

Standard 1: Practice for Engaging and Supporting All Students in Learning

	Meets or Exceeds	Requires Improvement	Unsatisfactory
1.1	Teacher uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.	Teacher learns about students and occasionally uses that information to choose among a limited array of instructional strategies.	Teacher accesses information about students through data provided by the school and/or through district assessments but does not demonstrate clear application of that information to meet student needs.
1.2	Teacher facilitates as students connect and apply prior knowledge, life experience, and interests to new learning goals.	Teacher makes some connections between the learning goals and the students' prior knowledge, life experiences, and interests.	Teacher makes no connections between the learning goals and the student prior knowledge, life experience, and interests.
1.3	Teacher includes connections from subject matter to meaningful, real-life contexts, including those specific to students' families and community.	Teacher uses real-life connections during instruction as identified in curriculum.	Teacher makes no connections between students' lives and subject matter.
1.4	Teacher makes skillful use of a variety of instructional strategies, resources and technologies to engage all students in learning, making adjustments while teaching to respond to students' needs.	Teacher uses a few different instructional strategies and technologies that are appropriate, but they lack variety or are not responsive to students' needs.	Teacher uses instructional strategies that lack variety, are poorly carried out, are inappropriate, and no adjustments are made to respond to student needs. Teacher uses very few or no technologies to meet student needs.
1.5	Learning opportunities are provided that extend student thinking and engage and support all students in problem solving, inquiry, analysis and reflection that make subject matter meaningful.	Some learning opportunities are provided for students to engage in problem solving, inquiry and reflection within subject matter areas.	No learning opportunities are provided for students to engage in problem solving, analysis, inquiry or reflection within or across subject matter areas.
1.6	Teacher makes on-going adjustments to instruction based on observation of student engagement and regular checks for understanding.	Teacher occasionally adjusts instruction based on superficial checks for student understanding.	Teacher implements lessons following curriculum guidelines.

Standard 2: Practice for Creating and Maintaining Effective Environments for Student Learning

	Meets or Exceeds	Requires Improvement	Unsatisfactory
2.1	Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership, and are responsible for themselves and peers.	Students respect each other's differences most of the time and work together moderately well. Teacher treats students fairly most of the time and provides limited opportunities for students to assume responsibility.	Students' social development, self esteem, and diversity are not supported, and students have no sense of responsibility for each other. Teacher treats students unfairly in at least one observed incident.
2.2	Arrangement of the physical environment ensures safety and accessibility, reflects the class' student diversity and facilitates purposeful engagement for all students.	The physical environment is arranged for safety and accessibility, makes some accommodation for student diversity, and it facilitates individual student engagement in learning.	The physical environment does not support student learning. Student diversity is not integrated into classroom community. There are one or more safety hazards, and materials are difficult to access when needed.
2.3	Teacher anticipates and reduces risks to physical, intellectual and emotional safety using multiple strategies that include examining biases in the learning environment and the curriculum. Teacher models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.	Teacher adheres to policies and laws regarding safety that are required by the site, district, and state. Responds to behaviors that impact student safety as they arise.	Teacher's practices are not consistent with site, district and state policies/laws regarding the physical, intellectual and/or emotional safety of students. Teacher fails to respond to behaviors that impact student safety.
2.4	Teacher develops a rigorous learning environment that includes accuracy, analysis, problem solving and appropriate levels of challenge. Teacher holds high expectations for students, has an understanding of achievement patterns and uses scaffolds to address achievement gaps.	Teacher focuses primarily on accuracy of answers with limited focus on analysis and problem solving. Communicates expectations of high achievement to students but does not regularly use scaffolds or other supports.	Teacher focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks. Is aware of the importance of maintaining high expectations for students.

2.5	Teacher uses multiple strategies to develop behavior standards, and students are responsible for helping each other maintain standards, both as individuals and as a group.	Standards for behavior have been established by the teacher and communicated to students; and the teacher's response to student behavior is generally appropriate.	No standards for behavior appear to have been established, or students are confused about what the standards are.
2.6	Students and teacher ensure that classroom routines, procedures, norms and supports operate seamlessly and efficiently on a consistent basis.	Routines, procedures and norms have been established and work moderately well, with little loss of instructional time. Supports to ensure a climate in which all students can learn are partially in place or used only sporadically.	Classroom routines, procedures and norms have not been established or are not being enforced. Behavioral supports are not evident. Instructional time is wasted.
2.7	Teacher paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.	Teacher paces instruction with some consideration of lesson type, student comprehension and transitions.	Teacher paces instruction based on curriculum guidelines. Fails to demonstrate awareness of how transitions and classroom management impact pacing and lessons.

