

## 1 Planning and Preparation

Level of Performance     Unsatisfactory     Needs Improvement     Proficient     Excellent





### 1a Demonstrating Knowledge of Content and Pedagogy

<b>Level of Performance</b>	<p><input type="radio"/> <b>Unsatisfactory</b>                  In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. · The teacher makes content errors. · The teacher does not consider prerequisite relationships when planning. · The teacher's plans use inappropriate strategies for the discipline.</p>	<p><input type="radio"/> <b>Needs Improvement</b>                  The teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. · The teacher's understanding of the discipline is rudimentary. · The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. · Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.</p>	<p><input type="radio"/> <b>Proficient</b>                  The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. · The teacher can identify important concepts of the discipline and their relationships to one another. · The teacher provides clear explanations of the content. · The teacher answers students' questions accurately and provides feedback that furthers their learning. · Instructional strategies in unit and lesson plans are entirely suitable to the content.</p>	<p><input type="radio"/> <b>Excellent</b>                  The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. · The teacher cites intra and interdisciplinary content relationships. · The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. · The teacher's plans reflect recent developments in content-related pedagogy.</p>
<b>Evidence</b>				

**1b Demonstrating Knowledge of Students**

<p><b>Level of Performance</b></p>	<p> <b>Unsatisfactory</b> The teacher displays minimal understanding of how students learn and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable. · The teacher does not understand child development characteristics and has unrealistic expectations for students · The teacher does not try to ascertain varied ability levels among students in the class · The teacher is not aware of students' interests or cultural heritages · The teacher takes no responsibility to learn about students' medical or learning disabilities.</p>	<p> <b>Needs Improvement</b> The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as whole. · The teacher cites developmental theory but does not seek to integrate it into lesson planning. · The teacher is aware of the different ability levels in the class but tends to teach to the “whole group.” · The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. · The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</p>	<p> <b>Proficient</b> The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. · The teacher knows, for groups of students, their levels of cognitive development. · The teacher is aware of the different cultural groups in the class. · The teacher has a good idea of the range of interests of students in the class. · The teacher has identified “high,” “medium”, and “low” groups of students within the class. · The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. · The teacher is aware of the special needs represented by students in the class.</p>	<p> <b>Excellent</b> The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. · The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. · The teacher seeks out information from all students about their cultural heritages. · The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p>
<p><b>Evidence</b></p>				

1c Setting Instructional Outcomes

<p>Level of Performance</p>	<p> <b>Unsatisfactory</b>          Outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.          · Outcomes lack rigor. · Outcomes do not represent important learning in the discipline.          · Outcomes are not clear or are stated as activities. · Outcomes are not suitable for many students in the class.</p>	<p> <b>Needs Improvement</b>          Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes based on global assessments of student learning, are suitable for most of the students in the class. · Outcomes represent a mixture of low expectations and rigor. · Some outcomes reflect important learning in the discipline. · Outcomes are suitable for most of the class.</p>	<p> <b>Proficient</b>          Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students · Outcomes represent high expectations and rigor. · Outcomes are related to “big ideas” of the discipline. · Outcomes are written in terms of what students will learn rather than do. · Outcomes represent a range of types: factual, knowledge, conceptual understanding, reasoning, social interaction, management, and communication. · Outcomes, differentiated where necessary, are suitable to groups of students in the class.</p>	<p> <b>Excellent</b>          All outcomes represent highlevel learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students. · The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing. · The teacher connects outcomes to previous and future learning. · Outcomes are differentiated to encourage individual students to take educational risks</p>
<p>Evidence</p>	<p>(10:31am) T asked students what you've been working on.</p>			





## 1d Demonstrating Knowledge of Resources

<p><b>Level of Performance</b></p>	<p><b>Unsatisfactory</b> The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.. · The teacher uses only district provided materials, even when more variety would assist some students. · The teacher does not seek out resources available to expand her own skill. · Although the teacher is aware of some student needs, he does not inquire about possible resources.</p>	<p><b>Needs Improvement</b> The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge. · The teacher uses materials in the school library but does not search beyond the school for resources. · The teacher participates in content area workshops offered by the school but does not pursue other professional development. · The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</p>	<p><b>Proficient</b> The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. · Texts are at varied levels. · Texts are supplemented by guest speakers and field experiences. · The teacher facilitates the use of Internet resources. · Resources are multidisciplinary · The teacher expands knowledge through professional learning groups and organizations. · The teacher pursues options offered by universities. · The teacher provides lists of resources outside the classroom for students to draw on.</p>	<p><b>Excellent</b> The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. · Texts are matched to student skill level. · The teacher has ongoing relationship with colleges and universities that support student learning. · The teacher maintains log of resources for student reference. · The teacher pursues apprenticeships to increase discipline knowledge. · The teacher facilitates student contact with resources outside the classroom.</p>
<p><b>Evidence</b></p>	<p>(10:33am) T passed out post it notes...</p>			

## 1e Designing Coherent Instruction

<p><b>Level of Performance</b></p>	<p><b>Unsatisfactory</b> Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. · Learning activities are boring and/or not well aligned to the instructional goals. · Materials are not engaging or do not meet instructional outcomes. · Instructional groups do not support learning. · Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p><b>Needs Improvement</b> Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. · Learning activities are moderately challenging. · Learning resources are suitable, but there is limited variety. · Instructional groups are random or they only partially support objectives. · Lesson structure is uneven or may be unrealistic about time expectations.</p>	<p><b>Proficient</b> Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. · Learning activities are matched to instructional outcomes. · Activities provide opportunity for higher level thinking. · The teacher provides a variety of appropriately challenging materials and resources. · Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. · The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p><b>Excellent</b> The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. · Activities permit student choice. · Learning experiences connect to other disciplines. · The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. · Lesson plans differentiate for individual student needs.</p>
<p><b>Evidence</b></p>				

## 1f Designing Student Assessments

<p><b>Level of Performance</b></p>	<p> <b>Unsatisfactory</b>          Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. · Assessments do not match instructional outcomes. · Assessments lack criteria. · No formative assessments have been designed. · Assessment results do not affect future plans.</p>	<p> <b>Needs Improvement</b>          Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes. · Only some of the instructional outcomes are addressed in the planned assessments. · Assessment criteria are vague. · Plans refer to the use of formative assessments, but they are not fully developed. · Assessment results are used to design lesson plans for the whole class, not individual students.</p>	<p> <b>Proficient</b>          All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a welldeveloped strategy for using formative assessment and has designed particular approaches to be used. · All the learning outcomes have a method for assessment. · Assessment types match learning expectations. · Plans indicate modified assessments when they are necessary for some students. · Assessment criteria are clearly written. · Plans include formative assessments to use during instruction. · Lesson plans indicate possible adjustments based on formative assessment data.</p>	<p> <b>Excellent</b>          All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students, as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. · Assessments provide opportunities for student choice. · Students participate in designing assessments for their own work. · The teacher-designed assessments are authentic, with realworld application as appropriate. · Students develop rubrics according to teacherspecified learning objectives. · Students are actively involved in collecting information from formative assessments and provide input.</p>
<p><b>Evidence</b></p>				

