for differentiation*
- *Evidence of complete student engagement/evidence of thinking*

### Distinguished

Instructional materials and tasks align with the purpose of the unit and lesson. Materials and tasks **consistently** align with the student's level of challenge.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Using a variety of manipulatives to support students' levels of challenge*
- *Grouping for student support*
- *(Big one!) Differentiating materials and tasks to align with student needs*
- *Use technology to align with student needs*
- *Student-Centered and paced for cooperative learning*
- *More compare/contrast activities*
- *Socratic questioning*

### Unsatisfactory

Instructional materials and tasks **rarely or never** align with the purpose of the unit and lesson

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Complete mismatch of materials and tasks for stated purpose of the unit and lesson*
- *Lack of Student Engagement*
- *Materials don't match student level*
- *Student doesn't understand lesson objectives*

## **CP2: Teaching approaches and/or strategies: Discipline-specific conceptual understanding**

### Basic

Teacher occasionally uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Using a few instructional strategies throughout lesson that teaches to a concept*
- *Direct instruction with students meeting a basic understanding*
  - *Label and explain parts of a caterpillar (example)*

### Proficient

Teacher **frequently** uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.

**What is the difference between Basic and Proficient? Define.**

- *Concept is clearly stated and written, posted*
- *Strategies such as manipulatives and problem-solving techniques, inquiry (Possibly CP3 ?)*
- *Comparing and contrasting to a new context*
  - *Compare/contrast a caterpillar and a spider (example)*

### Distinguished

Teacher **consistently** uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Concept is clearly stated (written, posted) with regular references to prior knowledge*
- *Student clearly understands specific concept*
- *Identify another example to encourage further research to increase students' conceptual understanding*
  - *Research, write, and present about another insect of your choice (example)*

### Unsatisfactory

Teacher **rarely or never** uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Rarely or never*
- *Memorizing information, surface level knowledge*
  - *Memorize parts of a caterpillar (example)*

## **CP3: Teaching approaches and/or strategies: Pedagogical Content Knowledge**

### Basic

Instruction is occasionally consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Understands pedagogical theory with limited application*

- *Pedagogical knowledge*
- *Occasional contextual story problems*
- *Occasional logical thinking (by students)*

### Proficient

Instruction is **frequently** consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.

**What is the difference between Basic and Proficient? Define.**

- *Consistent and purposeful application of pedagogical theory specific to content area*
- *Frequent or multiple chances (for supporting student thinking)*
- *Feedback between teacher and students*

### Distinguished

Instruction is **always** consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Deeply understands pedagogy and is able to adjust practice*
- *Differentiates to meet a variety of student learning needs*
- *One-on-One conferences between teacher and student OR student to student*
- *Students show initiative and “crunch” their own (achievement) data (to monitor progress)*

### Unsatisfactory

Instruction is **rarely or never** consistent with pedagogical content knowledge and **does not** support students in discipline-specific habits of thinking.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *No coherent understanding of pedagogy*

## **CP4: Teaching approaches and/or strategies: Teacher knowledge of content**

### Basic

Teacher demonstrates a basic knowledge of how discipline-based concepts relate to or build on one another

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Understands concepts*
- *Understands (presents) concept in isolation*
- *Teacher models for student*
- *Student demonstrates skill but with limited interaction*

### Proficient

Teacher demonstrates a **solid understanding** of how discipline-based concepts relate to or build on one another. **Teacher identifies and addresses student misconceptions in the lesson or unit.**

**What is the difference between Basic and Proficient? Define.**

- *Understands content and can anticipate misconceptions or problems*
- *Can present concept to a variety of settings*
- *Connects concepts between lessons*
- *Teacher adjusts lessons to student needs*
- *Encourages student interaction*

Distinguished

Teacher demonstrates an **in-depth** understanding of how discipline-based concepts relate to or build on one another. Teacher identifies and addresses student misconceptions **that impact conceptual understanding over time.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Understands how skills and misconceptions can build over time (vertical alignment/scaffolding of content)*
- *Teacher relates lesson to future learning*

Unsatisfactory

Teacher demonstrates a **lack of** knowledge of discipline-based concepts by **making content errors.**

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *One page ahead*
- *Creates or reinforces misconceptions*
- *Teacher teaches portions of the skill with misconceptions*

## CP5: Teaching approaches and/or strategies: Differentiated Instruction

Basic

Teacher occasionally uses strategies that differentiate for individual learning strengths and needs.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Everyone working on the same problem/worksheet*
- *Writing to the same prompt*
- *Basic instruction and then worksheet*
- *Students only use problem solving strategies with teacher prompt*

Proficient

Teacher **frequently** uses strategies that differentiate for individual learning strengths and needs.