Standard 3: Practice for Understanding and Organizing Subject Matter for Student Learning

	Meets or Exceeds	Requires Improvement	Unsatisfactory
3.1	Teacher demonstrates working knowledge of subject matter, academic content standards and curriculum frameworks, using a variety of perspectives to address diverse student language and content needs.	Teacher's working knowledge of subject matter, academic content standards and curriculum frameworks reflects a single or a few perspectives, supports some students' learning and is usually current.	Teacher's working knowledge of subject matter, academic content standards and curriculum frameworks is inconsistently evident, does not adequately support students' learning and/or may not be current.
3.2	Teacher adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning needs. Ensures understanding of subject matter, including related academic language. Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings and academic language in ways that engage students in accessing subject-matter text or learning activities.	Teacher plans instruction with clear consideration of student development but with little consideration of varying levels of students' understanding of subject matter. Identifies and explicitly teaches subject-specific vocabulary based on assessed student needs.	Teacher has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter. Teaches subject-specific vocabulary following curriculum guidelines.
3.3	Curriculum is organized to support student understanding of subject matter.	Curriculum is loosely organized, inconsistently demonstrates concepts, themes and skills without valuing different perspectives. Supports an understanding of core concepts for some students.	Curriculum is not organized and it rarely demonstrates concepts, themes, and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.
3.4	Teacher develops student understanding through a variety of instructional strategies that are appropriate to the subject matter.	Teacher may use a few strategies to make the content accessible to students, and may encourage some students to think critically or to extend their knowledge of subject matter.	Teacher does not use instructional strategies appropriately matched to subject matter content or concepts and does not encourage students to think critically or to extend their knowledge.

3.5	Instructional materials are standards aligned. Resources are adapted to meet all students' needs. Technologies are used to make subject matter accessible to all students.	Instructional materials, resources and technologies are used infrequently to convey key subject matter concepts. Materials may be standards aligned and may be adapted to meet all students' needs.	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.
3.6	Teacher identifies language proficiencies and English-learner strengths in the study of language and content. Differentiates instruction using one or more components of English-language development to support English learners. Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE and content-level English-language development in order for students to improve language proficiencies and understand content.	Teacher is aware of students' primary language(s) and English-language proficiencies. Accesses and reviews students' English-language assessment data. Attempts to scaffold content using visuals, models, and graphic organizers.	Teacher fails to demonstrate awareness of students' primary language(s) and English-language proficiencies. Provides adapted materials to help English Learners access content without regard to students' assessed English-language proficiencies.

Standard 4: Practice for Planning Instruction and Designing Learning Experiences for All Students

	Meets or Exceeds	Requires Improvement	Unsatisfactory
4.1	Instructional plans draw on and value students' academic readiness, language proficiency, cultural background and individual development.	Instructional plans are partially drawn from information about students' academic readiness, language proficiency, cultural background and individual development.	Instructional plans do not match or reflect students' academic readiness, language proficiency, cultural background and individual development.
4.2	Multiple, short-term and long-term instructional goals are established and articulated for student learning.	Some instructional goals address students' learning, experience and/or home and school expectations. Expectations for students are inconsistent	Instructional goals are not established or do not address students' language, experience or home and school expectations. Expectations for students are low.
4.3	Short-term and long-term plans are designed to meet the needs of individual students and foster student learning.	Long-term plans have a recognizable structure, although the sequence of short-term/individual lessons is uneven and only partially helps students develop conceptual understanding.	Individual lesson plans have little or no relation to long-term goals and/or long-term or unit plan has little recognizable structure.
4.4	Teacher incorporates differentiated instructional strategies into on-going planning that addresses culturally responsive pedagogy, students' diverse language- and learning needs and styles. Uses assessments of students' learning and language needs to inform planning differentiated instruction.	Teacher selects from a limited array of strategies to respond to students' diverse learning needs. Attempts to apply knowledge of students' content and language needs in developing instructional plans.	Teacher plans instruction that incorporates strategies suggested by curriculum guidelines. Is aware of students' content and language needs through data provided by the site and district.
4.5	Instructional plans and materials are adapted to adjust for and accommodate assessed learning needs of all students.	Instructional plans and materials are adapted to only address superficial aspects of the lesson.	Instructional plans and/or materials are not modified, in spite of evidence that adaptation would improve student learning.