## 2 The Classroom Environment

**Level of Performance**
 **Unsatisfactory**
 **Needs Improvement**
 **Proficient**
 **Excellent**

## 2a Creating an Environment of Respect and Rapport

Level of Performance	 <b>Unsatisfactory</b> Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, putdowns, or conflict. The teacher does not deal with disrespectful behavior. · The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. · Student body language indicates feelings of hurt, discomfort, or insecurity. · The teacher displays no familiarity with or caring about, individual students. · The teacher disregards disrespectful interactions among students.	 <b>Needs Improvement</b> Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. · The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. · The teacher attempts to respond to disrespectful behavior among students, with uneven results. · The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	 <b>Proficient</b> Teacherstudent interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks. · Talk between teacher and students and among students is uniformly respectful. · The teacher successfully responds to disrespectful behavior among students. · Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. · The teacher makes general connections with individual students. · Students exhibit respect for the teacher.	 <b>Excellent</b> Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. · The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. · When necessary, students respectfully correct one another. · There is no disrespectful behavior among students. · Students participate without fear of putdowns or ridicule from either the teacher or other students. · The teacher respects and encourages students' efforts.
	<p>(10:31am) Anyone want to add to what Rose said?</p> <hr/> <p>(10:34am) Just spell as best as you can.</p> <hr/> <p>(10:34am) Remember, there are no right or wrong answers...just write down, what makes good writing?</p> <hr/> <p>(10:35am) Yes, that's a good one to record!</p> <hr/> <p>(10:35am) I'm seeing a lot of good thinking right now, a lot of good brainstorming.</p> <hr/> <p>(10:37am) Put your pencil on your nose when you're finished...</p> <hr/> <p>(10:39am) T suggested, just say excuse me and walk on through.</p> <hr/> <p>(10:39am) OK, so what did we brainstorm, what did you decide makes a good piece of writing good?</p> <hr/> <p>(10:40am) Yes, I see some agreeing symbols.....</p> <hr/> <p>(10:41am) Excellent job Jessica!</p> <hr/> <p>(10:42am) Jessica said the problem...excellent, I wasn't giving up on you!</p> <hr/> <p>(10:42am) Proper punctuation...yes.</p>			

Evidence

(10:44am) Another student knew they could share with classmates.

(10:44am) T asked if they recalled from SS, when a peer reviewed their colonies and asked for feedback.

(10:47am) Introduced an acronym...referenced one on Compassion from the past.

(10:48am) We call that praise...you want to tell them something that you liked about their story.

(10:50am) T speaking with high level of enthusiasm, changes in volume and tone of voice when describing the kinds of questions they may want to ask.

(10:50am) T stands for tell them something you found interesting about their writing.

(10:52am) What kinds of ways should we give suggestions.

(10:52am) Yeah, we should do it in a respectful way.

(10:52am) Which you guys are all very good at doing.

(10:53am) T shared how text messages or emails might be taken the wrong way.

(10:54am) Your partner isn't sayin git to be mean, they want to help you.

(10:55am) Kids walk around, quietly touch walls, give high fives then return to seats.

(10:55am) I want full attention here...

(10:55am) He did, happily.

(10:59am) So for the P, I need to say something positive about this.

(11:00am) OK, fingers up...pause your conversations.

(11:00am) Students did so immediately.

(11:00am) OK, so when I was reading this, I really liked, how the author was describing how windy it was...I see an agree symbol there.

(11:02am) Yeah, I didn't just say I liked that part, but I gave a reason why.

(11:12am) T said great question to a student...called 5 please.

(11:14am) T knelt behind a pair to listen as one read aloud story.

(11:17am) OK, five please, sorry to interrupt your reading. I can tell you are enjoying listening to your partner reading.

(11:19am) T knelt down near Rafal and reviewed how to comment on Google Doc.





(11:19am) T stated, I see a few of my friends are finishing up and heading back to their seats to review and write their comments.

(11:21am) T called, alright 5 please.

(11:22am) Sorry to interrupt again, but I just want to clarify. Our goal today is to give feedback on our partner's writing.



2b Establishing a Culture for Learning

<p>Level of Performance</p>	<p> <b>Unsatisfactory</b> The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. · The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. · The teacher conveys to at least some students that the work is too challenging for them. · Students exhibit little or no pride in their work. · Students use language incorrectly; the teacher does not correct them.</p>	<p> <b>Needs Improvement</b> The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. · The teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. · The teacher conveys high expectations for only some students. · Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.” · The teacher’s primary concern appears to be to complete the task at hand. · The teacher urges, but does not insist, that students use precise language.</p>	<p> <b>Proficient</b> The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. · The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. · The teacher demonstrates a high regard for students’ abilities. · The teacher conveys an expectation of high levels of student effort. · Students expend good effort to complete work of high quality. · The teacher insists on precise use of language by students.</p>	<p> <b>Excellent</b> The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. · The teacher communicates passion for the subject. · The teacher conveys the satisfaction that accompanies a deep understanding of complex content. · Students indicate through their questions and comment a desire to understand the content. · Students assist their classmates in understanding the content. · Students take initiative in improving the quality of their work. · Students correct one another in their use of language.</p>
-----------------------------	--	--	--	--

(10:31am) Students knew personal narrative...a personal memory.

(10:32am) Just think to yourself, are you a good writer? And I want you to think about what makes a good writer.

(10:32am) I'm going to give you an opportunity to share in just a second...I want you to think about it yourself first.

(10:33am) I'm going to give you about two minutes and you're going to work with your table mates to cover this paper.

(10:34am) Just spell as best as you can.

(10:34am) Remember, there are no right or wrong answers...just write down, what makes good writing?

(10:39am) OK, so what did we brainstorm, what did you decide makes a good piece of writing good?

(10:40am) Did anyone else have sequence or have a beginning, middle, and end?

(10:40am) What is another word for that?

(10:41am) I see a lot of agree symbols there...students have hand gesture....pinky and thumb extended and turning back and forth.



(10:43am) 4 hands up...waited....4 seconds, called on Faith.

(10:44am) Another student knew they could share with classmates.

(10:44am) Asked what feedback means...S knew it was to comment on other people's work.

(10:45am) Did I have you guys provide just general suggestions?

(10:46am) And that is actually called...silent drum roll...and flipped chart paper...peer conferencing.

(10:46am) Today you are going to be talking to your peer about their writing.

(10:49am) Yeah, you might want to ask questions.

(10:52am) T referenced giving suggestions from colony project to how they'll do this with writing.

(10:53am) Rosa referenced that sometimes people give suggestions in a rude way.

(10:53am) What could you do if one of your friends write something and you aren't sure what they meant?

(10:54am) Your partner isn't sayin git to be mean, they want to help you.

(10:54am) T said, when I say go, you can touch 3 walls, and then go back to your seats...

(10:56am) OK, so here is my sample...Teacher showed one on screen.