**What is the difference between Basic and Proficient? Define.**

- *Pair/Share, Grouping, Stations, Share Outs*
- *Extended learning options – modifications*
- *More than one choice – students working at own level*
- *Multiple delivery/instruction methods*
- *Basic instruction and varying levels of worksheets (implied differentiation)*
- *Some students use problem solving strategies without teacher prompt*

### Distinguished

Teacher **consistently** uses strategies that differentiate for individual learning strengths and needs.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Extended learning options (advanced students) and accommodations*
- *Several choices*
- *Different ways to show understanding*
- *Students discuss with each other problem-solving strategies*
- *Teacher uses probing questions during instruction*
- *Teacher helps students develop specific problem solving strategies*
- *Engages with students on when to use specific strategies*

### Unsatisfactory

Teacher **rarely or never** uses strategies that differentiate for individual learning strengths and needs.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Always teaches to the whole group, level, everyone does the same thing*
- *Teacher interaction with students is very limited*

## **CP6: Scaffolds for Learning: Scaffolds the Task**

### Basic

Teacher provides limited scaffolds and structures that may or may not be related to and support the development of the targeted concepts and/or skills.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Limited scaffolds – may hit target or not*
- *Limited opportunities, see me after school, no time now*
- *Limited interventions/remediation*
- *Teacher demonstrating on the board to whole class*
- *Posters on the wall*
- *Teacher ask questions, shows examples of possible outcomes*
- *Gives an activity designed to help students reach target*

### Proficient

Teacher provides scaffolds and structures that **are clearly** related to and support the development of the targeted concepts and/or skills.

**What is the difference between Basic and Proficient? Define.**

- *Teacher directed formative assessments*
- *Clearly differentiates for remedial/basic/hi-cap/504/IEP*
- *Teacher/Student has many opportunities to discuss their understanding of the components to the target*
- *Teacher Led*
- *Teacher models an excellent or correct example of the skill, gives specific directions to students on an activity that will help them accomplish steps on the way to the goal*
- *Teacher uses the resources in the classroom*
- *Teacher makes the connection (for the students)*

Distinguished

Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills. **Students use scaffolds across tasks with similar demands.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Student use of some assessment/structure to assist their understanding*
- *Self-Assessment on rubrics*
- *4 Questions DuFour PLC*
- *Hi-Cap*
- *Compare/Contrast prior knowledge and learning*
- *Student Led*
- *Students recreate everything the teacher did, using tools and steps in a different context for a similar but not identical outcome*

Unsatisfactory

Teacher **rarely or never** provides scaffolds and structures that **are** related to and support the development of the targeted concepts and/or skills.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *None Noted*

## **CP7: Scaffolds for Learning: Gradual release of responsibility**

Basic

Teacher occasionally uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Teacher sometimes uses groups or partners for students to work together to solve problems*
- *T, P, S – to build understanding*

- Think “I do”
- “We do it” (Feldman)

### Proficient

Teacher **frequently** uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.

#### **What is the difference between Basic and Proficient? Define.**

- Teacher has modeled/taught students how to work together in multiple ways to help each other with planning
- Provides opportunities for that (planning) to take place
- Utilize (TPS, KWL)
- Teacher commonly utilizes “turns and talks” to scaffold learning, remediate, and provide for extensions
- Think “We do”
- “You do it together” (Feldman)

### Distinguished

Teacher **consistently** uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence. **Students expect to be self-reliant.**

#### **What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- Routines are obvious, students know expectations
- Students smoothly begin their own learning process with support from teacher if/when needed
- Students are independent learners
- Students take responsibility for their learning, teacher takes facilitator role when appropriate
- Think “You Do”
- “You do it alone” (Feldman)

### Unsatisfactory

Teacher **rarely or never** uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.

#### **What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- Teacher owns all learning
- Dependent learners
- Packet, packet, packet!
- “I (the teacher) do it”

### **P1: Standards: Connection to standards, broader purpose, and transferable skill**

### Basic

The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Teacher is teaching District adopted curriculum*
- *Sit and get – students may ask questions relating to target in broader sense*
- *Daily lessons connected to bigger ideas (current events, connections)*
- *Connection to standards, broader purpose and transferrable skill*
  - *Heart rate monitor – why we use it? (example)*
  - *Cooperative learning activities as lesson openers (example)*

### Proficient

The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is **frequently** linked to broader purpose or a transferable skill.

