Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life

Teacher Evaluation Handbook

Human Resources Division | Performance Evaluation| Revised 9/30/19

Board Approved 5/2/17

Vision: Preparing Students for Life

Hillsborough County Public Schools (HCPS) promotes student achievement by helping teachers excel in the classroom. Teacher effectiveness is the most influential factor to positively impact student achievement. Our goal is to promote innovative and effective teaching in every classroom. By supporting teachers to excel as professionals through a focus on a site-based system of support at every school, students will achieve more and be prepared for life after graduation.

We will support teachers' professional growth in two main ways:

1) **Job-embedded professional development**: By observing teachers' instructional practice, administrators can identify areas of strength and areas for continued growth. This feedback may also be used to assist teachers with professional development for her/his differentiated needs. Additionally, teacher observation and evaluation results will assist to identify districtwide and site-based gaps and needs and to drive school improvement planning.

2) **Evaluation**: The evaluation of teacher performance is based on multiple measures of effectiveness, including principal assessment of performance and student achievement data.

Teachers with strong performance have the potential to earn higher pay earlier in their careers and be rewarded monetarily for demonstrating outstanding teaching performance.

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PURPOSE OF THE TEACHER EVALUATION HANDBOOK

The purpose of this handbook is to outline Hillsborough County Public School's teacher evaluation process. This handbook serves as a reference tool to assist teachers, site-based administrators, district administrators, and other stakeholders in understanding the district's processes for observing, documenting, and evaluating classroom instruction and overall teacher performance.

EVALUATION COMPONENTS

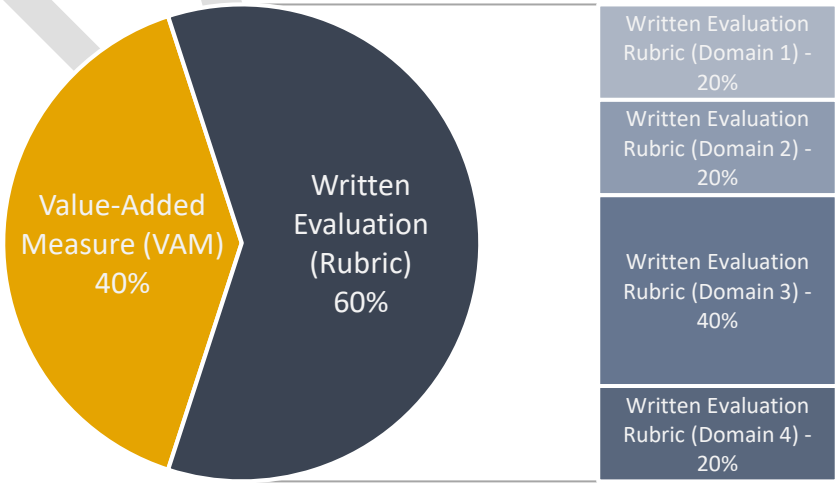
The classroom teacher evaluation consists of two measures used to determine teachers' overall effectiveness. Per Florida Statute 1012.34(3)(a), at least one-third of a teacher's evaluation must be based on student data, and at least one-third must be based upon instructional practice. The components of the teacher evaluation are listed below and explained in greater detail later in the handbook.

Written Evaluation: 60% of the Overall Evaluation Score

Using the *Classroom Teacher Evaluation Instrument* (rubric), principals evaluate teachers based on information gathered through formal and informal observations, as well as other supporting elements and evidence of performance that demonstrate professional practice and responsibilities. Refer to page three (3) for more information on classroom observations and page ten (10) for additional information on the Written Evaluation.

Student Achievement (Value Added Measure): 40% of the Overall Evaluation Score

Hillsborough County Public Schools uses a customized value-added measure model to assess the impact of each teacher upon his or her students' achievement. Refer to page 12 for additional information on the Value Added Measure model.



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CLASSROOM OBSERVATIONS

Classroom observations are essential to the teacher evaluation process. Observers (site-based and district administrators) conduct classroom observations to gather and document evidence of effective teaching practices.

- Formal observations are announced and encompass one lesson.
- Informal observations are unannounced and focus on components in Domains 1, 2, and 3 of the *Classroom Teacher Evaluation Instrument*.
- Ratings and feedback from formal and informal observations are posted in the Lawson Talent Management (LTM) Employee Space portfolio.

Observation data are used to assist in determining final evaluation ratings, as well as to recommend and support job-embedded professional development needs.

Classroom Teacher Evaluation Instrument

The *Classroom Teacher Evaluation Instrument* is based on Charlotte Danielson's *Framework for Teaching* and encompasses the foundational ideas by which HCPS defines effective teaching. The rubric offers a description of practices that, based on research and empirical evidence, have been shown to promote student learning. With four domains, each with five to six components of teaching, this framework serves as the guide for rating teacher practice, both in classroom observations and the overall evaluation of performance. To view the complete rubric, refer Appendix A. For detailed descriptions of the component and related elements, see Appendix B.

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment	Domain 3: Instruction	Domain 4: Professional Responsibilities
•1a: Demonstrating Knowledge of Content and Pedagogy •1b: Demonstrating Knowledge of Students •1c: Setting Instructional Outcomes •1d: Demonstrating Knowledge of Resources and Technology •1e: Designing Coherent Instruction •1f:Designing Student Assessments	•2a: Creating an Environment of Respect and Rapport •2b: Establishing a Culture for Learning •2c: Managing Classroom Procedures •2d: Managing Student Behavior •2e: Organizing Physical Space	•3a: Communicating with Students •3b: Using Questioning and Discussion Techniques •3c: Engaging Students in Learning •3d: Using Assessment in Instruction •3e: Demonstrating Flexibility and Responsiveness	•4a: Reflecting on Teaching •4b: Maintaining Accurate Records •4c: Communicating with Stakeholders •4d: Participating in a Professional Community •4e: Growing and Developing Professionally •4f: Showing professionalism

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Performance in each component is rated on a scale demonstrating the varying levels of practice: requires action, progressing, accomplished, and exemplary.

Requires Action	• Teachers performing at this level do not yet appear to understand the concepts underlying the components. • Teachers have difficulty internalizing effective teaching practices and need ongoing assistance and support to complete daily responsibilities.
Progressing	• Teachers performing at this level appear to understand the concepts underlying the components and attempt to implement its elements, but implementation is sporadic, intermittent or otherwise not entirely or inconsistently successful.
Accomplished	• Teachers performing at this level have mastered the work of teaching while still striving to improve their practice. • They thoroughly know their content, students, and curriculum. • They have a broad repertoire of strategies and activities and can move easily to Plan B if necessary.
Exemplary	• Teachers performing at this level are master teachers. • Their classrooms consist of a community of learners, with students highly motivated, engaged, and assuming considerable responsibility for their own learning. • Exemplary level performance is extremely high performance, resulting from a combination of an understanding of students, pedagogy, and content with instructional planning, delivery and reflection.

