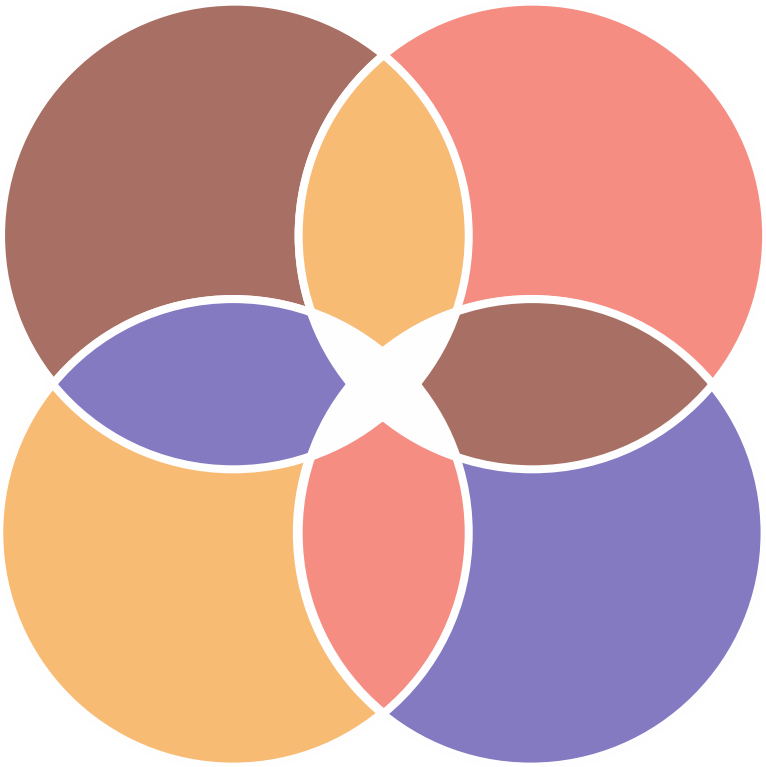
The Framework for Teaching Evaluation Instrument, 2013 Instructionally Focused Edition



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Introduction

The Framework for Teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. While the Framework is not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

The 1996 Edition
First published by ASCD in 1996, Enhancing Professional Practice: A Framework for Teaching was an outgrowth of the research compiled by Educational Testing Service (ETS) for the development of Praxis III: Classroom Performance Assessments, an observation-based evaluation of first-year teachers used for the purpose of licensing. The Framework extended this work by examining current research to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performance—unsatisfactory, basic, proficient, and distinguished—for each of its 22 components.

The 2007 Edition
The 2007 edition of the Framework, also published by ASCD as Enhancing Professional Practice: A Framework for Teaching, incorporated several important enhancements. Most importantly, it reflected educational research that had been conducted since 1996; this was fully described in its Appendix, "The Research Foundation." Moreover, the 2007 edition included frameworks for non-classroom specialist positions, such as school librarians, nurses, and counselors. These individuals, while typically part of the teacher bargaining unit in a school district, have very different responsibilities from those of classroom teachers. Therefore, they need their own frameworks, tailored to the details of their work. These frameworks were written to reflect the recommendations of their professional organizations, such as the American Association of School Librarians, but organized according to the same structure as that of the Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

The 2007 edition of the Framework for Teaching retained the architecture of the 1996 edition; in both cases, the complex work of teaching is divided into 4 domains and 22 components. Furthermore, each component is composed of several smaller elements, which serve to further define the component. A few of the components were renamed:

- 1c: "Selecting Instructional Goals" was changed to "Setting Instructional Outcomes."
- 1f: "Assessing Student Learning" was revised to "Designing Student Assessments."
- 3a: "Communicating Clearly and Accurately" was revised to "Communicating with Students."
- 3d: "Providing Feedback to Students" was altered to "Using Assessment in Instruction."
- 4d: "Contributing to the School and District" was changed to "Participating in a Professional Community."

Most of these revisions were simple clarifications to the language. In the case of 4d, for example, the original name implied to some people that "Contributing to the School and District" was an additional responsibility, not integral to the work of teaching; whereas the new name, "Participating in a Professional Community," suggests that it is an essential professional obligation.

However, the revisions to 1f and 3d were significant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1: Planning and Preparation, and 3d: Using Assessment in Instruction to Domain 3: Instruction. These distinctions were not as apparent in the 1996 edition.

The 2011 Edition

In 2009, the Bill and Melinda Gates Foundation embarked on the large research project, Measures of Effective Teaching (MET), which entailed the video capture of over 23,000 lessons, analyzed according to five observation protocols, with the results of those analyses (together with other measures) correlated to value-added measures of student learning. The aim of the study was to determine which aspects of a teacher's practice were most highly correlated with high levels of student progress.