(10:56am) T introduced a checklist that she said she'd pass out later...

(10:57am) OK, so what we're gong to do...I want to model how I would give feedback.

(10:58am) T read aloud with expression.

(11:02am) Can I give them more positive comments? For today, your goal is to give at least one positive comment.

(11:03am) That was something that I was curious about, the writer might think, Oh, your right, I'm missing that, and they might go back and explain more.

(11:05am) Asked students if they could give more than one? They said yes.

(11:06am) T asked how you should sit.

(11:07am) OK, any qquestions I can answer?

(11:07am) T moved a few children to make sure everyone had a partner.

(11:10am) I see (two names) sharing and now reading their stories to each other.

(11:11am) I see Rose and Rafal getting started....

(11:12am) T clarified to a group of 3 how they should operate.

(11:17am) T reviewed goal...we're cutting it close to recess.

(11:17am) Then when we come back together on Monday, we'll review these two steps and learn about the next two steps.

(11:18am) I'm really happy to see how we're doing with these first two steps.

Evidence

(11:18am) Keep on working.

---

(11:26am) OK, we had a lot to do today....giving feedback to our partners is very valuable.

---

(11:27am) T led the students in clap it closed...

---

(11:27am) Today, I can use my listening and speaking skills to share my personal narrative.

---

(11:27am) Sprinkle it closed...one two three...

---

## 2c Managing Classroom Procedures

Level of Performance	 <b>Unsatisfactory</b> Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines. · Students not working with the teacher are not productively engaged. · Transitions are disorganized, with much loss of instructional time. · There do not appear to be any established procedures for distributing and collecting materials. · A considerable amount of time is spent off task because of unclear procedures.	 <b>Needs Improvement</b> Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. · Students not working directly with the teacher are only partially engaged. · Procedures for transitions seem to have been established, but their operation is not smooth. · There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. · Classroom routines function unevenly.	 <b>Proficient</b> There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions or handling of materials and supplies, or both, is consistently successful. With minimal guidance and prompting, students follow established classroom routines. · Students are productively engaged during small-group or independent work. · Transitions between large and small-group activities are smooth. · Routines for distribution and collection of materials and supplies work efficiently. · Classroom routines function smoothly.	 <b>Excellent</b> Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. · With minimal prompting by the teacher, students ensure that their time is used productively. · Students take initiative in distributing and collecting materials efficiently. · Students themselves ensure that transitions and other routines are accomplished smoothly.
	<p>(10:31am) I want you to think about something for a minute.</p> <hr/> <p>(10:32am) I'm going to give you an opportunity to share in just a second...I want you to think about it yourself first.</p> <hr/> <p>(10:33am) We're going to use the cover the table strategy...</p> <hr/> <p>(10:33am) I'm going to give you about two minutes and you're going to work with your table mates to cover this paper.</p> <hr/> <p>(10:33am) T passed out post it notes...</p> <hr/> <p>(10:35am) About one more minute...</p> <hr/> <p>(10:37am) T asked students to record last post it</p> <hr/> <p>(10:38am) Boy came back and T welcomed him...asked a member of group to fill him in on what they had done.</p> <hr/> <p>(10:38am) What I'm going to ask you to do is come over by the chart paper...if you could still sit with your group, but face the chart paper.</p> <hr/> <p>(10:39am) You do not need your pencils, just your papers.</p> <hr/> <p>(10:39am) Students transitioned quickly and quietly.</p> <hr/> <p>(10:41am) I see a lot of agree symbols there...students have hand gesture....pinky and thumb extended and turning back and forth.</p> <hr/> <p>(10:45am) Today what we're going to be doing is making our feedback a little more specific on our personal narratives.</p>			

(10:46am) Today you are going to be talking to your peer about their writing.

(10:46am) What we're going to be focusing on today is the specific things that we can be focusing on...

(10:48am) T wrote a sentence starter on the chart paper.

(10:50am) T stands for tell them something you found interesting about their writing.

(10:51am) I really want you to do this well (first two pointed at) before we go on to these next week.

(10:53am) What could you do if one of your friends write something and you aren't sure what they meant?

(10:53am) Students knew to just go and talk to them.

(10:54am) SO, here's what we're going to be doing today, just these first two.

(10:54am) T said, when I say go, you can touch 3 walls, and then go back to your seats...

(10:55am) Kids walk around, quietly touch walls, give high fives then return to seats.

(10:55am) I want full attention here...

(10:55am) Rafal, if I could have you hit the lights, that would be excellent.

(10:56am) You want to put a star next to the P and the A, just to remind you that we're focusing on the praise, and asking questions today.

(10:57am) OK, so what we're gong to do...I want to model how I would give feedback.

(10:59am) So, talk to your shoulder partners about what you would say...you don't have to write anything, just talk about what you would tell them.

(11:00am) OK, fingers up...pause your conversations.

(11:00am) Students did so immediately.

(11:00am) OK, so when I was reading this, I really liked, how the author was describing how windy it was...I see an agree symbol there.

(11:01am) So what I'm going to do is highlight this....and then I'll go to comments, and then I'll click on comment, and write my comment here.

(11:01am) T demonstrated this on Google document comment feature, narrating her comment as she typed it.

Evidence

(11:02am) Four hands up...waited 4 seconds, repeated question, then called on Luis.

(11:02am) Can I give them more positive comments? For today, your goal is to give at least one positive comment.

(11:02am) OK, for the A, I need to ask a question.

(11:05am) I notice I'm missing something here...if you need to edit it...you can click on the three dots and edit it.

(11:05am) OK, and on my checklist, I'm going to check these off, because I gave at least one positive praise, and one question.

(11:05am) Asked students if they could give more than one? They said yes.

(11:06am) So, this is what we're going to do. I'm going to have you work with your eye partner, and if you don't have one, I'll give you one.

(11:06am) The first thing you'll need to do is share the document with that person.

(11:06am) Then, you can move around the room, and you're going to read your story to your partner.

(11:06am) Teacher repeated all directions.

(11:07am) Students raised hands...elbow to elbow and knee to knee.

(11:07am) We're probably going to take about 15 minutes...

(11:07am) One child asked if they could ask more than one question...

(11:07am) T moved a few children to make sure everyone had a partner.

(11:08am) So you'll share your documents first...remember when we share documents, ask them for your number.

(11:10am) Is there anyone I can help with sharing their document...I see a lot doing that...and if you get an error message, that's no problem, that just means they cannot get an email notification.

(11:11am) Two pairs of students seated on floor in between coat racks.

(11:12am) T said great question to a student...called 5 please.

(11:12am) T said, my directions were not clear. Clarified that the writer is to read their story to you...you follow along, and then head back to desk to write comments.

(11:14am) T moved to a pair to assist---it should be in your shared folder...there it is!

(11:16am) OK, we have about ten more minutes...

(11:17am) T clarified for a pair...yes, back to your seats...that way, you can re-read the story...I would recommend that you re-read it.

(11:17am) OK, five please, sorry to interrupt your reading. I can tell you are enjoying listening to your partner reading.