Formal Classroom Observations

The formal observation process consists of a pre-observation conference (as requested), classroom observation, and post-observation conference. The number of formal observations a teacher is assigned annually is determined by her/his written evaluation score from the previous year or as a new employee to the district. To provide additional support for the teacher, content supervisors may conduct a formal observation cycle to provide content-specific feedback.

Pre-Observation Conference

The purpose of the pre-observation conference is for the teacher to communicate his/her planning process and for the observer to become familiar with the lesson to be observed, including:

- Lesson objectives
- Alignment with state curriculum standards
- Assessment
- Instructional strategies to be implemented during the lesson
- Connections with past and/or future lessons

The pre-observation conference also:

- Provides teachers an opportunity to demonstrate Domain 1 (Planning and Preparation) skills.
- Provides teachers an opportunity to request the observer provide feedback on specific components of the rubric.
- Identifies the level of rigor and differentiation included in the planning and preparation process.

The observer will provide a notice of two (2) business days for formal observations. The teacher will submit the *Pre-Observation Conference Tool* (or any other planning template used) to the observer 24 hours prior to the pre-conference meeting, if one is scheduled.

Lesson Observation

The formal classroom observation takes place over an entire lesson and lasts approximately 30 to 60 minutes (no more than 60 minutes). For example, in elementary classes, one full lesson is usually observed during this time frame; in secondary classes, the observation may span the duration of the class period, which could be less than 60 minutes.

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During the observation, if a component of the rubric was not observed because it was appropriately not included in the lesson, it is not rated (marked as "Did Not Observe"). **However, if a component was not observed because it was not adequately demonstrated but should have been in order to impact learning outcomes for students, the component may be rated as "Requires Action".**

Post-Observation Conference

After the classroom observation takes place, and using the *Classroom Observation Summary* as a guide, the observer meets face-to-face with the teacher to have a collaborative, reflective conversation regarding the lesson. Post-observation conferences should be held within five (5) business days of the formal observation, excluding any emergency situations. The post-observation conference is an important part of the process because it provides an opportunity for the teacher to reflect on her/his lesson, and for the observer to share ideas, feedback, suggestions, and follow-up supports as necessary.

The agenda of the post-observation conference should include the following:

- Lesson strengths
- Areas for focus
- Next steps, such as suggestions for different teaching approaches and strategies, or professional development

Through a shared conversation, the observer shares significant impressions about the observed lesson during the post-observation conference. Both the observer and the teacher are encouraged to collaboratively develop next steps for the teacher to continue to enhance his/her practice.

After this conference is completed, the observer reflects on observation and conference notes in order to complete the classroom observation ratings on the *Classroom Teacher Evaluation Instrument* and summarize the discussed feedback on the *Classroom Observation Summary*.

Observation Ratings

The observable components of the classroom observation rubric are assessed and rated based on the preponderance of collected during all components of the observation cycle (pre-observation conference, lesson observation, and post-observation conference). In a formal observation, the components rated included all components in Domains 1, 2, and 3, and component 4a in Domain 4. (The unrated components, 4b through 4f, are rated only on the final, summative evaluation at the end of the year.)

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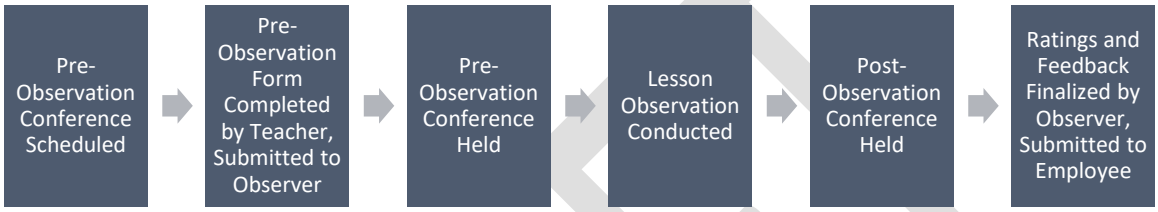
After the ratings and feedback are finalized, the results are uploaded to the teacher's LTM Employee Space portfolio. Evaluators are required to provide written explanation for all indicators rated as "Requires Action" (RA) and "Exemplary" (E). The teacher will receive a system-generated notification email when the observation results and feedback are viewable in LTM Employee Space. Formal observation ratings should be posted and finalized for the teacher to view electronically in a timely manner; best practice is within ten (10) business days of the post-observation conference.

Formal Observation Process:



Informal Classroom Observations

The informal observation process complements the formal observation process by enabling site-based administrators to conduct additional observations and gather more information and provide more feedback on the teacher's practice. An informal observation is designed to collect information about a teacher's performance within Domain 1, *Planning and Preparation;* Domain 2, *The Classroom Environment*; and Domain 3, *Instruction*.

Informal observations are unannounced and shorter in length than formal observations. The duration of an informal observation is between 20 and 30 minutes (no less than 20 minutes and no more than 30 minutes). Due to the short timeframe, an informal observation may not encompass an entire lesson.

Ratings from informal observations demonstrate observed practice only; administrators do not review lesson plans or question teachers beyond the observation in order to obtain additional evidence. As with formal observations, if a component of the rubric was not evident in the observed portion of the lesson, it is not rated (marked as "Did Not Observe"). **However, if a component of Domains 2 or 3 was not observed because it was not adequately demonstrated but should have been in order to impact learning outcomes for students, the component may be rated as "Requires Action".**

Following the informal lesson observation, the observer reflects on observation notes in order to complete the classroom observation ratings on Domains 1, 2, and 3 of the

Classroom Teacher Evaluation Instrument. While there is no *Classroom Observation Summary* form as in the formal observation, the observer provides feedback to the teacher on each observed component via comments to accompany the rating of the component.

The ratings and feedback from informal observations are uploaded to the teacher's LTM Employee Space portfolio. Informal observation ratings and feedback should be posted and finalized for the teacher to view electronically in a timely manner; best practice is within ten (10) business days of the lesson observation. The ratings from an informal observation provide additional data necessary for evaluators to provide a comprehensive evaluation. Post-observation conferences are not typically held following informal observations but may be requested by the observer or the teacher.

Employee Journal

Throughout the year and after formal and informal observations, teachers are encouraged to utilize the provided journal function in the LTM Employee Space to share additional insights, follow up, and reflections. If the journal is marked "Public", principals will review the information during the evaluation process. (*NOTE*: The "public" option must be selected in order for the principal to be able to view a journal entry; without this selection, the entry will remain viewable only to the teacher.)