The Framework for Teaching was one of the models selected for this large-scale study, which involved the (online) training and certification of hundreds of observers for the purpose of rating the quality of teaching in the lessons. In order to fulfill this obligation, it became necessary to supply additional tools to aid in the training of observers, so that they could make accurate and consistent judgments about teaching practice as demonstrated in the large numbers of videotaped lessons. The following additional tools included:

- *Rubric language tighter even than that of the 2007 edition of the Framework for Teaching.* Furthermore, the levels of performance in the 2011 revision are written at the component, rather than the element, level. While providing less detail, the component-level rubrics capture all the essential information from those at the element level and are far easier to use in evaluation than are those at the element level.
- *"Critical attributes" for each level of performance for each component.* These critical attributes provide essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation.
- *Possible examples for each level of performance for each component.* These examples serve to illustrate the meanings of the rubric language. However, they should be regarded for what they are: possible examples. They are not intended to describe **all** the possible ways in which a certain level of performance might be demonstrated in the classroom; those are, of necessity, particular to each grade and subject. The possible examples simply serve to illustrate what practice might look like in a range of settings.

These enhancements to the Framework for Teaching, while created in response to the demands of the MET study, turned out to be valuable additions to the instrument in all its applications. Practitioners found that the enhancements not only made it easier to determine the level of performance reflected in a classroom for each component of the Framework, but also contributed to judgments that are more accurate and more worthy of confidence. As the stakes in teacher evaluation become higher, this increased accuracy is absolutely essential.

As with the 2007 edition, there were absolutely no changes to the architecture of the 2011 edition. Therefore, those educators who invested resources in learning the language of the 2007 edition simply gained additional tools to help them in the challenging work of applying the Framework to actual classroom teaching.

The 2013 Edition

The principal reason for releasing the 2013 edition of The Framework for Teaching Evaluation Instrument was to respond to the instructional implications of the Common Core State Standards

(CCSS). Since the CCSS have been adopted in the vast majority of states, it seemed to make sense to explore what these would mean in the classroom.

The CCSS, when fully implemented, will have a profound effect on education in America. They envision, for literacy and mathematics initially, deep engagement by students with important concepts, skills, and perspectives. They emphasize active, rather than passive, learning by students. In all areas, they place a premium on deep conceptual understanding, thinking and reasoning, and the skill of argumentation (students taking a position and supporting it with logic and evidence).

In particular, the CCSS advocate specific recommendations in different curricular areas:

- In ELA and literacy in all fields, a close reading of text and a greater emphasis on nonfiction works in addition to fiction
- In mathematics, a focus on the principal topics in each grade level, with growing fluency and skill in the application of mathematical concepts

To the extent that the CCSS deal with what students should learn in school so they will be prepared for college and careers, the biggest implications are in the areas of curriculum and assessment. Educators and policymakers must revise their curricula and their classroom and district assessments, and must locate instructional materials to support the new learning.

But teachers will also have to acquire new instructional skills in order to bring the CCSS to life for their students. Teaching for deep conceptual understanding, for argumentation, and for logical reasoning have not, after all, been high priorities in most school districts or preparation programs. In most classrooms, students don't take an active role in their own learning, nor do they (respectfully) challenge the thinking of their classmates. All of this will represent a major departure, and therefore a major challenge, for many teachers.

But educators who are familiar with the Framework for Teaching will recognize much in the philosophy of the CCSS that is similar to the underlying concepts of the Framework. After all, the centerpiece of the Framework is student engagement, which is defined not as "busy" or "on task," but as "intellectually active." Learning activities for students may be "hands-on," but they should always be "minds-on." Furthermore, the hallmark of distinguished-level practice in the Framework is that teachers have been able to create a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions, initiate improvements, monitor their own learning against clear standards, and serve as resources to one another.

However, despite a deep shared philosophy of teaching and learning between the CCSS and the Framework, there are some specific additions that can be made to the rubric language to bring it into complete alignment; those have been added, particularly in the following domains:

- Domain 1—1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, and 1f: Designing Student Assessments
- Domain 3—3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction

But because the Framework is a generic instrument, applying to all disciplines, and the CCSS are discipline specific, many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Attentive readers who are deeply familiar with the Framework may notice some slight modifications to the language of the rubrics themselves; this has been done, as in previous revisions, in the interests of clarity. Teaching is highly complex work, and describing it is also challenging; as we receive feedback on confusing words and phrases, we try to improve the wording to minimize ambiguity. But educators who have become familiar with the 2011 version of the Framework, who "speak that

language" and may have completed the online training and assessment program produced by Teachscape, should know that none of the revisions would alter the assessments of teaching represented in the videotaped lessons.

The 2013 Instructionally Focused Edition

From the beginning, the Framework for Teaching has been valued as a means of capturing a holistic picture of teaching practice, both inside the classroom (Domains 2 and 3) and outside the classroom (Domains 1 and 4). At the same time, some districts and local education agencies (LEAs) prioritize, for evaluation purposes, those aspects of practice that are observable in the classroom, while placing less emphasis on teaching responsibilities that occur outside the classroom.