Standard 5: Practice for Assessing Student Learning

	Meets or Exceed	Requires Improvement	Unsatisfactory
5.1	Teacher decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative and summative assessments. Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.	Teacher explores the use of different types of pre-assessment, formative and summative assessments. Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress and proficiency.	Teacher is aware of the purposes and characteristics of formative and summative assessments.
5.2	Teacher collects and analyzes multiple sources of information to assess student learning and inform future instruction.	Teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	Teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.
5.3	Teacher reviews and monitors a variety of data on student learning, individually and with colleagues, to identify trends and patterns among groups of students.	Teacher reviews and monitors assessments as individual events and identifies few trends among assessments or among groups of students. Teacher works individually.	Teacher reviews and monitors available assessment data as required by site and district processes.
5.4	Information from a variety of ongoing assessments is used to establish learning goals; and to plan and differentiate instruction. Assessments are used to adjust instruction while teaching in response to student needs.	Information from a limited range of assessments is used to establish learning goals and to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.	Information about student learning is inappropriately or not used by the teacher to plan, guide or adjust instruction.
5.5	Teacher involves and guides all students in reflection and self-assessment. Students demonstrate assessment strategies, set goals and monitor personal progress. Students discuss work with peers.	Teacher encourages and guides students to reflect and/or assess their own work. Opportunities are provided for students to self-assess, set goals, monitor personal progress and discuss work with peers.	Teacher does not encourage students to reflect on or assess their own work.

5.6	Teacher uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families and students. Ensures that communications are received by those who lack access to technology.	Teacher uses technology to implement individual assessments, record results and communicate with administration, colleagues and families about student learning.	Teacher uses available technology to record assessments and make required communications about student learning.
5.7	Teacher communicates assessment information in a timely and comprehensible manner to students, families and other support personnel to improve understanding and encourage academic progress.	Teacher provides assessment information to students, families and support personnel to promote understanding and academic progress.	Teacher provides some information about student learning to students, families and support personnel, but the information is incomplete or unclear.

Standard 6: Practice for Developing as a Professional Educator

	Meets or Exceeds	Requires Improvement	Unsatisfactory
6.1	Teacher reflects on teaching practice in direct relation to student learning and instructional goals.	Teacher may reflect on areas of concern in their teaching, but rarely uses reflection to directly support student learning.	Teacher does not reflect on teaching practice or areas of concern.
6.2	Professional goals are extended, and teacher continuously and purposefully pursues opportunities to expand knowledge and skills and participate in the professional community.	Professional goals are developed, but teacher rarely pursues opportunities to develop new knowledge or skills.	Teacher makes minimal or no plans for professional growth.
6.3	Teacher engages in dialogue and reflection with colleagues, collaborates with staff to meet student needs, and contributes to school- and district-wide decision-making and events.	Teacher converses with colleagues occasionally, does not seek out other staff to meet student needs. Participates in required school and district events or learning activities.	Teacher does not converse with colleagues to meet the needs of students, and rarely participates in school or district events or learning activities.
6.4	Teacher respects all students' families, understands their diverse backgrounds, maintains positive interactions and provides multiple opportunities for meaningful participation in the classroom or school community in support of student learning.	Teacher may demonstrate respect for students' families or their backgrounds but has limited communication with families and is not sure how to provide opportunities for their participation in the classroom or school community.	Minimally communicates with families. Communication may be insensitive, not provided in a timely manner and/or unrelated to student learning.
6.5	Teacher values students' communities, uses knowledge of them to benefit students, and families provide students with experiences that support their learning and promote collaboration between the instructional program and the community.	Teacher has limited knowledge of students' communities or of how to access them to promote collaboration with the instructional program.	Teacher has no knowledge of students' communities and makes no attempt to access them.
6.6	Teacher anticipates professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse	Teacher maintains professional responsibilities in timely ways and seeks support as needed. Demonstrates commitment by exploring ways to address	Teacher develops an understanding of professional responsibilities. Seeks to meet required commitments to students.

	learning needs and maintains belief in students' capacity for achievement.	individual student needs.	
6.7	Teacher maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances. Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication. Contributes to fostering a school culture with a high degree of resilience, professional integrity and ethical conduct.	Teacher follows all state education codes, legal requirements, district and site policies, contractual agreements and ethical responsibilities.	Teacher demonstrates little or no awareness of state education codes, legal requirements, district policies, site policies, contractual agreements and/or ethical responsibilities; or teacher demonstrates awareness but little regard.