Classroom Observation Forms

All forms are available in the Evaluation Toolkit on IDEAS (Departments icon > General—Instructional link).

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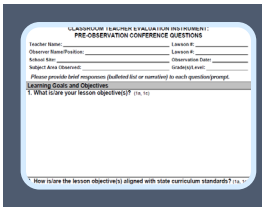
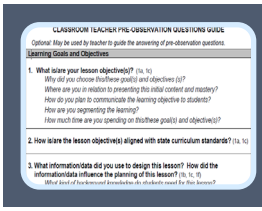


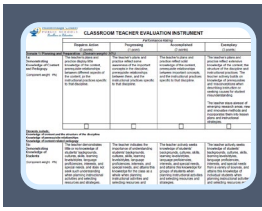
Pre-Observation Conference Questions

- WHO: Completed by teacher (optional), reivewd by observer
- WHAT: Provides information on planning of the lesson to rate Domain 1
- WHEN: Submitted to observer at least 24 hours prior to pre-observation Conference (or lesson if no conference)



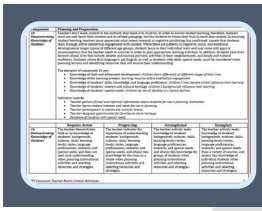
Pre-Observation Questions Guide

- WHO: Used by the teacher
- WHAT: Tool to provide guidance in answering the pre-observation questions
- WHEN: Used by the teacher prior to the pre-observation conference/lesson



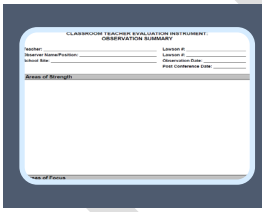
Classroom Teacher Evaluation Instrument

- WHO: Used by the observer to rate the observed lesson
- WHAT: Rubric describing and documenting varying levels of performance
- WHEN: Used in both formal and informal observations; ratings provided to teacher following the post-observation conference



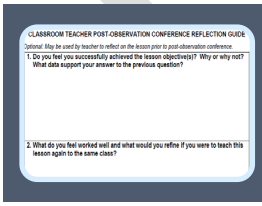
Rubric Critical Attributes

- WHO: Used by teachers and observers to better understand the Evaluation Instrument
- WHAT: Guide with descriptor and attributes for each component of the rubric
- WHEN: All phases of the observation process



Observation Summary

- WHO: Completed by observer, reivewd by teacher
- WHAT: Provides information on planning of the lesson to rate Domain 1
- WHEN: Submitted to observer at least 24 hours prior to pre-observation Conference (or lesson if no conference)



Post-Observation Conference Reflection Guide

- WHO: Used by the teacher
- WHAT: Provides guidance in preparing for the post-observation conference
- WHEN: Used by the teacher following the lesson observation and prior to the post-observation conference

WRITTEN EVALUATION

Fall Evaluation

Teachers in their first year of employment with HCPS and those who were evaluated as less than effective the previous year will receive a fall evaluation in addition the final (spring) evaluation (as required by Florida Statute 1012.34). Additionally, the principal may request a fall evaluation for a teacher would does not otherwise require one to document performance at the mid-year point. Fall evaluations are not scored and do not carry a weight in the calculation of the final evaluation.

Teacher Self-Evaluation

In early spring, teachers are given the opportunity to complete a self-evaluation of their own practice using the *Classroom Teacher Evaluation Instrument*. The self-evaluation is generated automatically for teachers and available for them to complete in LTM Employee Space. This self-evaluation provides teachers the opportunity to reflect on their practice, share evidence of that practice, and advocate for themselves in regards to their performance.

Written (Spring) Evaluation

At the end of the school year, principals evaluate the performance of teachers based on information gathered through formal and informal observations, as well as other supporting elements and evidence of performance that demonstrate professional practice and responsibilities (probationary and annual teachers recommended for non-renomination will have their evaluations completed early [mid-spring] to inform future employment status). Principals analyze the contents of teachers' LTM Employee Space, such as observation feedback and ratings and added information uploaded by the teacher in the LTM Journal. In addition to the data in LTM, principals consider all interactions with teachers and all evidence available that would inform final evaluation ratings.

For itinerant teachers assigned to multiple school sites, only the primary (Level 1) principal is required to observe and evaluate the teacher. The principals of the other sites to which a teacher is assigned may provide input to the evaluating principal to be considered in determining the overall evaluation ratings, but this is not required.

A final evaluation is required for any teacher who earns a year of credible service (i.e., works, or is paid for, 100 days within the school year).

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Domain 4, Professional Responsibilities, General Guidelines

The following should be used as a guideline for evaluation of components in Domain 4, Professional Responsibilities, which is only rated on the Written Evaluation.

Guiding Principles:

- Focus on the rubric. The rubric, including the elements associated with each component, provides a comprehensive description of expectations regarding teachers' professional responsibilities.
- Domain 4 is used to identify and recognize teachers who perform their professional responsibilities with excellence.
- Specifically, components *4d Participating in a Professional Community*, *4e Growing and Developing Professionally*, and *4f Showing Professionalism* consider not only the number of activities or organizations in which a teacher participates, but the quality of participation and incorporation of best practices.
- Evidence collected and used to rate Domain 4 reflect practice and activities only during the current, evaluated school year.

Because professional responsibilities are differentiated across grade levels, subjects, and schools, a checklist would be unnecessarily constraining. Principals, using the rubric as a guideline, should evaluate Domain 4 based on the distinguished needs of teachers, as well as within their schools' and the district's contexts. The aforementioned guiding principles assist to support the expectations of teachers based on multiple variables.

Evaluation Conference

Principals and teachers engage in evaluation conferences at the end of the year to discuss the evaluation ratings reflecting the teachers' performance over the school year. In the evaluation conference, the principal will share with the teacher specific ratings given on the *Classroom Teacher Evaluation Instrument*, evidence supporting those ratings, and feedback to reinforce and enhance future practice. The teacher may bring to the conference documentation supporting his/her practice, but this is not required.

Evaluation Ratings

Following the conference, evaluation ratings and feedback are uploaded to the teacher's LTM Employee Space portfolio. Evaluators are required to provide written explanation for all indicators rated as "Requires Action" (RA). The teacher will receive a system-generated notification email when the evaluation is viewable in LTM Employee Space.