To help such organizations focus their assessments on the components of classroom teaching in Domains 2 and 3, the Framework for Teaching Evaluation Instrument, 2013 Instruction-Focused Edition, was developed. As with the 2011 and 2013 editions of the instrument, this instrument does not alter the architecture of the Framework in any way but vastly simplifies the rubrics for Domain 1 (Planning and Preparation) and Domain 4 (Professional Responsibilities). The 12 individual components for these two domains have been removed so that observers need only determine one score for each domain. The rubrics for Domains 2 and 3 in the 2013 Instruction-Focused Edition are identical to those of the original 2013 edition of the Evaluation Instrument.

There are two primary reasons this instrument allows for more straightforward evaluations that emphasize classroom evidence:

- As a complete instrument, the Framework for Teaching has been validated by research; however, the specific components in Domains 1 and 4 were not included in these studies and therefore not validated, so attaining accuracy in assessing these areas of teaching may be more challenging.
- With 12 components in Domains 1 and 4 (compared to 10 components in Domains 2 and 3), observers may spend a disproportionate amount of time scoring Domains 1 and 4 when Domains 2 and 3 may be a larger part of the overall evaluation score.

The Framework for Teaching Evaluation Instrument, 2013 Edition, continues to be a practical tool for districts and LEAs that wish to assess all aspects of planning and professional responsibilities along with classroom teaching. The Framework for Teaching Evaluation Instrument, 2013 Instruction-Focused Edition, provides an additional option for streamlined observations that focus on classroom practice.

The Four Domains of the Framework for Teaching Evaluation Instrument, 2013 Instructionally Focused Edition

Descriptions of the four domains are presented in the table below.

Domain	Description
1. Planning & Preparation	Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.
2. Classroom Environment	Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.
3. Instruction	In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.
4. Professional Responsibilities	Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.

Domain 1: Planning and Preparation

Domain	Unsatisfactory	Basic	Proficient	Distinguished
Domain 1	The teacher's plans reflect little knowledge of the content or of prerequisite relationships within the discipline. Learning outcomes are stated as activities, reflecting unimportant learning and little understanding of students' prior knowledge and skill. Lessons and units are not designed to engage students in high-level thinking and problem solving, permit no differentiation, and use only district-provided materials. Assessments are poorly aligned with the learning outcomes and yield little information that can be used to shape future instruction.	The teacher's plans reflect superficial knowledge of the content or scant knowledge of prerequisite relationships within the discipline. Some of the learning outcomes are not stated clearly, and not all represent important learning; they also reflect uneven understanding of students' prior knowledge and skill. Lessons and units are not designed to engage students in high-level thinking and problem solving, permit little differentiation, and use a narrow range of materials. Assessments are partially aligned with the learning outcomes and yield only moderate information that can be used to shape future instruction.	The teacher's plans reflect important learning and knowledge of the content and prerequisite relationships within the discipline. Learning outcomes are stated clearly, reflecting understanding of prior knowledge and skill of groups of students. Lessons and units are designed to engage students in high-level thinking and problem solving, may be differentiated to address the needs of groups of students, and use a wide range of materials. Assessments, both formative and summative, are largely aligned with the learning outcomes and yield information that can be used to shape ongoing instruction.	The teacher's plans reflect important learning and deep knowledge of the content and prerequisite relationships within the discipline and between disciplines. Learning outcomes are stated clearly, reflecting understanding of prior knowledge and skill of individual students. Lessons and units are designed to engage students in complex thinking and problem solving, may be differentiated to address the needs of individual students, and are supplemented by extensive external resources. Assessments, both formative and summative, are fully aligned with the learning outcomes and yield much information that can be used to shape ongoing instruction.

	Unsatisfactory	Basic	Proficient	Distinguished
Domain 1				
Critical Attributes	• The teacher's plans do not accommodate prerequisite relationships. • The teacher does not try to ascertain varied ability levels among students in the class. • Outcomes lack rigor or are stated as activities. • The teacher uses only district-provided materials, even when more variety would assist some students. • The instructional plan is not aligned to the stated outcomes. • Summative assessments do not match instructional outcomes and no formative assessments have been designed.	• The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. • The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." • Outcomes represent a mixture of low expectations and rigor. • The teacher uses materials in the school library but does not search beyond the school for resources. • The instructional plan is partially aligned to the stated outcomes • Summative assessments partially match instructional outcomes and/or formative assessments are rudimentary.	• The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher has identified "high," "medium," and "low" groups of students within the class. • Outcomes represent high expectations and rigor, and are written in terms of what students will learn rather than do. • Texts are supplemented by guest speakers and field experiences. • The instructional plan is fully aligned to the stated outcomes. • All the learning outcomes have a method for assessment with plans for formative assessment during instruction.	• The teacher cites intra- and interdisciplinary content relationships. • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • Outcomes are related, where appropriate, to the Common Core State Standards and are differentiated to suit individual students. • The teacher has ongoing relationships with colleges and universities that support student learning. • The instructional plan is fully aligned to the stated outcomes with some opportunity for student choice of activities. • Students develop rubrics for teacher-specified learning outcomes and design formative assessments.
Possible Examples	• *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."* • *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.* • *A learning outcome for a fourth-grade class is to make a poster illustrating a poem.*	• *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.* • *The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.*	• *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.* • *The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.* • *The learning outcomes include students defending their interpretation of the story with citations from the text.*	• *In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.* • *The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.*

