

FRAMEWORK FOR TEACHING, 2013 EDITION

| Domain 1: Planning and Preparation | | | | |
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| Component | Unsatisfactory (1) | Basic (2) | Proficient (3) | Distinguished (4) |
| <i>1a: Demonstrating Knowledge of content and pedagogy</i> | <p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>The teacher displays little understanding of prerequisite knowledge important to student learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p> | <p>Teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another.</p> <p>The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete.</p> <p>The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p> | <p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</p> <p>The teacher demonstrates accurate understanding of prerequisite relationships among topics.</p> <p>The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p> | <p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</p> <p>The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding.</p> <p>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.</p> |
| Critical Attributes | <p>The teacher makes content errors.</p> <p>The teacher does not consider prerequisite relationships when planning.</p> <p>The teacher's plans use inappropriate strategies for the discipline.</p> | <p>The teacher's understanding of the discipline is rudimentary.</p> <p>The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies, and are not suitable to the content.</p> | <p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher provides clear explanations of the content.</p> <p>The teacher answers students' questions accurately and provides feedback that furthers their learning.</p> <p>Instructional strategies in unit and lesson plans are entirely suitable to the content.</p> | <p>The teacher cites intra- and interdisciplinary content relationships.</p> <p>The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.</p> <p>The teacher's plans reflect recent developments in content-related pedagogy.</p> |
| <i>1b: Demonstrating knowledge of students</i> | <p>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 heritage - and does not indicate that such knowledge is valuable.</p> | <p>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 a whole.</p> | <p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>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.</p> | <p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students.</p> <p>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.</p> |

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| Critical Attributes | <p>The teacher does not understand child development characteristics and has unrealistic expectations for students.</p> <p>The teacher does not try to ascertain varied ability levels among students in the class.</p> <p>The teacher is not aware of students' interests or cultural heritages.</p> <p>The teacher takes no responsibility to learn about students' medical or learning disabilities.</p> | <p>The teacher cites developmental theory but does not seek to integrate it into lesson planning.</p> <p>The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."</p> <p>The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>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>The teacher knows, for groups of students, their levels of cognitive development.</p> <p>The teacher is aware of the different cultural groups in the class.</p> <p>The teacher has a good idea of the range of interests of students in the class.</p> <p>The teacher has identified "high," "medium," and "low" groups of students within the class.</p> <p>The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</p> <p>The teacher is aware of the special needs represented by students in the class.</p> | <p>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</p> <p>The teacher seeks out information from all students about their cultural heritage.</p> <p>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p> |
| <i>1c: Setting instructional outcomes</i> | <p>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline.</p> <p>They are stated as student activities, rather than as outcomes for learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p> | <p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration.</p> <p>Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p> | <p>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.</p> <p>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.</p> | <p>All outcomes represent high-level learning in the discipline.</p> <p>They are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration.</p> <p>Outcomes are differentiated, in whatever way is needed, for individual students.</p> |
| Critical Attributes | <p>Outcomes lack rigor.</p> <p>Outcomes do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities.</p> <p>Outcomes are not suitable for many students in the class.</p> | <p>Outcomes represent a mixture of low expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline.</p> <p>Outcomes are suitable for most of the class.</p> | <p>Outcomes represent high expectations and rigor.</p> <p>Outcomes are related to the "big ideas" of the discipline.</p> <p>Outcomes are written in terms of what students will learn rather than do.</p> <p>Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.</p> <p>Outcomes, differentiated where necessary, are suitable to groups of students in the class.</p> | <p>The teacher's plans make reference curricular frameworks or blueprints to ensure accurate sequencing.</p> <p>The teacher connects outcomes to previous and future learning.</p> <p>Outcomes are differentiated to encourage individual students to take educational risks.</p> |