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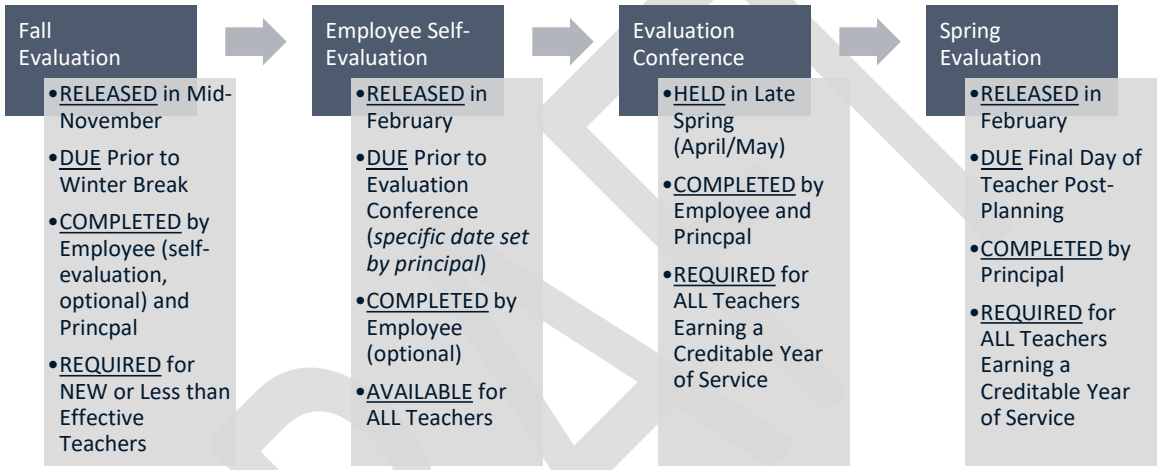
The evaluation should be posted and finalized for the teacher to view electronically within 10 business days of the conference.

Once posted, within LTM Employee Space, the teacher has the opportunity to view the appraisal, acknowledge the evaluation, and provide a written response to the evaluation. If a teacher provides a written response to the evaluation in LTM Employee Space, the response shall become a permanent attachment to his/ her personnel file.

Written Evaluation Timeline

Evaluation due dates are set and published annually by the Human Resources Division.



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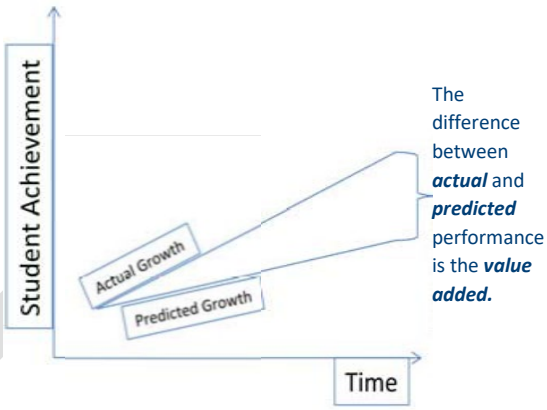
VALUE-ADDED MEASURES (VAM)



Per Florida Statute 1012.34(3)(a)1, at least one-third of a teacher's performance evaluation must be based upon data and indicators of student performance. A value-added measure is a statistical model that uses a variety of variables to estimate the expected one-year learning growth and performance of each student. The performance *expectation estimate* is then compared to the *actual* performance of the student, as measured by relevant course and content assessments. The difference between the *expected* performance of the student and the *actual* performance of the student is the *value added* by the teacher's instruction.

In order to isolate and measure a teacher's impact on student achievement, the model controls for variables that are outside the teacher's control, including but not limited to Exceptional Student Education (ESE) status, English language learner (ELL) status, student relative age compared to cohort, previous year's attendance, mobility, population density of residential area, and previous mathematics and reading achievement. In doing so, the teacher's actual instructional impact on student growth can be extrapolated and calculated. Additionally, a student is only included in a teacher's value-added calculation if that student is assigned to the teacher on at least two specific benchmark dates within a semester and has all required pre- and post-measures.

Roster Verification Periods

Teachers are provided five opportunities to view and verify reports of their student rosters with corresponding pre- and post-measure data throughout the year. Each Roster Verification Period is announced to teachers via email with directions on how to access their personalized reports on the online employee dashboard, as well as specific information on what data is available and should be verified in the report. Additionally, teachers are provided with multiple handouts that explain the test data validation process/cycle, how to understand their reports, and how to determine eligibility of students. The *Test Data Validation* reports include each teacher's demographic information (assigned site, position, FTE), courses for which he/she will receive value-added measures, each student assigned to those courses, and students' pre- and post-measure scores. Each student is also marked "yes" or "no" in regards to roster eligibility for each semester, indicating whether or not they are eligible to be included in VAM.

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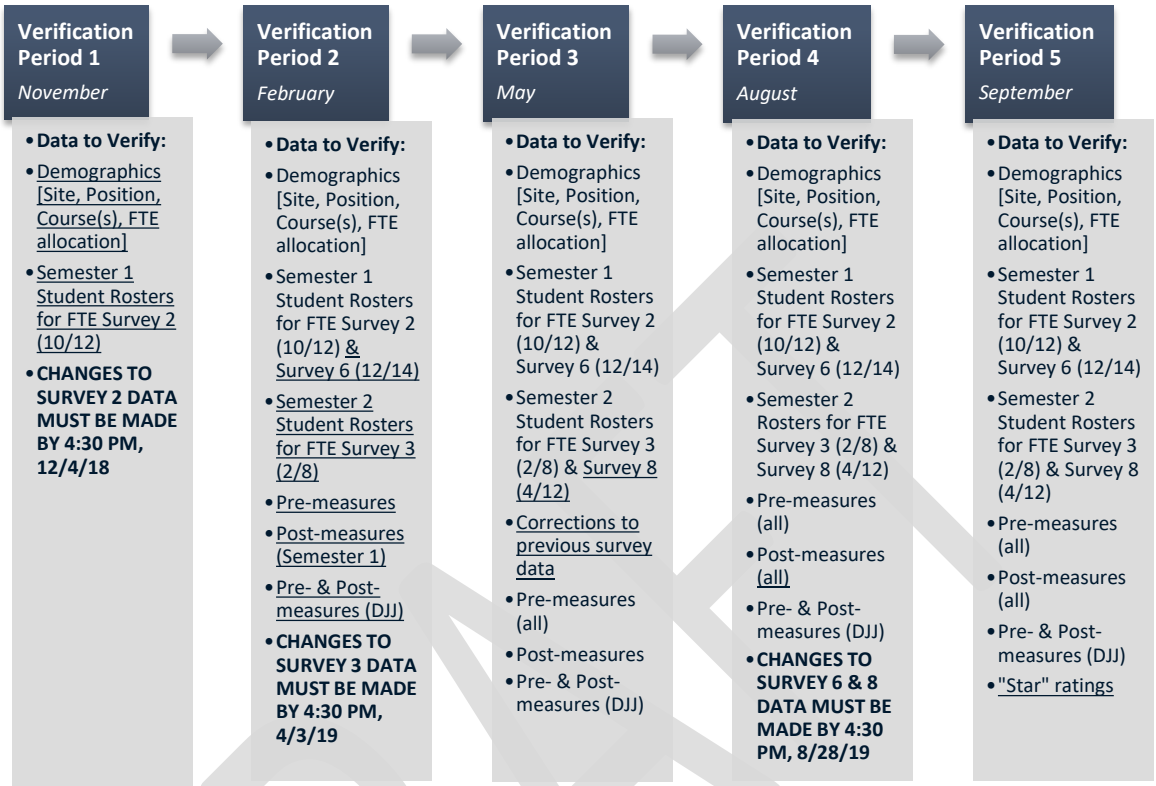
Verification Period Schedule:

Underlined items are new for the specified inquiry period. Dates are examples from 2018-19 school year.