	Unsatisfactory	Basic	Proficient	Distinguished
	• *For their unit on China, the students find all of their information in the district-supplied textbook.* • *To teach his ninth graders the parts of the microscope, the teacher plans to have them fill in a worksheet.* • *The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.* • *And others…*	• *The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.* • *For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library.* • *The teacher's lesson plans are well formatted, but the timing for many activities is too short for students to understand the concepts thoroughly.* • *The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.* • *And others…*	• *The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts.* • *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and approach to learning.* • *The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.* • *And others…*	• *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them.* • *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies.* • *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.* • *The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.* • *And others…*

Domain 2: The Classroom Environment

Component 2a:	Creating an Environment of Respect and Rapport
	An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students. "Respect" shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior). The elements of component 2a are: • Teacher interactions with students, including both words and actions *A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.* • Student interactions with other students, including both words and actions *As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.* Indicators include: • Respectful talk, active listening, and turn-taking • Acknowledgment of students' backgrounds and lives outside the classroom • Body language indicative of warmth and caring shown by teacher and students • Physical proximity • Politeness and encouragement • Fairness

Component 2a	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	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. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Critical Attributes	• The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • Students' body language indicates feelings of hurt, discomfort, or insecurity. • The teacher displays no familiarity with, or caring about, individual students. • The teacher disregards disrespectful interactions among students.	• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to respond to disrespectful behavior among students, with uneven results. • The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	• Talk between the teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher.	• The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students' efforts.
Possible Examples	• *A student slumps in his chair following a comment by the teacher.* • *Students roll their eyes at a classmate's idea; the teacher does not respond.*	• *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* • *A few students do not engage with others in the classroom, even when put together in small groups.*	• *The teacher greets students by name as they enter the class or during the lesson.* • *The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.*	• *The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).*

Component 2a	Unsatisfactory	Basic	Proficient	Distinguished
	• *Many students talk when the teacher and other students are talking; the teacher does not correct them.* • *Some students refuse to work with other students.* • *The teacher does not call students by their names.* • *And others…*	• *Students applaud halfheartedly following a classmate's presentation to the class.* • *The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.* • *And others…*	• *Students attend fully to what the teacher is saying.* • *Students wait for classmates to finish speaking before beginning to talk.* • *Students applaud politely following a classmate's presentation to the class.* • *Students help each other and accept help from each other.* • *The teacher and students use courtesies such as "please," "thank you," and "excuse me."* • *The teacher says, "Don't talk that way to your classmates," and the insults stop.* • *And others…*	• *Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.* • *Students clap enthusiastically for one another's presentations for a job well done.* • *The teacher says, "That's an interesting idea, Josh, but you're forgetting . . . "* • *A student questions a classmate, "Didn't you mean ____?" and the classmate reflects and responds, "Oh, maybe you are right!"* • *And others…*

Component 2b:	Establishing a Culture for Learning
	A "culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work. Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students' natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill. Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous. The elements of component 2b are: • Importance of the content and of learning *In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.* • Expectations for learning and achievement *In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students.* • Student pride in work *When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.* Indicators include: • Belief in the value of what is being learned • High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation • Expectation of high-quality work on the part of students • Expectation and recognition of effort and persistence on the part of students • High expectations for expression and work products

Component 2a	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
Critical Attributes	• The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. • The teacher conveys to at least some students that the work is too challenging for them. • Students exhibit little or no pride in their work. • Students use language incorrectly; the teacher does not correct them.	• The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. • The teacher conveys high expectations for only some students. • Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." • The teacher's primary concern appears to be to complete the task at hand. • The teacher urges, but does not insist, that students use precise language.	• The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. • The teacher demonstrates a high regard for students' abilities. • The teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. • The teacher insists on precise use of language by students.	• The teacher communicates passion for the subject. • The teacher conveys the satisfaction that accompanies a deep understanding of complex content. • Students indicate through their questions and comments a desire to understand the content. • Students assist their classmates in understanding the content. • Students take initiative in improving the quality of their work. • Students correct one another in their use of language.
Possible Examples	• *The teacher tells students that they're doing a lesson because it's in the book or is district-mandated.* • *The teacher says to a student, "Why don't you try this easier problem?"* • *Students turn in sloppy or incomplete work.*	• *The teacher says, "Let's get through this."* • *The teacher says, "I think most of you will be able to do this."* • *Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking.* • *The teacher does not encourage students who are struggling.*	• *The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."* • *The teacher says, "This idea is really important! It's central to our understanding of history."* • *The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."*	• *The teacher says, "It's really fun to find the patterns for factoring polynomials."* • *A student says, "I don't really understand why it's better to solve this problem that way."* • *A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation.*