(11:17am) T reviewed goal...we're cutting it close to recess.

(11:19am) T stated, I see a few of my friends are finishing up and heading back to their seats to review and write their comments.

(11:21am) T called, alright 5 please.

(11:22am) Sorry to interrupt again, but I just want to clarify. Our goal today is to give feedback on our partner's writing.

(11:22am) We have about 4 minutes, so if we can focus on writing at least one P comment or one question...

(11:22am) I don't want to rush, but we're running out of time here.

(11:25am) Alright, if I could have 5 from everybody please....

(11:25am) Students respond immediately.

---

(11:26am) T asked, if you could please close your chromebooks and slide, please do that.

---

(11:27am) T led the students in clap it closed...





---

(11:27am) Asked students to put paper in writing folder..

---



## 2d Managing Student Behavior

Level of Performance	 <b>Unsatisfactory</b> There appear to be no established standards of conduct, or student challenge them. There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity. · The classroom environment is chaotic, with no standards of conduct evident. · The teacher does not monitor student behavior. · Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	 <b>Needs Improvement</b> Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. · The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. · The teacher attempts to keep track of student behavior, but with no apparent system. · The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	 <b>Proficient</b> Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students, and is effective. · Standards of conduct appear to have been established and implemented successfully. · Overall, student behavior is generally appropriate. · The teacher frequently monitors student behavior. · The teacher's response to student misbehavior is effective.	 <b>Excellent</b> Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. · Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. · The teacher silently and subtly monitors student behavior. · Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
Evidence	<p>(10:35am) T moves from table to table...</p> <hr/> <p>(10:39am) Students transitioned quickly and quietly.</p> <hr/> <p>(10:39am) Boy remained standing...not sure what to do to get to area to sit down.</p> <hr/> <p>(10:39am) T suggested, just say excuse me and walk on through.</p> <hr/> <p>(10:40am) Yes, I see some agreeing symbols.....</p> <hr/> <p>(10:52am) What kinds of ways should we give suggestions.</p> <hr/> <p>(10:55am) Kids walk around, quietly touch walls, give high fives then return to seats.</p> <hr/> <p>(10:55am) I want full attention here...</p> <hr/> <p>(10:55am) Rafal, if I could have you hit the lights, that would be excellent.</p> <hr/> <p>(10:55am) Needed to ask him a second time...</p> <hr/> <p>(10:55am) He did, happily.</p> <hr/> <p>(11:00am) OK, fingers up...pause your conversations.</p> <hr/> <p>(11:06am) The first thing you'll need to do is share the document with that person.</p> <hr/> <p>(11:06am) T asked how you should sit.</p> <hr/> <p>(11:07am) Students raised hands...elbow to elbow and knee to knee.</p> <hr/> <p>(11:09am) Students began sharing and talking with one another as teacher moved from group to group.</p> <hr/> <p>(11:10am) I see (two names) sharing and now reading their stories to each other.</p>			

(11:11am) I see Rose and Rafal getting started....

---

(11:12am) T clarified to a group of 3 how they should operate.

---

(11:14am) T knelt behind a pair to listen as one read aloud story.

---

(11:15am) Students are all talking at conversational levels reading stories aloud to a partner.

---

(11:16am) T went to same pair struggling to find story...they had been doing rock, paper, scissors to decide who goes first.

---

(11:18am) Keep on working.

---

(11:19am) Rafal and Rosa finished--she returned to seat.

---

(11:19am) T knelt down near Rafal and reviewed how to comment on Google Doc.

---

(11:21am) T knelt down next to Luis...clarified that he is to write comments for his partner, not just focus on her comments to him.

---

## 2e Organizing Physical Space


<p>Level of Performance</p>	<p><input type="radio"/> <b>Unsatisfactory</b> The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or see the board. Available technology is not being used, even if it is available and its use would enhance the lesson.</p>	<p><input type="radio"/> <b>Needs Improvement</b> The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson to the furniture, but with limited effectiveness. The physical environment is safe, and most students can see and hear the teacher or see the board. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources.</p>	<p><input checked="" type="radio"/> <b>Proficient</b> The classroom is safe, and students have equal access to learning activities: the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. The classroom is safe, and all students are able to see and hear the teacher or see the board. The classroom is arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology.</p>	<p><input type="radio"/> <b>Excellent</b> The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning. Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the learning activities and the physical environment. Students take the initiative to adjust the physical environment. Teachers and students make extensive and imaginative use of available technology.</p>
-----------------------------	---	---	---	--

<p>Evidence</p>	<p>(10:33am) T passed out post it notes...</p> <hr/> <p>(10:38am) What I'm going to ask you to do is come over by the chart paper...if you could still sit with your group, but face the chart paper.</p> <hr/> <p>(10:54am) T said, when I say go, you can touch 3 walls, and then go back to your seats...</p> <hr/> <p>(10:55am) Needed to ask him a second time...</p> <hr/> <p>(10:57am) T read it aloud...small print...difficult to see from a distance.</p> <hr/> <p>(11:03am) T changed zoom feature of display so the comment would be visible on board too.</p> <hr/> <p>(11:06am) Then, you can move around the room, and you're going to read your story to your partner.</p> <hr/> <p>(11:07am) Students raised hands...elbow to elbow and knee to knee.</p> <hr/> <p>(11:11am) Two pairs of students seated on floor in between coat racks.</p> <hr/> <p>(11:20am) Word wall is on display, but no words are listed.</p>
-----------------	---

## 3 Instruction

<p>Level of Performance</p>	<p><input type="radio"/> Unsatisfactory</p>	<p><input type="radio"/> Needs Improvement</p>	<p><input type="radio"/> Proficient</p>	<p><input type="radio"/> Excellent</p>
-----------------------------	---	--	---	--

### 3a Communicating with Students

<p>Level of Performance</p>	<p> <b>Unsatisfactory</b> The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. · At no time during the lesson does the teacher convey to the students what they will be learning. · Students indicate through body language or questions that they don't understand the content being presented. · The teacher makes a serious content error that will affect students' understanding of the lesson. · Students indicate through their questions that they are confused about the learning task. · Teacher's communications include errors of vocabulary or usage or imprecise use of academic language. · The teacher's vocabulary is inappropriate to the age or culture of the students.</p>	<p> <b>Needs Improvement</b> The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary. · The teacher provides little elaboration or explanation about what the students will be learning. · The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. · The teacher makes no serious content errors but may make minor ones. · The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. · The teacher must clarify the learning task so students can complete it. · The teacher's vocabulary and usage are correct but unimaginative. · When the teacher attempts to explain academic vocabulary, it is only partially successful. · The teacher's vocabulary is too advanced, or too juvenile, for students.</p>	<p> <b>Proficient</b> The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning: directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. · The teacher states clearly, at some point during the lesson, what the students will be learning. · The teacher's explanation of content is clear and invites student participation and thinking. · The teacher makes no content errors. · The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. · Students engage with the learning task, indicating that they understand what they are to do. · If appropriate, the teacher models the process to be followed in the task. · The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. · The teacher's vocabulary is appropriate to students' ages and levels of development.</p>	<p> <b>Excellent</b> The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. · If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. · Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. · The teacher points out possible areas for misunderstanding. · The teacher invites students to explain the content to their classmates. · Students suggest other strategies they might use in approaching a challenge or analysis. · Teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. · Student use academic language correctly.</p>
	<p>(10:31am) Students knew personal narrative...a personal memory.</p>			

(10:32am) I'm going to give you an opportunity to share in just a second...I want you to think about it yourself first.