If teachers identify errors on their *Test Data Validation* reports, they are able to have the errors corrected through multiple avenues. For roster and FTE errors, teachers work with their administrators and data processors to correct issues at the site. If there are data errors, teachers are directed to submit an inquiry form (directions included in announcement email) to the district, which initiates an assistance process.

Final VAM Score

The final value-added measure score for each teacher is based on an average of the three (3) most recent years of data, when available. Only yearly VAM scores earned on the same evaluation instrument (e.g., *Classroom Teacher Evaluation Instrument*) are included in the average for Final VAM. For teachers with less than three years of data available, the available scores are averaged based on the number of years available.

Since VAM is based on actual performance of students, scores cannot be calculated until all student assessment data has been finalized and received by the district. As such, final evaluation reports are not released until the fall of the following school year, once VAM scores have been finalized and added to the Written Score.

OVERALL EVALUATION SCORE & FINAL RATINGS

The Overall Evaluation Score (0-100 points) is a composite of the Principal Rubric Score from the Written Evaluation (0-60 points) and the Final VAM Score (0-40 points). Once an Overall Evaluation Score is calculated, the corresponding District Level and State Level are determined. The chart below details the performance levels by score.

Overall Evaluation Score	District Level	State Level
70.0000-100.0000	5	Highly Effective (HE)
63.0000 - 69.9999	4	Highly Effective (HE)
46.0000 - 62.9999	3	Effective (E)
42.0000 - 45.9999	2	Needs Improvement (NI)
0.0000 - 41.9999	1	Unsatisfactory (U)

A teacher's performance is integral when planning for professional learning needs as well as for consideration in teacher leader roles and administrative opportunities. Additionally, principals use evaluation system data to help drive continuous improvement efforts, such as School Improvement Plans, and to develop site-based systems of support for schools.

LAWSON TALENT MANAGEMENT (LTM)

All teacher observation and evaluation rubric forms are stored in Employee Space, also known as the electronic instructional portfolio, within Lawson Talent Management (LTM). Teachers and administrators have access to the data in teachers' Employee Space.

Appraisal forms (e.g., formal observation forms, informal observation forms, and evaluation forms) are stored in LTM Employee Space. LTM serves as an official digital storage location for all observation and evaluation related appraisal forms. Teachers and administrators may access this data through a secure log in portal.

LTM Employee Space includes a journal function where teachers may upload artifacts pertaining to their work and comments regarding observations and evaluations. All journal entries may be classified as "public" or "private" by the employee. When the entry is designated "private," access is restricted to only the person entering the information. When marked "public," the principal may review the journal entry.

Note on Public Records Requirement: State law mandates teacher evaluations are public record and viewable one year following the completion of the evaluation.

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TEACHER EVALUATION REVIEW PROCESS

If a teacher believes an error was made on his/her Written Evaluation, a review of the evaluation may be requested. To request a review, the teacher shall complete the "Request for Review" form; the completed form must be submitted to Human Resources, Performance Evaluation Department, via email to GreatTeachers@sdhc.k12.fl.us. Request forms and directions are available in the Evaluation Toolkit icon on IDEAS email (Desktop > Departments icon > General—Instructional link).

Requests will be reviewed by Human Resources, Performance Evaluation Department, to determine whether the teacher has a reviewable issue or error in the evaluation. If there is an issue constituting review, the information will be forwarded to the Written Evaluation Review Committee.

The Written Evaluation Review Committee will consist of up to six individuals who are trained on the evaluation rubric(s) and system. Specifically, the committee will include:

a. Two teachers selected by the Hillsborough Classroom Teachers Association (HCTA)
b. Two district-level administrators (excluding principals and supervisory staff currently evaluating teachers)
c. One HCTA staff representative
d. One HCPS Human Resources, Performance Evaluation, Representative

The committee will meet as needed to review all submissions. The committee may request additional information regarding the evaluation if necessary. The committee's recommendations will be submitted to the Chief Human Resources Officer.

For updated information regarding the evaluation process, please review all resources in the Evaluation Toolkit icon on IDEAS email (Departments icon > General—Instructional link).

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APPENDIX A: CLASSROOM TEACHER EVALUATION INSTRUMENT

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
Domain 1: Planning and Preparation *(Domain weight: 20%)*				
1a: Demonstrating Knowledge of Content and Pedagogy (Component weight: 4%)	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content, the structure of the discipline and instructional practices. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. The teacher stays abreast of emerging research areas, new and innovative methods and incorporates them into lesson plans and instructional strategies.
	☐	☐	☐	☐
Elements include: **Knowledge of content and the structure of the discipline** **Knowledge of prerequisite relationships** **Knowledge of content-related pedagogy**				
1b: Demonstrating Knowledge of Students (Component weight: 4%)	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs, and does not seek such understanding when planning instructional activities and selecting resources and strategies.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs, and attains this knowledge for the class as a whole when planning instructional activities and selecting resources and strategies.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs, and attains this knowledge for groups of students when planning instructional activities and selecting resources and strategies.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs from a variety of sources, and attains this knowledge of individual students when planning instructional activities and selecting resources and strategies.
	☐	☐	☐	☐
Elements include: **Knowledge of child and adolescent development** **Knowledge of the learning process** **Knowledge of students' skills, knowledge, and language proficiency** **Knowledge of students' interests and cultural heritage** **Knowledge of students' special needs**				
1c: Setting Instructional Outcomes (Component weight: 2%)	Instructional outcomes reflected in lesson design are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. The teacher develops general student achievement goals for the class OR does not develop a goal at all.	Instructional outcomes reflected in lesson design are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. Outcomes reflect more than one type of learning, but plans and practice do not reflect coordination or integration. The teacher develops measurable student achievement goals for the class	Instructional outcomes reflected in lesson design are stated as goals reflecting high-level learning and curriculum standards. Outcomes are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination. The teacher develops measurable student achievement goals for the class that are aligned to content standards and evident in both plans and practice.	Instructional outcomes reflected in lesson design are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. The teacher develops ambitious and measurable student achievement goals for the class that are aligned to the content standards and evident in both plans and practice.
	☐	☐	☐	☐
Elements include: **Value, sequence, and alignment** **Clarity and balance** **Suitability for diverse learners**				