**What is the difference between Basic and Proficient? Define.**

- *Teacher refers, references target/standard throughout lesson and relates lesson to broader scale*
- *Could see students working in groups*
- *Students link lesson to activity*
- *Application activities*
- *“Why we use it” explained at the beginning and the end (of the lesson)*

### Distinguished

The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is **consistently** linked to broader purpose or a transferable skill.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Embedded practice with smooth transitions (Fluidity)*
- *Students are making the connection of the transferable skill*
- *Students may be doing projects applying to other areas/real world*
- *Learning would be internalized (ex: Peer Editing)*
- *Laser-like focus on standards, no “down time”*
- *“Why we use it” explained at the beginning, the end, and throughout (the lesson)*
- *Transfer skill to outside of school activity (exit slip?)*

### Unsatisfactory

The lesson is **not** based on grade level standards. **There are no** learning target(s) aligned to the standard. The lesson is **does not** link to broader purpose or a transferable skill.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Lack of prep – purpose – connection – busy work*
- *Lack of focus on standard*
- *Ditto’s/Word Finds*

## **P2: Standards: Connection to previous and future lessons**

## Basic

The lesson is clearly linked to previous and future lessons.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Reference target at beginning may not throughout lesson*
- *Basic lessons are connected but students are not made aware of it.*

## Proficient

The lesson is clearly linked to previous and future lessons. **Lessons build on each other in a logical progression.**

**What is the difference between Basic and Proficient? Define.**

- *Proficient lessons build upon each other.*
- *Proficient, the connections are explicit and then applied*
- *Teacher is checking student understanding of progression/connections of lessons*

## Distinguished

The lesson is clearly linked to previous and future lessons. Lessons build on each other in **ways that enhance student learning. Students understand how the lesson relates to previous lessons.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Distinguished lessons have students applying their previously learned knowledge and skills*
- *Philosophical Chairs*
- *Share*
- *Students reflecting on their learning either orally or written*

## Unsatisfactory

The lesson is **rarely or never** linked to previous and future lessons.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Lessons taught independently from sequencing, or do not demonstrate connections*

**P3: Teaching Point: Teaching point(s) are based on students' learning needs**

## Basic

Teacher bases the teaching point(s) on limited aspects of students' learning needs – academic background, life experiences, culture, and language.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Teaching points based on limited aspects of student needs*
  - *Pretest, Prewrite, Journaling, anticipatory set, etc. (examples)*

- Evidence of differentiated instruction, presenting materials in different ways

### Proficient

Teacher bases the teaching point(s) on limited aspects of students' learning needs – academic background, life experiences, culture, and language – **for some groups of students.**

**What is the difference between Basic and Proficient? Define.**

- Includes Basic + some groups of students

### Distinguished

Teacher bases the teaching point(s) on limited aspects of students' learning needs – academic background, life experiences, culture, and language – for groups of students **and individual students.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- Includes Basic + groups + individuals (ELL?)

### Unsatisfactory

Teacher **rarely or never** bases the teaching point(s) on limited aspects of students' learning needs – academic background, life experiences, culture, and language.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- None Noted

## **P4: Learning Target: Communication of learning target(s)**

### Basic

Teacher states the learning target(s) at the beginning of each lesson.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- Teacher states learning target (“We are going to learn how to use the Pythagorean Theorem today”)
- Evaluator hears teacher state target to students at the beginning of the lesson
- Students do not restate learning target in some way

### Proficient

Teacher **communicates** the learning target(s) **through verbal and visual strategies and checks for student understanding of what the target(s) are.**

**What is the difference between Basic and Proficient? Define.**

- Communicates target verbally and visually and checks for understanding
  - Written on White Board
  - Exit Ticket

- *Teacher write learning target on the board/assignment sheet*
- *Learning target is intentionally connected to the lesson*
- *Evaluator and students hear target and see target(s) at beginning of lesson*
- *Students show understanding of target at least once*

### Distinguished

Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of what the target(s) are, **and references the target throughout instruction.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Throughout instruction, teacher asks “Why are we doing this?”*
- *Constantly asking why are we doing this?*
- *Quizzing students orally, “What will you be able to do?”*
- *Gives students multiple support opportunities to relay understanding of learning target(s)*
- *Evaluator hears/sees teacher revisit target(s) throughout lesson*
- *Students show understanding of target in more than one way throughout lesson*

### Unsatisfactory

Teacher **rarely or never** states **or communicates with students about** the learning target(s).