(10:33am) We're going to use the cover the table strategy...

(10:33am) I'm going to give you about two minutes and you're going to work with your table mates to cover this paper.

(10:33am) T passed out post it notes...

(10:34am) Just spell as best as you can.

(10:34am) Remember, there are no right or wrong answers...just write down, what makes good writing?

(10:35am) Asked if group had thought about sensory details.

(10:35am) Yes, that's a good one to record!

(10:35am) About one more minute...

(10:35am) I'm seeing a lot of good thinking right now, a lot of good brainstorming.

(10:37am) T asked students to record last post it

(10:37am) Put your pencil on your nose when you're finished...

(10:38am) Boy came back and T welcomed him...asked a member of group to fill him in on what they had done.

(10:38am) What I'm going to ask you to do is come over by the chart paper...if you could still sit with your group, but face the chart paper.

(10:39am) You do not need your pencils, just your papers.

(10:39am) T suggested, just say excuse me and walk on through.

(10:39am) OK, so what did we brainstorm, what did you decide makes a good piece of writing good?

(10:40am) Clarissa knew dialogue..

(10:40am) Yes, I see some agreeing symbols.....

(10:41am) I see a lot of agree symbols there...students have hand gesture....pinky and thumb extended and turning back and forth.

(10:41am) The mood of the story...wow!

(10:41am) Excellent job Jessica!

(10:42am) And what is the plot of the story....8 seconds...teacher said, when we think of the plot of the story...we have the characters, the setting...

(10:42am) Jessica said the problem...excellent, I wasn't giving up on you!

(10:42am) Proper punctuation...yes.

(10:42am) I saw on a couple of tables, imagination was on a lot of them.

(10:44am) T asked if they recalled from SS, when a peer reviewed their colonies and asked for

feedback.

(10:44am) Asked what feedback means...S knew it was to comment on other people's work.

(10:45am) T Oday what we're going to be doing is making our feedback a little more specific on our personal narratives.

(10:45am) Today, we actually need to do more reading of our partner's writing.

(10:46am) And that is actually called...silent drum roll...and flipped chart paper...peer conferencing.

(10:46am) Today you are going to be talking to your peer about their writing.

(10:46am) What we're going to be focusing on today is the specific things that we can be focusing on...

(10:47am) Introduced an acronym...referenced one on Compassion from the past.

(10:47am) New writing one PATS with post it notes.

(10:48am) Student thought P stood for punctuation...that would be peer editing, btu we're focused on the content or what they actually wrote.

(10:48am) We call that praise...you want to tell them something that you liked about their story.

(10:48am) T wrote a sentence starter on the chart paper.

(10:49am) Yeah, you might want to ask questions.

(10:50am) T speaking with high level of enthusiasm, changes in volume and tone of voice when describing the kinds of questions they may want to ask.

(10:50am) T stands for tell them something you found interesting about their writing.

(10:50am) And I'm going to model some of these today.

(10:51am) I really want you to do this well (first two pointed at) before we go on to these next week.

(10:52am) Yeah, we should do it in a respectful way.

(10:52am) Which you guys are all very good at doing.

(10:53am) Rosa referenced that sometimes people give suggestions in a rude way.

(10:53am) T shared how text messages or emails might be taken the wrong way.

(10:54am) SO, here's what we're going to be doing today, just these first two.

(10:55am) I want full attention here...

(10:55am) Rafal, if I could have you hit the lights, that would be excellent.

(10:56am) T introduced a checklist that she said she'd pass out later...

(10:56am) You want to put a star next to the P and the A, just to remind you that we're focusing on the praise, and asking questions today.

(10:57am) OK, so what we're gong to do...I want to model how I would give feedback.



Evidence

(10:57am) T read title...we're talking about brakes, like in a car.

(10:57am) T read it aloud...small print...difficult to see from a distance.

(10:58am) T read aloud with expression.

(10:59am) So for the P, I need to say something positive about this.

(11:00am) OK, fingers up...pause your conversations.

(11:00am) OK, so when I was reading this, I really liked, how the author was describing how windy it was...I see an agree symbol there.

(11:01am) So what I'm going to do is highlight this....and then I'll go to comments, and then I'll click on comment, and write my comment here.

(11:01am) T demonstrated this on Google document comment feature, narrating her comment as she typed it.

(11:01am) OK, what do you notice about my comment?

(11:02am) Yeah, I didn't just say I liked that part, but I gave a reason why.

(11:02am) Can I give them more positive comments? For today, your goal is to give at least one positive comment.

(11:02am) OK, for the A, I need to ask a question.

(11:03am) So, I was really curious, why didn't they go to school?

(11:03am) That was something that I was curious about, the writer might think, Oh, your right, I'm missing that, and they might go back and explain more.

(11:03am) T changed zoom feature of display so the comment would be visible on board too.

(11:04am) T narrated comment as she typed it on the document.

(11:05am) I notice I'm missing something here...if you need to edit it...you can click on the three dots and edit it.

(11:05am) OK, and on my checklist, I'm going to check these off, because I gave at least one positive praise, and one question.

(11:05am) Asked students if they could give more than one? They said yes.

(11:06am) So, this is what we're going to do. I'm going to have you work with your eye partner, and if you don't have one, I'll give you one.

(11:06am) Teacher repeated all directions.

(11:07am) Students raised hands...elbow to elbow and knee to knee.

(11:07am) OK, any questions I can answer?

(11:07am) We're probably going to take about 15 minutes...

(11:07am) One child asked if they could ask more than one question...

(11:07am) Absolutely, I would encourage you to do that.

(11:08am) So you'll share your documents first...remember when we share documents, ask

them for your number.

(11:10am) Is there anyone I can help with sharing their document...I see a lot doing that...and if you get an error message, that's no problem, that just means they cannot get an email notification.

(11:10am) I see (two names) sharing and now reading their stories to each other.

(11:12am) T said great question to a student...called 5 please.

(11:12am) T said, my directions were not clear. Clarified that the writer is to read their story to you...you follow along, and then head back to desk to write comments.

(11:12am) T clarified to a group of 3 how they should operate.

(11:14am) T moved to a pair to assist—it should be in your shared folder...there it is!

(11:16am) OK, we have about ten more minutes...

(11:17am) T clarified for a pair...yes, back to your seats...that way, you can re-read the story...I would recommend that you re-read it.

(11:17am) OK, five please, sorry to interrupt your reading. I can tell you are enjoying listening to your partner reading.