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
1d: Demonstrating Knowledge of Resources and Technology (Component weight: 2%)	The teacher demonstrates little or no familiarity with resources and/or technology to enhance own knowledge, to use in designing instruction or provide for students in order to enhance learning.	The teacher demonstrates some familiarity with resources and technology available through the school or district to enhance own knowledge, to use in designing instruction or provide for students in order to enhance learning.	The teacher's plans reflect awareness of the resources and technology available through the school or district to enhance own knowledge, to use in designing instruction or provide for students in order to enhance learning.	The teacher's plans and practice incorporate resources and technology (as available) in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in designing instruction and to provide for students in order to enhance learning.
	☐	☐	☐	☐
Elements include: **Resources and technology for classroom use** **Resources and technology to extend content knowledge and pedagogy** **Resources and technology for students**				
1e: Designing Coherent Instruction (Component weight: 4%)	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students. The teacher does not plan lessons/units by identifying the content standards that his or her students will master in each unit OR does not articulate well-designed essential questions for each unit.	The series of learning experiences demonstrates partial alignment with instructional outcomes; some experiences are likely to engage students in significant learning. The lesson/unit has a recognizable structure and reflects partial knowledge of students and resources. Based on the annual student achievement goal, the teacher plans lessons/units using 2 of the 4 practices: 1) identifying the content standards students will master; 2) articulating well-designed essential questions; 3) employing backward design; and 4) allocating an instructionally appropriate amount of time.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson/unit has a clear structure and is likely to engage students in significant learning. Based on the annual student achievement goal, the teacher plans lessons/units using 3 of the 4 practices: 1) identifying the content standards that students will master; 2) articulating well-designed essential questions; 3) employing backward design; and 4) allocating an instructionally appropriate amount of time.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated (where appropriate) for all students, and likely to engage them in significant learning. The lesson/unit structure is clear and allows for different pathways according to student needs. Based on the annual student achievement goal, the teacher plans lessons/units using 4 practices: 1) identifying the content standards students will master; 2) articulating well-designed essential questions; 3) employing backward design; and 4) allocating an instructionally appropriate amount of time.
	☐	☐	☐	☐
Elements include: **Learning activities** **Instructional materials and resources** **Instructional groups** **Lesson and unit structure**				
1f: Designing Student Assessments (Component weight: 4%)	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Assessment criteria and standards have been developed but are unclear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment within the lesson and has designed particular approaches to be used. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. The teacher intends to use assessment results to plan future instruction for individual students.
	☐	☐	☐	☐
Elements include: **Congruence with instructional outcomes** **Criteria and standards** **Design of formative assessments** **Use for planning**				

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
Domain 2: The Classroom Environment *(Domain weight: 20%)*				
2a: Creating an Environment of Respect and Rapport (Component weight: 5%)	Classroom interactions, between the teacher and students and/or among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional behaviors and/or language that compromise the promotion of learning.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
	☐	☐	☐	☐
Elements include: **Teacher interaction with students** **Student interactions with other students**				
2b: Establishing a Culture for Learning (Component weight: 5%)	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the importance and relevancy of learning goals of the lesson, low expectations for student achievement, little or no student pride in work and no evidence that students believe that they can succeed if they work hard.	The teacher's attempt to create a culture for learning is partially successful, with moderate teacher commitment to the importance and relevancy of learning goals of the lesson, some evidence that students are committed to success beyond completion of assignments, modest expectations for student achievement, and little student pride in work.	The classroom culture is characterized by high expectations for most students, the belief that students can succeed if they work hard, and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture of learning in which everyone shares a belief in the importance of the subject and the belief that students can succeed if they work hard. All students hold themselves to high standards of performance—for example, by initiating improvements to their work.
	☐	☐	☐	☐
Elements include: **Importance of the content** **Expectations for learning and achievement** **Student pride in work**				
2c: Managing Classroom Procedures (Component weight: 2.5%)	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. Students willingly assist with procedures when asked.	Students contribute without prompting to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
	☐	☐	☐	☐
Elements include: **Management of instructional groups** **Management of transitions** **Management of materials and supplies** **Performance of noninstructional duties** **Supervision of volunteer and paraprofessionals**				

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	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
2d: Managing Student Behavior (Component weight: 5%)	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. The teacher does not reinforce positive behavior. The teacher does not address off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has significant negative impact on the learning of students in the class.	It appears that the teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful. The teacher reinforces positive behavior. The teacher addresses some off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has some negative impact on the learning of students in the class.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respectful to students. The teacher strategically reinforces positive behavior. The teacher addresses most off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has little negative impact on the learning of students in the class.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and responses to student misbehavior are sensitive to individual student needs. Students actively monitor the standards of behavior. The teacher strategically reinforces positive behavior AND there is significant evidence that students reinforce positive classroom culture. The teacher addresses almost all off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task behavior has no negative impact on student learning.
	☐	☐	☐	☐
Elements include: **Expectations** **Monitoring of student behavior** **Response to student misbehavior**				
2e: Organizing Physical Space (Component weight: 2.5%)	The physical environment is unsafe, or many students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students. The teacher may attempt to modify the physical arrangement to suit learning activities with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement supports the learning activities. The teacher makes effective use of physical resources.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. The teacher uses technology skillfully, as appropriate to the lesson.
	☐	☐	☐	☐
Elements include: **Safety and accessibility** **Arrangement of furniture and use of physical resources**				

