

Evidence from Classroom Observation



Standard II: Teaching All Students. *The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element II-A-1. Quality of Effort and Work	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May state high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.

Evidence from Classroom Observation

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1 Evidence	<ul style="list-style-type: none"> Teacher does not communicate high expectations for students. Teacher does use scaffolding, or scaffolding attempts are ineffective leaving students confused or with gaps in their understanding. 	<ul style="list-style-type: none"> Teacher's communication of high expectations is inconsistent. Teacher's use of scaffolding is incomplete or inconsistent. Student work is sometimes assessed through teacher developed rubrics. Rubrics are often general. Not specifically designed for particular lessons. 	<ul style="list-style-type: none"> Teacher communicates high expectations for students performance by regularly setting challenging learning goals, engaging them in rigorous content, providing exemplars of student work, and developing clear rubrics. 	<p>All of Proficient plus:</p> <ul style="list-style-type: none"> Students routinely initiate revisions to their work products Students support each other with learned strategies for perseverance. Teacher can model this element for colleagues

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	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	<ul style="list-style-type: none"> • Student work is not assessed through rubrics. Students are not aware of the assessment criteria. • Students are passive participants in revising their work, often requiring much direction. 	<ul style="list-style-type: none"> • Students revise their work as part of the assignment without investment in the improvements. • Teacher uses superficial verbal encouragements. • Student work displayed is not timely, or is all the same. 	<ul style="list-style-type: none"> • <div style="border: 2px solid green; padding: 5px; display: inline-block; margin-bottom: 10px;">Teacher regularly provides with guided practice that scaffolds content and thinking skills for students.</div> • Student work is assessed using rubrics that students may have assisted in developing. • Student demonstrate pride in their work by revising their work products. • Students may initiate revisions. • Teacher consistently encourages and supports perseverance with specific strategies. • Student work is displayed and celebrated. 	

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Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element II-A-2. Student Engagement	Uses instructional practices that leave most students uninvolved and/or passive participants.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element.
II-A-2 Evidence	<ul style="list-style-type: none"> • Questions are lower order. • Students' responses are single word or phrase answers. • Content is not age grade level nor developmentally appropriate. • Content presentation may contain serious errors leading to student confusion or misunderstanding. • Instructional strategies usually consist of "one size fits all". 	<ul style="list-style-type: none"> • Some content is challenging for some students. • Teacher attempts to scaffold information but the result is inconsistent. • Some portions of the instruction are differentiated, but the impact on student learning is minimal. • Lesson structure is not evident and only some (30-65%) students are able to articulate what they are learning and why. 	<ul style="list-style-type: none"> • Content is challenging and designed to make most (85%) students think critically. • Teacher builds student understanding by linking new concepts to their prior knowledge. • Instructional strategies require students to engage in higher order thinking skills. • Some questions may be lower order, but are used to establish the foundation for higher level questions. 	<p>All of Proficient plus:</p> <ul style="list-style-type: none"> • Virtually all students are engaged in higher order thinking skills. • Lesson, classwork and homework are differentiated for all students enabling them to work independently on challenging content. • Teacher can model this element for colleagues.

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	<ul style="list-style-type: none">• Pacing is either too slow or too fast and leaves most students uninterested.		<ul style="list-style-type: none">• Instruction is differentiated to accommodate most students' learning needs.• Lesson structure is clear to students and provides scaffolding of concepts to bring students to a deeper understanding of content.• Pacing affords most (85%) students adequate time to master content.• Student responses are articulate and comprehensive and use the language of the subject.• Students are able to articulate where the content fits into the overall scheme of instruction.• Students may have some choice in demonstrating their mastery of concepts.
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Evidence from Classroom Observation

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
II-A-3 Evidence	<ul style="list-style-type: none"> • <div style="border: 2px solid red; padding: 5px;">Teacher attempts limited strategies to differentiate instruction but the results do not impact student learning.</div> • <div style="border: 2px solid red; padding: 5px;">Teacher uses one strategy for all students to access the curriculum.</div> • Teacher's strategy to assess all students' learning goals is ineffective. • Other instructional personnel in the classroom are not integral to the lesson. 	<ul style="list-style-type: none"> • <div style="border: 2px solid yellow; padding: 5px;">Teacher's attempts to use strategies to differentiate instruction are inconsistent and results on student learning are minimal.</div> • <div style="border: 2px solid yellow; padding: 5px;">Some students (30-65%) demonstrate mastery of the lesson/ unit objectives through a variety of ways.</div> • Teacher uses limited strategies to assess all students' learning of key points of the lesson/ unit. 	<ul style="list-style-type: none"> • <div style="border: 2px solid green; padding: 5px;">Teacher consistently differentiates instruction using varied strategies and materials and technologies to reteach and enrich as needed for all students.</div> • <div style="border: 2px solid green; padding: 5px;">Instructional strategies that ensure all students' access to the grade level curriculum are consistently used.</div> • Teacher regularly uses assessment to determine student level of readiness for content instruction. 	<p>All of Proficient plus:</p> <ul style="list-style-type: none"> • <div style="border: 2px solid blue; padding: 5px;">Teacher can model this element for colleagues.</div>