(11:17am) T reviewed goal...we're cutting it close to recess.

(11:17am) Then when we come back together on Monday, we'll review these two steps and learn about the next two steps.

(11:18am) I'm really happy to see how we're doing with these first two steps.

(11:18am) Keep on working.

(11:19am) T knelt down near Rafal and reviewed how to comment on Google Doc.

(11:19am) T stated, I see a few of my friends are finishing up and heading back to their seats to review and write their comments.

(11:21am) T knelt down next to Luis...clarified that he is to write comments for his partner, not just focus on her comments to him.

(11:21am) T called, alright 5 please.

(11:22am) Sorry to interrupt again, but I just want to clarify. Our goal today is to give feedback on our partner's writing.

(11:22am) We have about 4 minutes, so if we can focus on writing at least one P comment or one question...

(11:22am) I don't want to rush, but we're running out of time here.

(11:25am) Alright, if I could have 5 from everybody please....

(11:26am) T asked, if you could please close your chromebooks and slide, please do that.

(11:26am) OK, we had a lot to do today....giving feedback to our partners is very valuable.




(11:26am) Some of you did not get to feedback today because it took a long time to read through...

(11:26am) We'll get there when we revisit this on Monday.

(11:26am) We'll finish that on Monday.

(11:27am) Asked students to put paper in writing folder..

### 3b Using Questioning and Discussion Techniques

Level of Performance	 <b>Unsatisfactory</b> The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. · Questions are rapidfire, and convergent, with a single correct answer. · Questions do not invite student thinking. · All discussion is between the teacher and students; students are not invited to speak directly to one another. · The teacher does not ask the students to explain their thinking. · Only a few students dominate the discussion.	 <b>Needs Improvement</b> The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. · The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. · The teacher invites students to respond directly to one another's ideas, but few students respond. · The teacher calls on many students, but only a small number actually participate in the discussion. · The teacher asks students to explain their reasoning, but only some students attempt to do so.	 <b>Proficient</b> While the teacher may use some lowlevel questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. · The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. · The teacher makes effective use of wait time. · Discussions enable students to talk to one another without ongoing mediation by teacher. · The teacher calls on most students, even those who don't initially volunteer. · Many students actively engage in the discussion. · The teacher asks students to justify their reasoning, and most attempt to do so.	 <b>Excellent</b> The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance highlevel thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. · Students initiate higher-order questions. · The teacher builds on and uses student responses to questions in order to deepen student understanding. · Students extend the discussion, enriching it. · Students invite comments from their classmates during a discussion and challenge one another's thinking. · Virtually all students are engaged in the discussion.
	<p>(10:31am) T asked students what you've been working on.</p> <hr/> <p>(10:31am) Anyone want to add to what Rose said?</p> <hr/> <p>(10:31am) I want you to think about something for a minute.</p> <hr/> <p>(10:32am) Just think to yourself, are you a good writer? And I want you to think about what makes a good writer.</p> <hr/> <p>(10:32am) I'm going to give you an opportunity to share in just a second...I want you to think about it yourself first.</p> <hr/> <p>(10:33am) We're going to use the cover the table strategy...</p> <hr/> <p>(10:33am) Asked if anyone knew what this was or remembered.</p> <hr/> <p>(10:33am) I'm going to give you about two minutes and you're going to work with your table mates to cover this paper.</p> <hr/> <p>(10:33am) T passed out post it notes...</p> <hr/> <p>(10:34am) Just spell as best as you can.</p> <hr/> <p>(10:34am) Remember, there are no right or wrong answers...just write down, what makes good writing?</p>			

(10:35am) Asked if group had thought about sensory details.

(10:37am) T asked students to record last post it

(10:39am) OK, so what did we brainstorm, what did you decide makes a good piece of writing good?

(10:40am) Did anyone else have sequence or have a beginning, middle, and end?

(10:40am) What is another word for that?

(10:40am) Yes, I see some agreeing symbols.....

(10:41am) I see a lot of agree symbols there...students have hand gesture....pinky and thumb extended and turning back and forth.

(10:42am) And what is the plot of the story....8 seconds...teacher said, when we think of the plot of the story...we have the characters, the setting...

(10:42am) Jessica said the problem...excellent, I wasn't giving up on you!

(10:42am) Proper punctuation...yes.

(10:42am) Now, how could we tell, if our writing is good?

(10:43am) What are some ways to know if people think our stories are good?

(10:43am) 4 hands up...waited....4 seconds, called on Faith.

(10:43am) She suggested reading it to someone else...teacher asked who, she said family members.

(10:44am) Another student knew they could share with classmates.

(10:44am) T asked if they recalled from SS, when a peer reviewed their colonies and asked for feedback.

(10:44am) Asked what feedback means...S knew it was to comment on other people's work.

(10:45am) Did I have you guys provide just general suggestions?

(10:45am) Today, we actually need to do more reading of our partner's writing.

(10:47am) New writing one PATS with post it notes.

(10:48am) Student thought P stood for punctuation...that would be peer editing, but we're focused on the content or what they actually wrote.

(10:48am) We call that praise...you want to tell them something that you liked about their story.

(10:49am) What about A--what else might you do to help them to add more to their story?

(10:49am) Yeah, you might want to ask questions.

(10:52am) T referenced giving suggestions from colony project to how they'll do this with writing.

(10:53am) Rosa referenced that sometimes people give suggestions in a rude way.

(10:53am) T shared how text messages or emails might be taken the wrong way.

Evidence

(10:53am) Students knew to just go and talk to them.

---

(10:56am) OK, so here is my sample...Teacher showed one on screen.

---

(10:59am) So, talk to your shoulder partners about what you would say...you don't have to write anything, just talk about what you would tell them.

---

(11:00am) OK, fingers up...pause your conversations.

---

(11:00am) OK, so when I was reading this, I really liked, how the author was describing how windy it was...I see an agree symbol there.

---

(11:01am) OK, what do you notice about my comment?

---

(11:02am) Four hands up...waited 4 seconds, repeated question, then called on Luis.

---

(11:03am) So, I was really curious, why didn't they go to school?

---

(11:03am) That was something that I was curious about, the writer might think, Oh, your right, I'm missing that, and they might go back and explain more.

---

(11:04am) T narrated comment as she typed it on the document.

---

(11:05am) Asked students if they could give more than one? They said yes.

---

(11:27am) T led the students in clap it closed...

---

(11:27am) Today, I can use my listening and speaking skills to share my personal narrative.

---

(11:27am) Sprinkle it closed...one two three...