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	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
Domain 3: Instruction *(Domain weight: 40%)*				
3a: Communicating with Students (Component weight: 9%)	The purpose and relevancy of the lesson's instructional outcomes are unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the purpose and relevancy of the lesson's instructional outcomes 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; other portions are difficult to follow. The teacher's explanation may consist of a monologue, with no invitation to the students for intellectual engagement. The teacher's spoken language is correct; however, vocabulary is limited or not fully appropriate to the students' ages and/or backgrounds.	The purpose and relevancy of the lesson's instructional outcomes are clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. The teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the purpose and relevancy of the lesson's instructional outcomes to students' interests; 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 artful scaffolding and connecting with students' interests. The students contribute to extending the content, and in explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
	☐	☐	☐	☐
Elements include: **Expectations for learning** **Directions and procedures** **Explanations of content** **Use of oral and written language**				
3b: Using Questioning and Discussion Techniques (Component weight: 9%)	The teacher's questions are of low cognitive challenge, asking for single correct responses, and/or are asked in rapid succession. Interactions between teacher and students are predominately recitation style with the teacher mediating all questions and answers. A few students dominate the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.	While the teacher may use some low-level questions, he/she poses questions to students 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 appropriate. The teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. The students formulate many questions, initiate topics and make unsolicited contributions. The students themselves ensure that all voices are heard in the discussion.
	☐	☐	☐	☐
Elements include: **Quality of questions** **Discussion techniques** **Student participation**				

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	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
3c: Engaging Students in Learning (Component weight 9%)	The learning tasks and activities, materials, resources, instructional groups and/or technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. Learning activities are not sufficiently challenging and lack the rigor to promote intellectual engagement. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. There is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
☐	☐	☐	☐	☐
Elements include: **Activities and assignments** **Grouping of students** **Use of instructional materials, resources and technology (as available)** **Structure and pacing**				
3d: Using Assessment in Instruction (Component weight 9%)	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students; students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. Formative assessments provide students with multiple ways to demonstrate mastery and are woven into the lesson in a seamless fashion.	Assessment is fully integrated in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources. Formative assessments provide students with multiple ways and multiple opportunities during the unit to demonstrate mastery and are woven into the lesson in a seamless fashion.
☐	☐	☐	☐	☐
Elements include: **Assessment criteria** **Monitoring of student learning** **Feedback to students** **Student self-assessment and monitoring of progress**				
3e: Demonstrating Flexibility and Responsiveness (Component weight 4%)	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' needs. The teacher brushes aside student questions; The teacher does not accept responsibility for students' performance. The teacher does not re-teach.	The teacher attempts to modify the lesson when needed and to respond to student questions with moderate success; however, alternate instructional strategies are limited and minimally successful. The teacher accepts responsibility for student performance. In response to student progress data, the teacher re-teaches, as appropriate.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests. In response to student progress data, the teacher 1) re-teaches, as appropriate, and 2) modifies long-term plans, as appropriate.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies. In response to student progress data, the teacher 1) re-teaches, as appropriate, 2) modifies long-term plans, as appropriate, and 3) modifies practice, as appropriate.
☐	☐	☐	☐	☐
Elements include: **Lesson adjustment** **Response to students** **Persistence**				

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
Domain 4: Professional Responsibilities *(Domain weight: 20%)*				
4a: Reflecting on Teaching (Component weight: 3%)	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
	☐	☐	☐	☐
Elements include: **Accuracy** **Use in future teaching**				
4b: Maintaining Accurate Records (Component weight: 3%)	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective. Students contribute to the maintenance of these systems.
	☐	☐	☐	☐
Elements include: **Student completion of assignments** **Student progress in learning** **Noninstructional records**				
4c: Communicating with Stakeholders (Component weight: 4%)	The teacher's communication with stakeholders about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with stakeholders and makes modest attempts to engage families in the instructional program. However, communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with stakeholders and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with stakeholders is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program as appropriate.
	☐	☐	☐	☐
Elements include: **Information about the instructional program** **Information about individual students** **Engagement of families in the instructional program**				
4d: Participating in a Professional Community (Component weight: 3%)	The teacher avoids participating in a professional community or in school and district events and projects; rarely collaborates with colleagues; and relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked, makes some effort to collaborate with colleagues, and relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, actively seeks out opportunities to collaborate with others, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, collaborates with / coaches others through difficult situations, and assumes a leadership role among the faculty.
	☐	☐	☐	☐
Elements include: **Relationships with colleagues** **Involvement in a culture of professional inquiry** **Service to the school** **Participation in school and district projects**				
4e: Growing and Developing Professionally (Component weight: 3%)	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required and makes some contributions to the profession. The teacher accepts, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of needs and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
	☐	☐	☐	☐
Elements include: ***Enhancement of content knowledge and pedagogical skill*** ***Receptivity to feedback from colleagues*** ***Service to the profession***				

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
4f: Showing professionalism (Component weight: 4%)	The teacher inconsistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher fails to comply with school and district regulations and time lines. The teacher has difficulty demonstrating respect, responsibility, honesty and integrity; requires frequent support supervision; resists feedback from colleagues and administrators and does not work cooperatively with school staff.	The teacher strives to adhere to standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies minimally with school and district regulations. The teacher strives to develop behaviors that model the values of respect, responsibility, honesty and integrity. However, he or she requires some support supervision. He or she responds appropriately to and acts upon feedback. He or she works cooperatively with school staff most of the time.	The teacher consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies fully and voluntarily with school and district regulations. Performs with minimum of supervision. The teacher helps members of school community understand and adhere to these professional obligations, responds well to and acts upon feedback, and works cooperatively with school staff.	The teacher consistently adheres to standards for professional conduct and overall performance; including attendance and punctuality. The teacher complies fully and voluntarily with school and district regulations. The teacher helps members of school community understand and adhere to these professional obligations. He or she actively seeks, responds well to and acts upon feedback. Stakeholders are aware that the teacher models the values of respect, honesty and integrity. The teacher works cooperatively with school staff and actively encourages colleagues to do so.
	☐	☐	☐	☐
Elements include: **Integrity and ethical conduct** **Service to students** **Advocacy** **Logical thinking and making practical decisions** **Attendance and punctuality** **Compliance with school and district regulations**				

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APPENDIX B: RUBRIC COMPONENT DESCRIPTIONS

Domain 1: Planning and Preparation. The components in Domain 1 outline how a teacher organizes the content and plans the instructional delivery.

a. *Demonstrating Knowledge of Content and Pedagogy:* This component is defined as knowing and understanding the subject being taught, how students master the content, and knowledge of sound instructional practices. This includes having a rich understanding of the essential concepts of the discipline, the prerequisite relationships that exist among the concepts, the structure of the discipline, how students engage the subject, and methods of inquiry within the subject. Elements of this component include:
   - Knowledge of content and the structure of the discipline
   - Knowledge of the prerequisite relationships
   - Knowledge of content-related pedagogy

b. *Demonstrating Knowledge of Students:* This component includes knowing characteristics of the students being taught (such as age group characteristics) as well as developing specific understanding of the actual students (such as individual preferences, interests, cultures, and learning styles). The elements of this component include:
   - Knowledge of the child and adolescent development
   - Knowledge of the learning process
   - Knowledge of students' skills, knowledge, and language proficiency
   - Knowledge of students' interests and cultural heritage
   - Knowledge of students' special needs

c. *Setting Instructional Outcomes:* This component entails teachers setting clear, relevant, rigorous, suitable, and assessable learning goals for the classroom period. Elements of this component include:
   - Value, sequence, and alignment
   - Clarity
   - Balance
   - Suitability for diverse learners

d. *Demonstrating Knowledge of Resources and Technology*: This component examines the teacher's knowledge of and ability to use resources and technology, both from within and outside of the district, to support student learning. The elements of this component include:
   - Resources and technology for classroom use