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| <i>1d: Demonstrating knowledge of resources</i> | The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, not is the teacher aware of resources for expanding one's own professional skill. | 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 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. | The teacher's knowledge of resources for classroom use and for extending one's own professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| Critical Attributes | <p>The teacher uses only district-provided materials, even when more variety would assist some students.</p> <p>The teacher does not seek out resources available to expand his or her own skill.</p> <p>Although the teacher is aware of some student needs, the teacher does not inquire about possible resources.</p> | <p>The teacher uses materials in the school library but does not search beyond the school for resources.</p> <p>The teacher participates in content-area workshops offered by the school but does not pursue other professional development.</p> <p>The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</p> | <p>Texts are at varied levels.</p> <p>Texts are supplemented by guest speakers and field experiences.</p> <p>The teacher facilitates the use of Internet resources.</p> <p>Resources are multidisciplinary.</p> <p>The teacher expands her knowledge through professional learning groups and organizations.</p> <p>The teacher pursues options offered by universities.</p> <p>The teacher provides lists of resources outside the class for students to draw on.</p> | <p>Texts are matched to student skill level.</p> <p>The teacher has ongoing relationship with colleges and universities that support student learning.</p> <p>The teacher maintains a log of resources for student reference.</p> <p>The teacher pursues apprenticeships to increase discipline knowledge.</p> <p>The teacher facilitates student contact with resources outside the classroom.</p> |
| <i>1e: Designing coherent instruction</i> | <p>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.</p> <p>Instructional groups are not suitable to the activities and offer no variety.</p> | <p>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.</p> <p>Instructional groups partially support the activities, with some variety.</p> <p>The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations reasonable.</p> | <p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students.</p> <p>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.</p> | <p>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.</p> <p>These are appropriately differentiated for individual learners.</p> <p>Instructional groups are varied appropriately, with some opportunity for student choice.</p> |

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| Critical Attributes | <p>Learning activities are boring and/or not well aligned to the instructional goals.</p> <p>Materials are not engaging or do not meet instructional outcomes.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p> | <p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable, but there is limited variety.</p> <p>Instructional groups are random, or they only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic about time expectations.</p> | <p>Learning activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higher-level thinking.</p> <p>The teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</p> <p>The plan for the lesson or unit is well structured, with reasonable time allocations.</p> | <p>Activities permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p>Lesson plans differentiate for individual student needs.</p> |
| <i>1f: Designing student assessments</i> | <p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed.</p> <p>The teacher has no plan to incorporate formative assessment in the lesson or unit.</p> | <p>Assessment procedures are partially congruent with instructional outcomes.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p> | <p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear.</p> <p>The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> | <p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work.</p> <p>The plan contains evidence of student contribution to its development.</p> <p>Assessment methodologies have been adapted for individual students as the need has arisen.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p> |
| Critical Attributes | <p>Assessments do not match instructional outcomes.</p> <p>Assessments lack criteria.</p> <p>No formative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p> | <p>Only some of the instructional outcomes are addressed in the planned assessments.</p> <p>Assessment criteria are vague.</p> <p>Plans refer to the use of formative assessments, but they are not fully developed.</p> <p>Assessment results are used to design lesson plans for the whole class, not individual students.</p> | <p>All the learning outcomes have a method for assessment.</p> <p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments when they are necessary for some students.</p> <p>Assessment criteria are clearly written.</p> <p>Plans include formative assessments to use during instruction.</p> <p>Lesson plans indicate possible adjustments based on formative assessment data.</p> | <p>Assessments provide opportunities for student choice.</p> <p>Students participate in designing assessments for their own work.</p> <p>Teacher-designed assessments are authentic with real-world application as appropriate.</p> <p>Students develop rubrics according to teacher specified learning objectives.</p> <p>Students are actively involved in collecting information from formative assessments and provide input.</p> |

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| Domain 2: The Classroom Environment | | | | |
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| Component | Unsatisfactory (1) | Basic (2) | Proficient (3) | Distinguished (4) |
| <i>2a: Creating an environment of respect and rapport</i> | <p>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.</p> <p>Student interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>The teacher does not deal with disrespectful behavior.</p> | <p>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.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p> | <p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students.</p> <p>Interactions among students are generally polite and respectful, and students exhibit respect for the teacher.</p> <p>The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</p> | <p>Classroom interactions between teacher and students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>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.</p> |
| Critical Attributes | <p>The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Student body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or caring about, individual students.</p> <p>The teacher disregards disrespectful interactions among students.</p> | <p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p> | <p>Talk between teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p> <p>Students exhibit respect for the teacher.</p> | <p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>There is no disrespectful behavior among students.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p> |
| <i>2b: Establishing a culture for learning</i> | <p>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.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p> | <p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than the quality of the work.</p> <p>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.</p> <p>High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p> | <p>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.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning, hard work, and the precise use of language.</p> | <p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning.</p> <p>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.</p> |