Component 2a	Unsatisfactory	Basic	Proficient	Distinguished
	• *Many students don't engage in an assigned task, and yet the teacher ignores their behavior.* • *Students have not completed their homework; the teacher does not respond.* • *And others…*	• *Only some students get right to work after an assignment is given or after entering the room.* • *And others…*	• *The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint.* • *Students get to work right away when an assignment is given or after entering the room.* • *And others…*	• *Students question one another on answers.* • *A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.* • *And others…*

Component 2c:	Managing Classroom Procedures
	A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself." The elements of component 2c are: • Management of instructional groups *Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.* • Management of transitions *Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.* • Management of materials and supplies *Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.* • Performance of classroom routines *Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.* • Supervision of volunteers and paraprofessionals *Not every teacher has the benefit of assistance from volunteers and paraprofessionals, but those who do recognize that it takes both organization and management to help these individuals understand their duties and acquire the skills to carry them out.* Indicators include: • Smooth functioning of all routines • Little or no loss of instructional time • Students playing an important role in carrying out the routines • Students knowing what to do, where to move

Component 2c	Unsatisfactory	Basic	Proficient	Distinguished
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
Critical Attributes	• Students not working with the teacher are not productively engaged. • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures. • Volunteers and paraprofessionals have no defined role and/or are idle much of the time.	• Students not working directly with the teacher are only partially engaged. • Procedures for transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. • Classroom routines function unevenly. • Volunteers and paraprofessionals require frequent supervision.	• Students are productively engaged during small-group or independent work. • Transitions between large- and small-group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly. • Volunteers and paraprofessionals work with minimal supervision.	• With minimal prompting by the teacher, students ensure that their time is used productively. • Students take initiative in distributing and collecting materials efficiently. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Volunteers and paraprofessionals take initiative in their work in the class.
Possible Examples	• *When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.* • *There are long lines for materials and supplies.* • *Distributing or collecting supplies is time consuming.* • *Students bump into one another when lining up or sharpening pencils.*	• *Some students not working with the teacher are off task.* • *Transition between large- and small-group activities requires five minutes but is accomplished.* • *Students ask what they are to do when materials are being distributed or collected.* • *Students ask clarifying questions about procedures.*	• *In small-group work, students have established roles; they listen to one another, summarizing different views, etc.* • *Students move directly between large- and small-group activities.* • *Students get started on an activity while the teacher takes attendance.* • *The teacher has an established timing device, such as counting down, to signal students to return to their desks.*	• *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.* • *A student reminds classmates of the roles that they are to play within the group.* • *A student redirects a classmate to the table he should be at following a transition.* • *Students propose an improved attention signal.*

Component 2c	Unsatisfactory	Basic	Proficient	Distinguished
	• *At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.* • *And others…*	• *Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.* • *And others…*	• *The teacher has an established attention signal, such as raising a hand or dimming the lights.* • *One member of each small group collects materials for the table.* • *There is an established color-coded system indicating where materials should be stored.* • *Cleanup at the end of a lesson is fast and efficient.* • *And others…*	• *Students independently check themselves into class on the attendance board.* • *And others…*

Component 2d:	Managing Student Behavior
	In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content. The elements of component 2d are: • Expectations *It is clear, either from what the teacher says or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.* • Monitoring of student behavior *Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.* • Response to student misbehavior *Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.* Indicators include: • Clear standards of conduct, possibly posted, and possibly referred to during a lesson • Absence of acrimony between teacher and students concerning behavior • Teacher awareness of student conduct • Preventive action when needed by the teacher • Absence of misbehavior • Reinforcement of positive behavior

Component 2d	Unsatisfactory	Basic	Proficient	Distinguished
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes	• The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	• The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	• Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher frequently monitors student behavior. • The teacher's response to student misbehavior is effective.	• Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. • The teacher silently and subtly monitors student behavior. • Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
Possible Examples	• *Students are talking among themselves, with no attempt by the teacher to silence them.* • *An object flies through the air, apparently without the teacher's notice.* • *Students are running around the room, resulting in chaos.* • *Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.* • *And others…*	• *Classroom rules are posted, but neither the teacher nor the students refer to them.* • *The teacher repeatedly asks students to take their seats; some ignore her.* • *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."* • *And others…*	• *Upon a nonverbal signal from the teacher, students correct their behavior.* • *The teacher moves to every section of the classroom, keeping a close eye on student behavior.* • *The teacher gives a student a "hard look," and the student stops talking to his neighbor.* • *And others…*	• *A student suggests a revision to one of the classroom rules.* • *The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.* • *The teacher speaks privately to a student about misbehavior.* • *A student reminds her classmates of the class rule about chewing gum.* • *And others…*