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- Resources and technology to extend content knowledge and pedagogy
- Resources and technology for students

e. *Designing Coherent Instruction:* This component helps analyze a teacher's ability to design learning experiences in a way that demonstrates the teacher's skill at coordinating knowledge of content, students, and resources. Accomplished teachers design learning experiences that are coherent, sequenced, and structured, and that are aligned with instructional outcomes. The elements of this component include:
   - Learning activities
   - Instructional materials and resources
   - Instructional groups
   - Lesson and unit structure

f. *Student Assessments:* This component analyzes the process of determining if students have mastered the instructional outcome. Student assessments should be aligned with instructional outcomes, with clear criteria and standards that show evidence of students' contributions to their development. Elements of this component include:
   - Congruence with instructional outcomes
   - Criteria and standards
   - Design of formative assessments
   - Use for planning

Domain 2: The Classroom Environment. The components in Domain 2 address the learning environment. This includes the interactions in the classroom, the classroom culture, the teacher's use of physical space, and established routines and procedures.

a. *Creating an Environment of Respect and Rapport:* This component involves creating a safe environment in which students are comfortable exploring new ideas. Students should feel honored, valued, and respected. Interactions between teacher and student, and among students, should be characterized by respect and sensitivity to students' cultures and levels of development. Elements of this component include:
   - Teacher interaction with students
   - Student interactions with other students

b. *Establishing a Culture for Learning:* This component entails the teacher creating a positive and supportive culture for learning in the classroom. The classroom

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environment should be characterized by a sense of importance of the subject, as well as high standards for performance. Elements of this component include:

- Importance of the content
- Expectations for learning and achievement
- Student pride in work

c. *Managing Classroom Procedures:* This component focuses on the functioning of the classroom. Success in this component entails establishing and implementing routines that enable the seamless operation of classroom routines and procedures, handling of supplies, and performance of instructional as well as non-instructional tasks. Elements of this component include:

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

d. *Managing Student Behavior:* This component involves establishing and upholding standards of conduct that support the learning environment. Strong performers in this component strategically reinforce positive classroom behavior, respond appropriately to disruptive behaviors, and facilitate positive student involvement in setting and maintaining classroom standards and norms. Elements of this component include:

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

e. *Physical Space:* This component involves using the physical space to support the learning process. The classroom must be safe, and the physical environment must enable the performance and growth of all students. Examples of elements within this component include:

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 3: Instruction. The components of Domain 3 embody the core of teaching – the engagement of students in activities that promote and foster learning. Domain 3 components include: communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.

a. *Communicating with Students:* This component entails the clarity and effectiveness with which the teacher communicates with students. The teacher should have a strong, dynamic presence in the classroom, and effectively develop

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students' understanding of the learning objectives. Elements of this component include:

- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

b. *Using Questioning and Discussion Techniques:* This component involves a teacher's ability to question and lead discussions between and among students so as to elicit thoughtful responses. The questions should reflect high expectations and should be culturally and developmentally appropriate. The teacher should employ questioning and discussion techniques to gain an accurate pulse of the class's understanding. Additionally, these techniques help the teacher probe for high-level understanding of the subject while engaging students in the learning process. Elements of this component include:
   - Quality of questions
   - Discussion techniques
   - Student participation

c. *Engaging Students in Learning:* This component deals with the implementation of what has been planned in Domain 1. This component involves activities, assignments, materials, and groupings of students that are appropriate for the instructional outcomes and students' cultures and levels of understanding. The heart of this component is that teachers engage students in relevant work that supports instructional outcomes. Elements of this component include:
   - Activities and assignments
   - Grouping of students
   - Use of instructional materials, resources and technology (as available)
   - Structure and pacing

d. *Using Assessment in Instruction:* This component entails regularly assessing and monitoring the progress of learning. In demonstrating this component, teachers guide students through self-assessment; monitor student learning, and provide clear and quality feedback to students. Elements of this component include:
   - Assessment criteria
   - Monitoring of student learning
   - Feedback to students
   - Student self-assessment and monitoring of progress

e. *Demonstrating Flexibility and Responsiveness:* This component reflects teachers' ability to understand and act on the need to modify planned teaching in response to cues from or the needs of their students. Elements of this component include:
   - Lesson adjustment
   - Response to students
   - Persistence

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Domain 4: Professional Responsibilities. The components of Domain 4 represent the wide range of a teacher's responsibilities outside the classroom. These include reflecting on teaching, maintaining accurate records, communicating with stakeholders, contributing to the school and district, growing and developing professionally, and showing professionalism.

a. *Reflecting on Teaching:* This component involves a teacher's ability to provide thoughtful and accurate reflections of the lesson and its quality. The teacher may offer possible suggestions for improvement. Elements of this component include:
   - Accuracy
   - Use in future teaching

b. *Maintaining Accurate Records:* This component deals with the teacher's ability to accurately and efficiently maintain instructional and non-instructional records. Elements of this component include:
   - Student completion of assignments
   - Student progress in learning
   - Non-instructional records

c. *Communicating with Stakeholders:* This component involves the teacher's success in communicating with and engaging stakeholders in the instructional program. Elements of this component include:
   - Information about the instructional program
   - Information about individual students
   - Engagement of stakeholders in the instructional program

d. *Participating in a Professional Community:* This component involves the teacher's participation in his or her professional community, as well as in school and district events and projects. It also involves the teacher's success in maintaining positive and productive relationships with colleagues. Elements of this component include:
   - Relationships with colleagues
   - Involvement in a culture of professional inquiry
   - Service to the school
   - Participation in school and district projects

e. *Growing and Developing Professionally:* This component deals with the teacher's success in identifying and pursuing professional development opportunities, as well as teachers' effectiveness in sharing expertise with others. Elements of this component include:

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- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

f. *Showing Professionalism:* This component involves a teacher's success in displaying a high level of ethics and professionalism in dealings with students, colleagues, and the community. Elements of this component include:
   - Integrity and ethical conduct
   - Service to students
   - Advocacy
   - Logical thinking and practical decision-making
   - Attendance
   - Punctuality
   - Compliance with school and district regulations
   - Compliance with all testing procedures

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