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| Critical Attributes | <p>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.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p> <p>Students use language incorrectly; the teacher does not correct them.</p> | <p>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.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p> <p>The teacher urges, but does not insist, that students use precise language.</p> | <p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher demonstrates a high regard for student abilities.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p> <p>The teacher insists on precise use of language by students.</p> | <p>The teacher communicates passion for the subject.</p> <p>The teacher conveys the satisfaction that accompanies a deep understanding of complex content.</p> <p>Students indicate through their questions and comments a desire to understand the content.</p> <p>Students assist their classmates in understanding the content.</p> <p>Students take initiative in improving the quality of their work.</p> <p>Students correct one another in their use of language.</p> |
| <i>2c: Managing classroom procedures</i> | <p>Much instructional time is lost due to inefficient routines and procedures.</p> <p>There is little or no evidence of the teacher's managing instructional groups and transitions and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p> | <p>Some instructional time is lost due to partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p> | <p>There is little loss of instructional time due to effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p> | <p>Instructional time is maximized due to efficient and seamless classroom routines and procedures.</p> <p>Students take initiative in the management of instructional groups, transitions, and/or the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p> |
| Critical Attributes | <p>Students not working with the teacher are not productively engaged.</p> <p>Transitions are disorganized, with much loss of instructional time.</p> <p>There do not appear to be any established procedures for distributing and collecting materials.</p> <p>A considerable amount of time is spent off task because of unclear procedures.</p> | <p>Students not working directly with the teacher are only partially engaged.</p> <p>Procedures for transitions seem to have been established, but their operation is not smooth.</p> <p>There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</p> <p>Classroom routines function unevenly.</p> | <p>Students are productively engaged during small-group or independent work.</p> <p>Transitions between large- and small-group activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Classroom routines function smoothly.</p> | <p>With minimal prompting by the teacher, students ensure that their time is used productively.</p> <p>Students take initiative in distributing and collecting materials efficiently.</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly.</p> |
| <i>2d: Managing student behavior</i> | <p>There appear to be no established standards of conduct, or students challenge them.</p> <p>There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.</p> | <p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> | <p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students and is effective.</p> | <p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct.</p> <p>Teacher monitoring of student behavior is subtle and preventive.</p> <p>The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p> |

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| Critical Attributes | <p>The classroom environment is chaotic, with no standards of conduct evident.</p> <p>The teacher does not monitor student behavior.</p> <p>Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</p> | <p>The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</p> <p>The teacher attempts to keep track of student behavior, but with no apparent system.</p> <p>The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</p> | <p>Standards of conduct appear to have been established and implemented successfully.</p> <p>Overall, student behavior is generally appropriate.</p> <p>The teacher frequently monitors student behavior.</p> <p>The teacher's response to student misbehavior is effective.</p> | <p>Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.</p> <p>The teacher silently and subtly monitors student behavior.</p> <p>Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</p> |
| <i>2e: Organizing physical space</i> | <p>The classroom environment is unsafe, or learning is not accessible to many.</p> <p>There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activity.</p> | <p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher makes modest use of physical resources, including computer technology.</p> <p>The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p> | <p>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.</p> | <p>The classroom environment is safe, and learning is accessible to all students, including those with special needs.</p> <p>The teacher makes effective use of physical resources, including computer technology.</p> <p>The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p> |
| Critical Attributes | <p>There are physical hazards in the classroom, endangering student safety.</p> <p>Many students can't see or hear the teacher or see the board.</p> <p>Available technology is not being used even if it is available and its use would enhance the lesson.</p> | <p>The physical environment is safe, and most students can see and hear the teacher or see the board.</p> <p>The physical environment is not an impediment to learning but does not enhance it.</p> <p>The teacher makes limited use of available technology and other resources.</p> | <p>The classroom is safe, and all students are able to see and hear the teacher or see the board.</p> <p>The classroom is arranged to support the instructional goals and learning activities.</p> <p>The teacher makes appropriate use of available technology.</p> | <p>Modifications are made to the physical environment to accommodate students with special needs.</p> <p>There is total alignment between the learning activities and the physical environment.</p> <p>Students take the initiative to adjust the physical environment.</p> <p>The teacher and students make extensive and imaginative use of available technology.</p> |