---



### 3c Engaging Students in Learning

<p>Level of Performance</p>	<p> <b>Unsatisfactory</b> The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. · Few students are intellectually engaged in the lesson. · Learning tasks/activities and materials require only recall or have a single correct response or method. · Instructional materials used are unsuitable to the lesson and/or the students. · The lesson drags or is rushed. · Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</p> <p> <b>Needs Improvement</b> The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.” · Some students are intellectually engaged in the lesson. · Learning tasks are a mix of those requiring thinking and those requiring recall. · Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. · The materials and resources are partially aligned to the lesson objectives. · Few of the materials and resources require student thinking or ask students to explain their thinking. · The pacing of the lesson is uneven— suitable in parts, but rushed or dragging in others. · The instructional groupings used are partially appropriate to the activities.</p> <p> <b>Proficient</b> The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. · Most students are intellectually engaged in the lesson. · Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. · Students are invited to explain their thinking as part of completing tasks. · Materials and resources support the learning goals and require intellectual engagement, as appropriate. · The pacing of the lesson provides students the time needed to be intellectually engaged. · The teacher uses groupings that are suitable to the lesson activities.</p> <p> <b>Excellent</b> Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. · Virtually all students are intellectually engaged in the lesson. · Lesson activities require high-level student thinking and explanations of their thinking. · Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. · Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>
	<p>(10:31am) T asked students what you've been working on.</p> <hr/> <p>(10:31am) Students knew personal narrative...a personal memory.</p> <hr/> <p>(10:31am) Anyone want to add to what Rose said?</p> <hr/> <p>(10:31am) I want you to think about something for a minute.</p> <hr/> <p>(10:32am) Just think to yourself, are you a good writer? And I want you to think about what makes a good writer.</p> <hr/> <p>(10:32am) I'm going to give you an opportunity to share in just a second...I want you to think</p>

about it yourself first.

(10:33am) I'm going to give you about two minutes and you're going to work with your table mates to cover this paper.

(10:33am) T passed out post it notes...

(10:34am) Remember, there are no right or wrong answers...just write down, what makes good writing?

(10:35am) T moves from table to table...

(10:37am) Put your pencil on your nose when you're finished...

(10:38am) Boy came back and T welcomed him...asked a member of group to fill him in on what they had done.

(10:39am) Boy remained standing...not sure what to do to get to area to sit down.

(10:40am) Did anyone else have sequence or have a beginning, middle, and end?

(10:40am) WHat is another word for that?

(10:40am) Clarissa knew dialogue..

(10:40am) Yes, I see some agreeing symbols.....

(10:41am) I see a lot of agree symbols there...students have hand gesture....pinky and thumb extended and turning back and forth.

(10:42am) Now, how could we tell, if our writing is good?

(10:43am) 4 hands up...waited....4 seconds, called on Faith.

(10:43am) She suggested reading it to someone else...teacher asked who, she said family members.

(10:46am) And that is actually called...silent drum roll...and flipped chart paper...peer conferencing.

(10:49am) What about A--what else might you do to help them to add more to their story?

(10:52am) What kinds of ways should we give suggestions.

(10:54am) T said, when I say go, you can touch 3 walls, and then go back to your seats...

(10:55am) Kids walk around, quietly touch walls, give high fives then return to seats.

(10:55am) Rafal, if I could have you hit the lights, that would be excellent.

(10:56am) OK, so here is my sample...Teacher showed one on screen.

(10:57am) T read it aloud...small print...difficult to see from a distance.

(10:58am) T read aloud with expression.

(10:59am) So, talk to your shoulder partners about what you would say...you don't have to write anything, just talk about what you would tell them.

(11:00am) OK, so when I was reading this, I really liked, how the author was describing how windy it was...I see an agree symbol there.

Evidence

(11:01am) OK, what do you notice about my comment?

---

(11:06am) So, this is what we're going to do. I'm going to have you work with your eye partner, and if you don't have one, I'll give you one.

---

(11:06am) The first thing you'll need to do is share the document with that person.

---

(11:06am) Then, you can move around the room, and you're going to read your story to your partner.

---

(11:07am) T moved a few children to make sure everyone had a partner.

---

(11:09am) Students began sharing and talking with one another as teacher moved from group to group.

---

(11:15am) Students are all talking at conversational levels reading stories aloud to a partner.

---

(11:19am) T knelt down near Rafal and reviewed how to comment on Google Doc.

---

(11:21am) T knelt down next to Luis...clarified that he is to write comments for his partner, not just focus on her comments to him.

---

(11:22am) We have about 4 minutes, so if we can focus on writing at least one P comment or one question...

---





(11:27am) T led the students in clap it closed...

---





(11:27am) Sprinkle it closed...one two three...

---

### 3d Using Assessment in Instruction

<p>Level of Performance</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 24%;"> <p> <b>Unsatisfactory</b> Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self or peer assessment. The teacher gives no indication of what highquality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to only one student. The teacher does not ask students to evaluate their own or classmates' work.</p> </div> <div style="width: 24%;"> <p> <b>Needs Improvement</b> Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. There is little evidence that the students understand how their work will be evaluated. The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. Feedback to students is vague and not oriented towards future improvement of work. The teacher makes only minor attempts to engage students in self- or peer assessment.</p> </div> <div style="width: 24%;"> <p> <b>Proficient</b> Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in selfassessment. The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements; most of them do so. Feedback includes specific and timely guidance, at least for groups of students.</p> </div> <div style="width: 24%;"> <p> <b>Excellent</b> Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students selfassess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings. Students indicate that they clearly understand the characteristics of highquality work, and there is evidence that students have helped establish the evaluation criteria. The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. Highquality feedback comes from many sources, including students; it is specific and focused on improvement.</p> </div> </div>
<p>Evidence</p>	<p>(10:39am) OK, so what did we brainstorm, what did you decide makes a good piece of writing good?</p> <hr/> <p>(10:56am) OK, so here is my sample...Teacher showed one on screen.</p> <hr/> <p>(10:56am) T introduced a checklist that she said she'd pass out later...</p> <hr/> <p>(10:59am) So, talk to your shoulder partners about what you would say...you don't have to write anything, just talk about what you would tell them.</p> <hr/> <p>(11:05am) OK, and on my checklist, I'm going to check these off, because I gave at least one positive praise, and one question.</p>

### 3e Demonstrating Flexibility and Responsiveness

Level of Performance	 <b>Unsatisfactory</b> The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content. The teacher ignores indications of student boredom or lack of understanding. The teacher brushes aside students' questions. The teacher conveys to students that when they have difficulty learning it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students. The teacher makes no attempt to adjust the lesson in response to student confusion.	 <b>Needs Improvement</b> The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. The teacher's attempts to adjust the lesson are partially successful.	 <b>Proficient</b> The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. The teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that she has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. When improvising becomes necessary, the teacher makes adjustments to the lesson.	 <b>Excellent</b> The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help. Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
Evidence	<p>(10:33am) T passed out post it notes...</p> <hr/> <p>(10:34am) Just spell as best as you can.</p> <hr/> <p>(10:34am) Remember, there are no right or wrong answers...just write down, what makes good writing?</p> <hr/> <p>(10:38am) Boy came back and T welcomed him...asked a member of group to fill him in on what they had done.</p> <hr/> <p>(10:39am) Boy remained standing...not sure what to do to get to area to sit down.</p> <hr/> <p>(10:39am) T suggested, just say excuse me and walk on through.</p> <hr/> <p>(11:03am) T changed zoom feature of display so the comment would be visible on board too.</p> <hr/> <p>(11:07am) OK, any qquestions I can answer?</p> <hr/> <p>(11:07am) T moved a few children to make sure everyone had a partner.</p> <hr/> <p>(11:10am) Is there anyone I can help with sharing their document...I see a lot doing that...and if you get an error message, that's no problem, that just means they cannot get an email notification.</p> <hr/> <p>(11:26am) We'll get there when we revisit this on Monday.</p> <hr/>			

**Comments/Suggestions for Improvement**

3A--It would be interesting to see the same lesson in a few weeks, as presumably, it may look "excellent" with students initiating the feedback with one another, and less need for teacher facilitation.