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Zero or no evidence of communicating the target*
- *Evaluator unclear of what the target is*
- *Student asks “why are we doing this?”*

## **P5: Learning target: Success criteria and performance task(s)**

### Basic

The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria **in a limited manner.**

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Giving clear directions*
- *Tasks are related to the objective*
- *Students are following directions*

### Proficient

The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria.

**What is the difference between Basic and Proficient? Define.**

- *Explain and write down learning target*
- *Use examples and descriptions*

- *Students are involved in the creation of the evaluation tool*
- *Students do a self-reflection*

### Distinguished

The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria. **Students refer to success criteria and use them for improvement.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Post the rubric*
- *Teacher and students refer to the rubric frequently during class*
- *Students self-reflect with an exit slip linked to target(s)*
- *Think, pair, share the exit slip*
- *Write about how to improve*

### Unsatisfactory

The success criteria for the learning target(s) are **nonexistent or aren't** clear to students.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- ***None Noted***

## **PCC1: Professional Learning and Collaboration: Collaboration with peers and administrators to improve student learning**

### Basic

Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Attends PLC, rarely contributes*
- *Limited on required involvement*

### Proficient

Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher **contributes to collaborative work.**

**What is the difference between Basic and Proficient? Define.**

- *Voluntarily engaged in PLC*
- *Brings data, makes suggestions, contributes*
- *Taking ownership in decisions*
- *Checking with colleagues beyond PLC (during the week)*

### Distinguished

Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice, and student **and teacher** learning. **Teacher occasionally leads collaborative work.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Person sought after to be part of a PLC*
- *Resource beyond the PLC. Maintains contact beyond PLC*
- *Looks for and provides additional resources*
- *“The expert” in an area*

#### Unsatisfactory

Teacher **rarely or never** collaborates with peers **or** engages in reflective inquiry for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Rarely attends*
- *Does not attempt to implement PLC ideas/decisions*

### **PCC2: Professional Learning and Collaboration: Professional and collegial relationships**

#### Basic

Teacher develops limited professional and collegial relationships for the purpose of student, staff, or district growth.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Contributing or participating member of PLC/Committees*
- *Irresponsible*
- *Comes but doesn't help*

#### Proficient

Teacher develops **and sustains** professional and collegial relationships for the purpose of student, staff, or district growth.

**What is the difference between Basic and Proficient? Define.**

- *Teacher participates on school and district committees*
- *Actively involved with the PLC*
- *Positive relationship with PLC, colleagues*

#### Distinguished

Teacher develops and sustains professional and collegial relationships for the purpose of student, staff, or district growth. **Teacher serves as a mentor for others' growth and development.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Teachers seek guidance from this teacher, mentor, expert*
- *Willingness and knowledge to deliver professional development*
- *Teacher leadership excellent*

### Unsatisfactory

Teacher **rarely or never** develops **or sustains** professional and collegial relationships for the purpose of student, staff, or district growth. **Teacher may subvert professional and collegial relationships.**

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Lower not coming*
- *Not meeting norms*
- *Not working well with others*

## PCC3: Communication & Collaboration: Parents and Guardians

### Basic

Teacher occasionally communicates with all parents and guardians about goals of instruction and student progress, but usually relies on only one method for communication or requires support or reminders.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Syllabi*
- *Electronic Parent Connect*
- *Report Cards*

### Proficient

Teacher communicates with all parents and guardians about goals of instruction and student progress, **and uses multiple tools to communicate in a timely and positive manner. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.**

**What is the difference between Basic and Proficient? Define.**

- *Basic plus...*
  - *E-Mail*
  - *Planner*
  - *Student Goals*
  - *Blog*
- \* *Conferences*
- \* *Regular Communication*
- \* *Parents point of view listened to*
- \* *Personal web pages*

### Distinguished

Teacher communicates with all parents and guardians about goals of instruction and student progress, and uses multiple tools to communicate in a timely and positive manner. **Teacher considers the language needs of parents and guardians.** Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *iPad apps*
- *Language Consideration*

### Unsatisfactory

Teacher **rarely or never** communicates **in any manner** with parents and guardians about **student progress**.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Not putting grades on parent connect*

## **PCC4: Communication & Collaboration: Communication within the school community about student progress**

### Basic

Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *AR Reports*
- *Lack meaning behind numbers*
- *Needs to fill out information requests promptly*

### Proficient

Teacher **maintains accurate and systematic student records**. Teacher communicates student progress information to relevant individuals within the school community **in a timely way, accurately, and in an organized manner, including both successes and challenges**.