Component 2e:	Organizing Physical Space
	The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology. The elements of component 2e are: • Safety and accessibility *Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.* • Arrangement of furniture and use of physical resources *Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.* Indicators include: • Pleasant, inviting atmosphere • Safe environment • Accessibility for all students • Furniture arrangement suitable for the learning activities • Effective use of physical resources, including computer technology, by both teacher and students

Component 2e	Unsatisfactory	Basic	Proficient	Distinguished
2e: Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	• There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher or see the board. • .Available technology is not being used even if it is available and its use would enhance the lesson.	• The physical environment is safe, and most students can see and hear the teacher or see the board. • The physical environment is not an impediment to learning but does not enhance it. • The teacher makes limited use of available technology and other resources.	• The classroom is safe, and all students are able to see and hear the teacher or see the board. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology.	• Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the learning activities and the physical environment. • Students take the initiative to adjust the physical environment. • The teacher and students make extensive and imaginative use of available technology.
Possible Examples	• *There are electrical cords running around the classroom.* • *There is a pole in the middle of the room; some students can't see the board.* • *A whiteboard is in the classroom, but it is facing the wall.* • *And others…*	• *The teacher ensures that dangerous chemicals are stored safely.* • *The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work.* • *The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.* • *And others…*	• *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.* • *Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.* • *The use of an Internet connection extends the lesson.* • *And others…*	• *Students ask if they can shift the furniture to better suit small-group work or discussion.* • *A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.* • *A student suggests an application of the whiteboard for an activity.* • *And others…*

Domain 3: Instruction

Component 3a:	Communicating with Students
	Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students. The elements of component 3a are: • Expectations for learning *The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.* • Directions for activities *Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.* • Explanations of content *Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.* • Use of oral and written language *For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.* Indicators include: • Clarity of lesson purpose • Clear directions and procedures specific to the lesson activities • Absence of content errors and clear explanations of concepts and strategies • Correct and imaginative use of language

Component 3a	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Critical Attributes	• At no time during the lesson does the teacher convey to students what they will be learning. • Students indicate through body language or questions that they don't understand the content being presented. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through their questions that they are confused about the learning task. • The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.	• The teacher provides little elaboration or explanation about what the students will be learning. • The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. • The teacher makes no serious content errors but may make minor ones. • The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. • The teacher must clarify the learning task so students can complete it. • The teacher's vocabulary and usage are correct but unimaginative.	• The teacher states clearly, at some point during the lesson, what the students will be learning. • The teacher's explanation of content is clear and invites student participation and thinking. • The teacher makes no content errors. • The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • Students engage with the learning task, indicating that they understand what they are to do. • If appropriate, the teacher models the process to be followed in the task.	• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • The teacher points out possible areas for misunderstanding. • The teacher invites students to explain the content to their classmates. • Students suggest other strategies they might use in approaching a challenge or analysis. • The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly.

Component 3a	Unsatisfactory	Basic	Proficient	Distinguished
	• The teacher's vocabulary is inappropriate to the age or culture of the students.	• When the teacher attempts to explain academic vocabulary, it is only partially successful. • The teacher's vocabulary is too advanced, or too juvenile, for students.	• The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher's vocabulary is appropriate to students' ages and levels of development.	
Possible Examples	• *A student asks, "What are we supposed to be doing?" but the teacher ignores the question.* • *The teacher states that to add fractions they must have the same numerator.* • *Students have a quizzical look on their faces; some may withdraw from the lesson.* • *Students become disruptive or talk among themselves in an effort to follow the lesson.* • *The teacher uses technical terms without explaining their meanings.* • *The teacher says "ain't."* • *And others…*	• *The teacher mispronounces "____."* • *The teacher says, "And oh, by the way, today we're going to factor polynomials."* • *A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.* • *A student asks, "What do I write here?" in order to complete a task.* • *The teacher says, "Watch me while I show you how to _____," asking students only to listen.* • *A number of students do not seem to be following the explanation.* • *Students are inattentive during the teacher's explanation of content.* • *Students' use of academic vocabulary is imprecise.* • *And others…*	• *The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials."* • *In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"* • *The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention.* • *The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work."* • *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun.* • *The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.* • *And others…*	• *The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully."* • *The teacher asks a student to explain the task to other students.* • *When clarification about the learning task is needed, a student offers it to classmates.* • *The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples.* • *The teacher asks, "Who would like to explain this idea to us?"* • *A student asks, "Is this another way we could think about analogies?"* • *A student explains an academic term to classmates.* • *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means "not" and that the prefix un- also means the same thing.* • *A student says to a classmate, "I think that side of the triangle is called the hypotenuse."* • *And others…*

Component 3b:	Using Questioning and Discussion Techniques
	Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking. Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines. Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught. The elements of component 3b are: • Quality of questions/prompts *Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.* • Discussion techniques *Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises,*