3D--It is surprising how little evidence is collected within this component. Perhaps more statements of evidence should have been associated with 3D. What do you think? What is your self assessment for 3D and why?



## 4 Professional Responsibilities

Level of Performance



Unsatisfactory



Needs Improvement



Proficient



Excellent

### 4a Reflecting on Teaching

Level of Performance



**Unsatisfactory**

The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved. · The teacher considers the lesson but draws incorrect conclusions about its effectiveness. · The teacher makes no suggestions for improvement.



**Needs Improvement**

The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved. · The teacher has a general sense of whether or not instructional practices were effective. · The teacher offers general modifications for future instruction.



**Proficient**

The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. · The teacher accurately assesses the effectiveness of instructional activities used. · The teacher identifies specific ways in which a lesson might be improved.



**Excellent**

Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. · The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. · The teacher's suggestions for improvement draw on an extensive repertoire.

Evidence

### 4b Maintaining Accurate Records

Level of Performance



**Unsatisfactory**

The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion. · There is no system for either instructional or non-instructional records. · Recordkeeping systems are in disarray and provide incorrect or confusing information.



**Needs Improvement**

The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors. · The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. · The teacher's process for tracking student progress is cumbersome to use. · The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.



**Proficient**

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. · The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. · The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. · The teacher's process for recording non instructional information is both efficient and effective.







**Excellent**

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records. · Students contribute to and maintain records indicating completed and outstanding work assignments. · Students contribute to and maintain data files indicating their own progress in learning. · Students contribute to maintaining non-instructional records for the class.

Evidence

## 4c Communicating with Families

<p><b>Level of Performance</b></p>	<p> <b>Unsatisfactory</b> The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns. Little or no information regarding the instructional program is available to parents. Families are unaware of their children's progress. Family engagement activities are lacking. There is some culturally inappropriate communication.</p>	<p> <b>Needs Improvement</b> The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families. School or district-created materials about the instructional program are sent home. The teacher sends home infrequent or incomplete information about the instructional program. The teacher maintains a school-required grade book but does little else to inform families about student progress. Some of the teacher's communications are inappropriate to families' cultural norms.</p>	<p> <b>Proficient</b> The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program. The teacher regularly makes information about the instructional program available. The teacher regularly sends home information about student progress. The teacher develops activities designed to engage families successfully and appropriately in their children's learning. Most of the teacher's communications are appropriate to families' cultural norms.</p>	<p> <b>Excellent</b> The teacher communicates frequently with families and in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful. Students regularly develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process. All of the teacher's communications are highly sensitive to families' cultural norms.</p>
<p><b>Evidence</b></p>				

#### 4d Participating in Professional Community

<p><b>Level of Performance</b></p>	<p><b>Unsatisfactory</b> The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects. · The teacher's relationships with colleagues are characterized by negativity or combativeness. · The teacher purposefully avoids contributing to activities promoting professional inquiry. · The teacher avoids involvement in school activities and district and community projects.</p>	<p><b>Needs Improvement</b> The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked. · The teacher has cordial relationships with colleagues. · When invited, the teacher participates in activities related to professional inquiry. · When asked, the teacher participates in school activities, as well as district and community projects.</p>	<p><b>Proficient</b> The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. · The teacher has supportive and collaborative relationships with colleagues. · The teacher regularly participates in activities related to professional inquiry. · The teacher frequently volunteers to participate in school events and school district and community projects.</p>	<p><b>Excellent</b> The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life. · The teacher takes a leadership role in promoting activities related to professional inquiry. · The teacher regularly contributes to and leads events that positively impact school life. · The teacher regularly contributes to and leads significant district and community projects.</p>
<p><b>Evidence</b></p>				

#### 4e Growing and Developing Professionally

<p><b>Level of Performance</b></p>	<p><b>Unsatisfactory</b> The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities. · The teacher is not involved in any activity that might enhance knowledge or skill. · The teacher purposefully resists discussing performance with supervisors or colleagues. · The teacher ignores invitations to join professional organizations or attend conferences.</p>	<p><b>Needs Improvement</b> The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession. · The teacher participates in professional activities when they are required or provided by the district. · The teacher reluctantly accepts feedback from supervisors and colleagues. · The teacher contributes in a limited fashion to professional organizations.</p>	<p><b>Proficient</b> The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. · The teacher seeks regular opportunities for continued professional development. · The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. · The teacher actively participates in organizations designed to contribute to the profession.</p>	<p><b>Excellent</b> The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession. · The teacher seeks regular opportunities for continued professional development, including initiating action research. · The teacher actively seeks feedback from supervisors and colleagues. · The teacher takes an active leadership role in professional organizations in order to contribute to the profession.</p>
<p><b>Evidence</b></p>				

## 4f Showing Professionalism

<p><b>Level of Performance</b></p>	<p><b>Unsatisfactory</b> The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations. · Teacher is dishonest. · Teacher does not notice the needs of students. · The teacher engages in practices that are self-serving. · The teacher willfully rejects district regulations.</p>	<p><b>Needs Improvement</b> The teacher is honest in interactions with colleagues, students, and the public. The teacher attempts to serve students but are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations. · The teacher is honest. · The teacher notices the needs of students but is inconsistent in addressing them. · The teacher does not notice that some school practices result in poor conditions for students. · The teacher makes decisions professionally but on a limited basis. · The teacher complies with district regulations.</p>	<p><b>Proficient</b> The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations. · The teacher is honest and known for having high standards of integrity. · The teacher actively addresses student needs. · The teacher actively works to provide opportunities for student success. · The teacher willingly participates in team and departmental decision making. · The teacher complies completely with district regulations.</p>	<p><b>Excellent</b> The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under served, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues. · The teacher is considered a leader in terms of honesty, integrity, and confidentiality. · The teacher is highly proactive in serving students. · The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. · The teacher takes a leadership role in team and departmental decision making. · The teacher takes a leadership role regarding district regulations.</p>
<p><b>Evidence</b></p>				

### Administrator's Signature

#### Administrator's Remarks

### Teacher's Signature

*The licensed staff member shall indicate receipt of copy of the written summary by signature. The licensed staff member may file in his/her personnel file, any comment with respect to such evaluation within ten days of receipt of the written summary.*

*The written evaluation report, including the narrative, if any, shall then be placed in the personnel file.*

#### Teacher's Remarks