**What is the difference between Basic and Proficient? Define.**

- *Updated Power School weekly*
- *Promptly complies with requests but makes inquiries*
- *Anecdotal information provided (attends IEP, etc.)*

### Distinguished

Teacher maintains accurate and systematic student records. Teacher communicates student progress information to relevant individuals within the school community in a timely way. **Teacher and student communicate accurately and positively about student** successes and challenges.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Updated Power School daily*
- *Higher level of professionalism*
- *Student Led Conferences*

### Unsatisfactory

Teacher **maintains minimal student records**. Teacher **rarely** communicates student progress information to relevant individuals within the school community.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *None Noted*

### **PCC5: Professional Responsibilities: Supports school, district, and state curriculum, policy, and initiatives**

#### Basic

Teacher supports and has a basic understanding of school, district, and state initiatives. Teacher follows district policies and curriculum/pacing guide.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Teacher participates in the PLC activities that develop lessons aligned with standards and curriculum guides*
- *Teacher knows state/district new initiatives (CCSS)*
- *Follows district policy for supplemental materials*

#### Proficient

Teacher supports and has **solid** understanding of school, district, and state initiatives. Teacher follows district policies and **implements district curricula and policy. Teacher makes pacing adjustments as appropriate, to meet whole group needs without compromising an aligned curriculum.**

**What is the difference between Basic and Proficient? Define.**

- *Teacher writes/designs lesson activities that meet whole group needs*
- *Aligned with standards and curriculum guides making adjustments for learning needs, pacing guides, and core curriculum*
- *Fluently describes programs used in the school*
- *Knowing and implementing the new initiatives*
- *Follows district policy for supplemental materials*

#### Distinguished

Teacher supports and **looks for opportunities to take on leadership roles in developing and implementing** school, district, and state initiatives. Teacher follows district policies and implements district curricula and policy. Teacher makes pacing adjustments as appropriate, to meet whole group **and individual** needs without compromising an aligned curriculum.

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Teacher leads group activities to develop lessons/activities that meet group and individual student needs (Extensions and remediation)*
- *Teacher participates and leads in district committees and initiatives*

## Unsatisfactory

Teacher **is unaware of or does not** support school, district, or state initiatives. Teacher **violates** a district policy or **rarely or never** follows district curriculum/pacing guide.

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Teacher designs lessons that do not serve student needs that are aligned to standards and curriculum map*
- *Doing the own independent lessons/activities*

## **PCC6: Professional Responsibilities: Ethics and Advocacy**

### Basic

Teacher's professional role towards adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved.

**Pretend you are the evaluator - describe what this looks like. What types of activities might you see (or not see)?**

- *Historically underserved = minority and poor students*
- *Adjust learning between the have and have notes*
- *IEP Meeting Participation*
- *Building positive relationships with students, staff, and families*
- *Medicaid Match (?)*
- *Free/Reduced Lunch (?)*

### Proficient

Teacher's professional role towards adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved. **Teacher advocates for fair and equitable practices for all students.**

**What is the difference between Basic and Proficient? Define.**

- *Includes basic elements and:*
  - *Teach to all kids, differentiable for all students*
  - *RTI principles implemented*
- *Building positive relationships, advocating, encouraging participation*
- *Seeking out professional development to build cultural awareness*

### Distinguished

Teacher's professional role towards adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. **Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.**

**What is the difference between Proficient and Distinguished? Define. How can you tell the difference?**

- *Willing to look at equity issues for all students*
- *Students have equal access to learning opportunities*
  - *Must have trusting relationship between staff and administration*

- *Teacher personally taking responsibility for connecting students and families to resources (programs, activities, classes, etc.)*
- *Taking leadership role in organizational change (to advocate)*

### Unsatisfactory

Teacher's professional role towards adults and students is **unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.**

**What is the difference between Basic and Unsatisfactory? How do you know a lesson is truly unsatisfactory?**

- *Very obvious, demeaning towards students and staff*