Component 3b:	Using Questioning and Discussion Techniques
	build a logical argument, and critique the arguments of others. • Student participation *In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.* Indicators include: • Questions of high cognitive challenge, formulated by both students and teacher • Questions with multiple correct answers or multiple approaches, even when there is a single correct response • Effective use of student responses and ideas • Discussion, with the teacher stepping out of the central, mediating role • Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates • High levels of student participation in discussion

Component 3b	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	• Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking. • Only a few students dominate the discussion.	• The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher invites students to respond directly to one another's ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • The teacher asks students to explain their reasoning, but only some students attempt to do so.	• The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most attempt to do so.	• Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion.
Possible Examples	• *All questions are of the "recitation" type, such as "What is 3 x 4?"* • *The teacher asks a question for which the answer is on the board; students respond by reading it.* • *The teacher calls only on students who have their hands up.*	• *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"* • *The teacher asks, "Who has an idea about this?" The usual three students offer comments.*	• *The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"* • *The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?"*	• *A student asks, "How many ways are there to get this answer?"* • *A student says to a classmate, "I don't think I agree with you on this, because…"*

Component 3b	Unsatisfactory	Basic	Proficient	Distinguished
	• *A student responds to a question with wrong information, and the teacher doesn't follow up.* • *And others…*	• *The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.* • *The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.* • *And others…*	• *The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.* • *The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.* • *The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor.* • *And others…*	• *A student asks of other students, "Does anyone have another idea how we might figure this out?"* • *A student asks, "What if…?"* • *And others…*

Component 3c:	Engaging Students in Learning
	Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement. A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are "What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be "minds-on." The elements of component 3c are: • Activities and assignments *The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.* • Grouping of students *How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.* • Instructional materials and resources *The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies* .

Component 3c:	Engaging Students in Learning
	• Structure and pacing *No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure*. Indicators include: • Student enthusiasm, interest, thinking, problem solving, etc. • Learning tasks that require high-level student thinking and invite students to explain their thinking • Students highly motivated to work on all tasks and persistent even when the tasks are challenging • Students actively "working," rather than watching while their teacher "works" • Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

Component 3c	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes	• Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities.	• Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities.	• Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Component 3c	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples	• *Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.* • *Students fill out the lesson worksheet by copying words from the board.* • *Students are using math manipulative materials in a rote activity.* • *The teacher lectures for 45 minutes.* • *Most students don't have time to complete the assignment; the teacher moves on in the lesson.* • *And others…*	• *Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.* • *Students are asked to fill in a worksheet, following an established procedure.* • *There is a recognizable beginning, middle, and end to the lesson.* • *The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.* • *And others…*	• *Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.* • *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.* • *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.* • *Students are asked to create different representations of a large number using a variety of manipulative materials.* • *The lesson is neither rushed nor does it drag.* • *And others…*	• *Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated.* • *Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.* • *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.* • *Students identify or create their own learning materials.* • *Students summarize their learning from the lesson.* • *And others…*

Component 3d:	Using Assessment in Instruction
	Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students. A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations. Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards. But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation. The elements of component 3d are: • Assessment criteria *It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).* • Monitoring of student learning *A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.* • Feedback to students *Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.*

Component 3d:	Using Assessment in Instruction
	• Student self-assessment and monitoring of progress *The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.* Indicators include: • The teacher paying close attention to evidence of student understanding • The teacher posing specifically created questions to elicit evidence of student understanding • The teacher circulating to monitor student learning and to offer feedback • Students assessing their own work against established criteria

	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
Critical Attributes	• The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work.	• There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment.	• The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students.	• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples	• *A student asks, "How is this assignment going to be graded?"* • *A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.* • *The teacher forges ahead with a presentation without checking for understanding.* • *After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."* • *And others…*	• *The teacher asks, "Does anyone have a question?"* • *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.* • *The teacher says, "Good job, everyone."* • *The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.* • *The students receive their tests back; each one is simply marked with a letter grade at the top.* • *And others…*	• *The teacher circulates during small-group or independent work, offering suggestions to students.* • *The teacher uses specifically formulated questions to elicit evidence of student understanding.* • *The teacher asks students to look over their papers to correct their errors; most of them engage in this task.* • *And others…*	• *The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.* • *While students are working, the teacher circulates, providing specific feedback to individual students.* • *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.* • *Students offer feedback to their classmates on their work.* • *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.* • *And others…*

Component 3e:	Demonstrating Flexibility and Responsiveness
	"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks. The elements of component 3e are: • Lesson adjustment *Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed.* • Response to students *Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.* • Persistence *Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.* Indicators include: • Incorporation of students' interests and daily events into a lesson • The teacher adjusting instruction in response to evidence of student understanding (or lack of it) • The teacher seizing on a teachable moment

	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
Critical Attributes	• The teacher ignores indications of student boredom or lack of understanding. • The teacher brushes aside students' questions. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students. • The teacher makes no attempt to adjust the lesson in response to student confusion.	• The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. • The teacher's attempts to adjust the lesson are partially successful.	• The teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. • When improvising becomes necessary, the teacher makes adjustments to the lesson.	• The teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. • The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.