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| Domain 3: Instruction | | | | |
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| Component | Unsatisfactory (1) | Basic (2) | Proficient (3) | Distinguished (4) |
| <i>3a: Communicating with students</i> | <p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> | <p>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.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; others difficult to follow.</p> <p>The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently.</p> <p>The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds.</p> <p>The teacher rarely takes opportunities to explain academic vocabulary.</p> | <p>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.</p> <p>The teacher's explanation of content is scaffolded, clear, and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement.</p> <p>The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests.</p> <p>The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p> | <p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used.</p> <p>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.</p> <p>Students contribute to the correct use of academic vocabulary.</p> |

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| Component | Unsatisfactory (1) | Basic (2) | Proficient (3) | Distinguished (4) |
| Critical Attributes | <p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>Students indicate through their body language or questions that they don't understand the content being presented.</p> <p>The teacher makes a serious content error that will affect students' understanding of the lesson.</p> <p>Students indicate through their questions that they are confused about the learning task.</p> <p>The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.</p> <p>The teacher's vocabulary is inappropriate to the age or culture of the students.</p> | <p>The teacher provides little elaboration or explanation about what the students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher makes no serious content errors but may make minor ones.</p> <p>The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.</p> <p>The teacher must clarify the learning task so that students can complete it.</p> <p>The teacher's vocabulary and usage are correct but unimaginative.</p> <p>When the teacher attempts to explain academic vocabulary, it is only partially successful.</p> <p>The teacher's vocabulary is too advanced, or too juvenile, for the students.</p> | <p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p> <p>If appropriate, the teacher models the process to be followed in the task.</p> <p>The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</p> <p>The teacher's vocabulary is appropriate to the students' ages and levels of development.</p> | <p>If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</p> <p>The teacher points out possible areas for misunderstanding.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students suggest other strategies they might use in approaching a challenge or analysis.</p> <p>The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</p> <p>Students use academic language correctly.</p> |
| <i>3b: Questioning and discussion techniques</i> | <p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession.</p> <p>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.</p> <p>Only a few students participate in the discussion.</p> | <p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved.</p> <p>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.</p> | <p>While the teacher may use some low-level questions, he poses questions designed to promote thinking and understanding.</p> <p>The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate.</p> <p>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.</p> | <p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p> |

| Domain 3: Instruction | | | | |
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| Component | Unsatisfactory (1) | Basic (2) | Proficient (3) | Distinguished (4) |
| Critical Attributes | <p>Questions are rapid-fire, and convergent, with a single correct answer.</p> <p>Questions do not invite student thinking.</p> <p>All discussion is between the teacher and students; students are not invited to speak directly to one another.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p> | <p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number actually participate in the discussion.</p> <p>The teacher asks students to explain their reasoning, but only some students attempt to do so.</p> | <p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>The teacher makes effective use of wait time.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>The teacher calls on most students, even those who don't initially volunteer.</p> <p>Many students actively engage in the discussion.</p> <p>The teacher asks students to justify their reasoning, and most attempt to do so.</p> | <p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student response to questions in order to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Students invite comments from their classmates during a discussion and challenge one another's thinking.</p> <p>Virtually all students are engaged in the discussion.</p> |
| <i>3c: Engaging students in learning</i> | <p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible.</p> <p>The groupings of students are unsuitable to the activities.</p> <p>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p> | <p>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.</p> <p>The groupings of students are moderately suitable to the activities.</p> <p>The lesson has 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."</p> | <p>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.</p> <p>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.</p> | <p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students.</p> <p>The teacher provides suitable scaffolding and challenges students to explain their thinking.</p> <p>There is evidence of some student initiation of inquiry and student contribution to the exploration of important content; students may serve as resources for one another.</p> <p>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.</p> |

| Domain 3: Instruction | | | | |
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| Component | Unsatisfactory (1) | Basic (2) | Proficient (3) | Distinguished (4) |
| Critical Attributes | <p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks/activities and materials require only recall or have a single correct response or method.</p> <p>Instructional materials used are unsuitable to the lesson and/or the students.</p> <p>The lesson drags or is rushed.</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</p> | <p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with content is largely passive; the content consists primarily facts or procedures.</p> <p>The materials and resources are partially aligned to the lesson objectives.</p> <p>Few of the materials are resources require student thinking or ask students to explain their thinking.</p> <p>The pacing of the lesson is uneven—suitable in parts, but rushed or dragging in others.</p> <p>The instructional groupings used are partially appropriate to the activities.</p> | <p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p>The pacing of the lesson provides students the time needed to be intellectually engaged.</p> <p>The teacher uses grouping that are suitable to the lesson activities.</p> | <p>Virtually all students are highly engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>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.</p> <p>Students have an opportunity for reflection and closure after the lesson to consolidate their understanding.</p> |
| <i>3d: Using assessment in instruction</i> | <p>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.</p> <p>Students do not engage in self- or peer assessment.</p> | <p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole.</p> <p>Questions and assessments are rarely used to diagnose evidence of learning.</p> <p>Feedback to students is general, and few students assess their own work.</p> | <p>Students appear to be aware of the assessment criteria and the teacher monitors student learning for groups of students.</p> <p>Questions and assessments are regularly used to diagnose evidence of learning.</p> <p>Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p> | <p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Questions and assessments are used regularly to diagnose evidence of learning by individual students.</p> <p>A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning.</p> <p>Students self-assess and monitor their own progress.</p> <p>The teacher successfully differentiates instruction to address individual students' misunderstandings.</p> |

| Domain 3: Instruction | | | | |
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| Component | Unsatisfactory (1) | Basic (2) | Proficient (3) | Distinguished (4) |
| Critical Attributes | <p>The teacher gives no indication of what high-quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to only one student.</p> <p>The teacher does not ask students to evaluate their own or classmates' work.</p> | <p>There is little evidence that the students understand how their work will be evaluated.</p> <p>The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague and not oriented towards future improvement of work.</p> <p>The teacher makes only minor attempts to engage students in self-assessment or peer assessment.</p> | <p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements; most of them do so.</p> <p>Feedback includes specific and timely guidance, at least for groups of students.</p> | <p>Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</p> <p>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.</p> <p>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</p> <p>High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</p> |
| <i>3e: Demonstrating flexibility and responsiveness</i> | <p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success.</p> <p>The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p> | <p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use.</p> <p>Adjustment of the lesson in response to assessment is minimal or ineffective.</p> | <p>Teacher successfully accommodates students' questions and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p> <p>If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p> | <p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>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.</p> |
| Critical Attributes | <p>The teacher ignores indications of student boredom or lack of understanding.</p> <p>The teacher brushes aside student questions.</p> <p>The teacher conveys to students that when they have difficulty learning it is their fault.</p> <p>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</p> <p>The teacher makes no attempt to adjust the lesson in response to student confusion.</p> | <p>The teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</p> <p>The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.</p> <p>In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.</p> <p>The teacher's attempts to adjust the lesson are partially successful.</p> | <p>The teacher incorporates students' interests and questions into the heart of the lesson.</p> <p>The teacher conveys to students that she has other approaches to try when the students experience difficulty.</p> <p>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p> <p>When improvising becomes necessary, the teacher makes adjustments to the lesson.</p> | <p>Teacher seizes on a teachable moment to enhance a lesson.</p> <p>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.</p> <p>In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.</p> <p>The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.</p> |

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FRAMEWORK FOR TEACHING, 2013 EDITION

| Domain 4: Professional Responsibilities | | | | |
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| Component | Unsatisfactory (1) | Basic (2) | Proficient (3) | Distinguished (4) |
| <i>4a: Reflecting on teaching</i> | <p>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.</p> <p>The teacher has no suggestions for how a lesson could be improved.</p> | <p>The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>The teacher makes general suggestions about how a lesson could be improved.</p> | <p>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.</p> <p>The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p> | <p>The 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.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p> |
| Critical Attributes | <p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</p> <p>The teacher makes no suggestions for improvement.</p> | <p>The teacher has a general sense of whether or not instructional practices were effective.</p> <p>The teacher offers general modifications for future instruction.</p> | <p>The teacher accurately assesses the effectiveness of instructional activities used.</p> <p>The teacher identifies specific ways in which a lesson might be improved.</p> | <p>The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</p> <p>The teacher's suggestions for improvement draw on an extensive repertoire.</p> |
| <i>4b: Maintaining accurate records</i> | <p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>The teacher's records for non-instructional activities are in disarray, the results being errors and confusion.</p> | <p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p> | <p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> | <p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p> |
| Critical Attributes | <p>There is no system for either instructional or non-instructional records.</p> <p>Record-keeping systems are in disarray and provide incorrect or confusing information.</p> | <p>The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to access the information.</p> <p>The teacher's process for tracking student progress is cumbersome to use.</p> <p>The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.</p> | <p>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.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</p> <p>The teacher's process for recording non-instructional information is both efficient and effective.</p> | <p>Students contribute to and maintain records indicating completed and outstanding work assignments.</p> <p>Students contribute to and maintain data files indicating their own progress in learning.</p> <p>Students contribute to maintaining non-instructional records for the class.</p> |