	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples	• *The teacher says, "We don't have time for that today."* • *The teacher says, "If you'd just pay attention, you could understand this."* • *When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then."* • *And others…*	• *The teacher says, "I'll try to think of another way to come at this and get back to you."* • *The teacher says, "I realize not everyone understands this, but we can't spend any more time on it."* • *The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful.* • *And others…*	• *The teacher says, "That's an interesting idea; let's see how it fits."* • *The teacher illustrates a principle of good writing to a student, using his interest in basketball as context.* • *The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach.* • *And others…*	• *The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it."* • *The teacher incorporates the school's upcoming championship game into an explanation of averages.* • *The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."* • *And others…*

Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished
Domain 4	The teacher demonstrates low ethical standards and little sense of professionalism for improving his/her own teaching and collaboration with colleagues. Record-keeping systems are chaotic and ineffective, with information lost or missing. Communication with families is unclear, infrequent, and culturally insensitive. The teacher avoids participation in both school and LEA projects, unless specifically required to do so, and makes a minimal commitment to professional development. Reflection on teaching is infrequent or inaccurate, resulting in few ideas for improvement.	The teacher demonstrates modest ethical standards and a moderate sense of professionalism for improving his/her own teaching, and modest collaboration with colleagues. Record-keeping systems are minimal and partially effective. Communication with families is sometimes unclear, sporadic, and of mixed cultural sensitivity. The teacher participates to a minimal extent in both school and LEA projects, and makes a modest commitment to professional development. Reflection on teaching is sporadic and occasionally accurate, resulting in inconsistent ideas for improvement.	The teacher demonstrates high ethical standards and a sense of professionalism, focused on improving his/her own teaching and collaborating with colleagues. Record-keeping systems are efficient and effective. Communication with families is clear, frequent, and culturally sensitive. The teacher participates in both school and LEA projects, and engages in professional development activities. Reflection on teaching is frequent and accurate, resulting in valuable ideas for improvement.	The teacher demonstrates the highest ethical standards and a deep sense of professionalism, focused on improving his/her own teaching and supporting the ongoing learning of colleagues. Record-keeping systems are efficient and effective, with evidence of student contribution. Communication with families is clear, frequent, and culturally sensitive, with meaningful student participation. The teacher assumes leadership roles in both school and LEA projects, and engages in a wide range of professional development activities. Reflection on teaching is insightful, resulting in valuable ideas for improvement that are shared across professional learning communities and contribute to improving the practice of colleagues.

	Unsatisfactory	Basic	Proficient	Distinguished
Domain 4				
Critical Attributes	• The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • Record-keeping systems are in disarray and provide incorrect or confusing information. • Little or no information regarding the instructional program is available to parents. • The teacher's relationships with colleagues are characterized by negativity or combativeness. • The teacher ignores opportunities to engage in professional learning. • There is some suspicion of questionable ethics. • The teacher willfully ignores district regulations.	• The teacher has a general sense of whether or not instructional practices were effective. • The teacher's process for tracking student progress is cumbersome to use. • School- or district-created materials about the instructional program are sent home. • The teacher has cordial relationships with colleagues. • The teacher participates in professional development activities when they are required or provided by the district. • There is no evidence of unethical behavior. • The teacher complies with district regulations.	• The teacher accurately assesses the effectiveness of instructional activities used. • The teacher has an effective process for recording student assignments and progress; students are able to see how they're doing. • The teacher regularly sends home culturally sensitive information about the instructional program. • The teacher has supportive and collaborative relationships with colleagues. • The teacher seeks regular opportunities for continued professional development. • The teacher is honest and known for having high standards of integrity. • The teacher complies with both the spirit and the letter of district regulations.	• The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • Students contribute to and maintain records indicating completed work assignments. • Students regularly develop materials to inform their families about the instructional program. • The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher is sought out by colleagues and students for advice on matters of ethical conduct. • The teacher takes a leadership role regarding district regulations.
Possible Examples	• *Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"* • *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"* • *A parent says, "I wonder why we never see any schoolwork come home."*	• *At the end of the lesson, the teacher says, "I guess that went OK."* • *The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time."* • *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."*	• *The teacher says, "I wasn't pleased with the level of engagement of the students."* • *On the class website, the teacher creates a link that students can access to check on any missing assignments.*	• *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.* • *When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.*

	Unsatisfactory	Basic	Proficient	Distinguished
	• *The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.* • *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.* • *The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.* • *And others…*	• *The teacher is polite but seldom shares any instructional materials with his grade partners.* • *The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time.* • *The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.* • *And others…*	• *The teacher sends home to families a weekly newsletter that describes current class activities, community and/or school projects, field trips, etc.* • *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.* • *The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.* • *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.* • *And others…*	• *Students create materials for Back-to-School Night that outline the approach for learning science.* • *The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.* • *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.* • *After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with her students, who have come to love the after-school sessions.* • *And others…*