| Domain 4: Professional Responsibilities | | | | |
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| Component | Unsatisfactory (1) | Basic (2) | Proficient (3) | Distinguished (4) |
| <i>4c: Communicating with families</i> | 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. | 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. | 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 communicates frequently with families 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. |
| Critical Attributes | 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. | 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 gradebook but does little else to inform families about student progress. Some of the teacher's communications are inappropriate to families' cultural norms. | 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. | 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. |
| <i>4d: Participating in a professional community</i> | 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 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 to do so. | 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'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. |
| Critical Attributes | The teacher's relationship with colleagues is characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school district and community projects. | 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 school district and community projects. | 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 activities, as well as school district and community projects. | 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 school district and community projects. |

| Domain 4: Professional Responsibilities | | | | |
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| Component | Unsatisfactory (1) | Basic (2) | Proficient (3) | Distinguished (4) |
| <i>4e: Growing and developing professionally</i> | <p>The teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p> | <p>The teacher participates to a limited extent in professional activities when they are convenient.</p> <p>The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.</p> <p>The teacher finds limited ways to assist other teachers and contribute to the profession.</p> | <p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice.</p> <p>The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p> | <p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>The teacher solicits feedback on practice from both supervisors and colleagues.</p> <p>The teacher initiates important activities to contribute to the profession.</p> |
| Critical Attributes | <p>The teacher is not involved in any activity that might enhance knowledge or skill.</p> <p>The teacher purposefully resists discussing performance with supervisors or colleagues.</p> <p>The teacher ignores invitations to join professional organizations or attend conferences.</p> | <p>The teacher participates in professional activities when they are required or provided by the school district.</p> <p>The teacher reluctantly accepts feedback from supervisors and colleagues.</p> <p>The teacher contributes in a limited fashion to educational professional organizations.</p> | <p>The teacher seeks regular opportunities for continued professional development.</p> <p>The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.</p> <p>The teacher actively participates in organizations designed to contribute to the profession.</p> | <p>The teacher seeks regular opportunities for continued professional development, including initiating action research.</p> <p>The teacher actively seeks feedback from supervisors and colleagues.</p> <p>The teacher takes an active leadership role in professional organizations in order to contribute to the profession.</p> |
| <i>4f: Showing professionalism</i> | <p>The teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>The teacher makes decisions and recommendations based on self-serving interests.</p> <p>The teacher does not comply with school and district regulations.</p> | <p>The teacher is honest in interactions with colleagues, students, and the public.</p> <p>The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students' being ill served by the school.</p> <p>The teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>The teacher must be reminded by supervisors about complying with school and district regulations.</p> | <p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>The teacher maintains an open mind in team or departmental decision making.</p> <p>The teacher complies fully with school and district regulations.</p> | <p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</p> <p>The teacher is highly proactive in serving students, seeking out resources when needed.</p> <p>The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p>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.</p> <p>The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p> |

| Domain 4: Professional Responsibilities | | | | |
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| Component | Unsatisfactory (1) | Basic (2) | Proficient (3) | Distinguished (4) |
| Critical Attributes | <p>The teacher is dishonest.</p> <p>The teacher does not notice the needs of students.</p> <p>The teacher engages in practices that are self-serving.</p> <p>The teacher willfully rejects school district regulations.</p> | <p>The teacher is honest.</p> <p>The teacher notices the needs of students but is inconsistent in addressing them.</p> <p>The teacher does not notice that some school practices result in poor conditions for students.</p> <p>The teacher makes decisions professionally but on a limited basis.</p> <p>The teacher complies with district regulations.</p> | <p>The teacher is honest and known for having high standards of integrity.</p> <p>The teacher actively addresses student needs.</p> <p>The teacher actively works to provide opportunities for student success.</p> <p>The teacher willingly participates in team and departmental decision making.</p> <p>The teacher complies completely with district regulations.</p> | <p>The teacher is considered a leader in terms of honesty, integrity, and confidentiality.</p> <p>The teacher is highly proactive in serving students.</p> <p>The teacher makes a concerted effort to ensure that opportunities are available for all students to be successful.</p> <p>The teacher takes a leadership role in team and departmental decision making.</p> <p>The teacher takes a leadership role regarding district regulations.</p> |

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