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		<ul style="list-style-type: none">• Teacher's attempt to deploy other instructional personnel in classroom to support students is inconsistent and results on student learning are minimal.	<ul style="list-style-type: none">• Teacher routinely uses a variety of instructional strategies to ensure that all students meet or exceed the state and common core standards.• All students demonstrate mastery of the lesson/unit learning objective in a variety of ways.• Teacher uses a variety of strategies to assess all student's understanding of key points of the lesson/ unit.• Teacher effectively deploys other instructional personnel in the classroom to maximize student learning.	
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Evidence from Classroom Observation

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
II-B-1 Evidence	<ul style="list-style-type: none"> • Classroom routines and rituals are not established leading to much loss of instructional time. • Standards of behavior are not clearly defined. • Teacher's response to disruptive behavior is erratic and consequences are inappropriate to the offense. • Classroom interactions are at best neutral. Instances of negativity are common from both the teacher and students. 	<ul style="list-style-type: none"> • Classroom rituals and routines are unclear and inconsistent leading to some loss in instructional time. • Standards of behavior may be clear but are enforced inconsistently. • Teacher's response to disruptive behavior is inconsistent and ineffective in stemming the behaviors. • Classroom interactions are generally positive but there may be instances of negative or hostile exchanges. 	<ul style="list-style-type: none"> • Classroom routines for non-instructional tasks are clearly established and do not impinge on instructional time. • Standards of behavior are clearly posted and/ or are obviously followed in the classroom and may have been developed with input from students. • Teacher averts most instances of disruptive behavior, but deals with students in a positive and even handed manner. 	<p>All of Proficient plus:</p> <ul style="list-style-type: none"> • Teacher is proactive around safety and safe learning environment and establishes procedures to deal with anticipated eventual problems. • Teacher can model this element for colleagues.

Evidence from Classroom Observation

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	<ul style="list-style-type: none"> Lessons are not planned to provide access to learning for all students. Some students have barriers to activities such as seating arrangements, lack of materials, etc. 	<ul style="list-style-type: none"> Most (85%) students have accessibility to learning activities. 	<ul style="list-style-type: none"> Students know routines and rituals and take an active role in their execution. Classroom interactions are characterized by positive and supportive language. Both teacher and students celebrate student success. Students initiate questions about content. Students initiate questions about their learning, and take academic risks to extend their learning. Classroom is arranged to allow all students accessibility to learning activities. 	

Evidence from Classroom Observation

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
II-B-2 Evidence	<ul style="list-style-type: none"> Instructional strategies that require collaborative grouping is poorly designed and ineffective. Most (85%) students are passive participants and rely heavily on teacher direction to guide the group's inquiry. Students are not held accountable for group work. 	<ul style="list-style-type: none"> Instructional strategies sometimes require students to collaborate with one another to solve content. Students may be assigned roles in collaborative groups but their use of the roles to solve problems is ineffective. Students are held collectively accountable Students are dependent upon teacher direction to use strategies to solve content problems. 	<ul style="list-style-type: none"> Instructional strategies regularly require students to collaborate with one another to solve content problems. Students demonstrate specific roles within collaborative groups. Students are held collectively and individually accountable for their learning. Students take the initiative to devise strategies to solve content problems. 	<p>All of Proficient plus:</p> <ul style="list-style-type: none"> All students can articulate the purpose of their groups work and how it relates to their learning. Students seek out peers as resources. Teacher can model this element for colleagues.

Evidence from Classroom Observation

		<ul style="list-style-type: none">• Students are unclear about protocols for seeking assistance• Some (30-65%) students can articulate the purpose of group work and how it relates to their learning.• Grouping patterns, although they may vary, are unrelated to the learning task.	<ul style="list-style-type: none">• Most (85%) students can articulate the purpose of their groups work and how it relates to their learning.• Students can consistently articulate and follow classroom protocols for seeking assistance as necessary.• Teacher effectively uses multiple strategies for grouping students based upon their instructional needs. Types of grouping include similar skill, similar interest and mixed ability.	
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Evidence from Classroom Observation

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element II-B-3. Student Motivation	<p>Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.</p>	<p>Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take academic risks.</p>	<p>Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.</p>	<p>Consistently supports students to identify strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Models these skills for colleagues.</p>
II-B-3 Evidence	<ul style="list-style-type: none"> Teacher sets limited or inappropriate learning goals for students. Teacher does not track student progress against their learning goals. 	<ul style="list-style-type: none"> Teacher's use of a framework to assist students in setting their learning goals is inconsistent and ineffective in motivating students. Teacher's encouragement for students to take academic risks is inconsistent and has a minimal effect on achievement. 	<ul style="list-style-type: none"> Within a teacher set framework students consistently set challenging learning goals. Students assist in monitoring their own progress toward attaining learning goals. Students may have some choice in completing assignments. Teacher consistently provides structure to encourage student taking academic risks. Most (85%) students ask questions that deepen their understanding of content. Most (85%) students demonstrate enthusiasm for the subject matter/assignment. 	<p>All of Proficient plus:</p> <ul style="list-style-type: none"> Students set their own learning goals. Students monitor their own progress toward attainment of learning goals. Teacher can model this element for colleagues.

Evidence from Classroom Observation

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element II-C-1. Respects Differences	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice.
II-C-1 Evidence	<ul style="list-style-type: none"> • Interactions are commonly culturally insensitive or developmentally inappropriate. Sarcasm may be a part of the culture in the classroom. • Interactions between teacher and students and among students are characterized by conflict and disrespect. 	<ul style="list-style-type: none"> • Teacher and students generally use language that is culturally and developmentally appropriate, but there are instances of insensitive remarks or conversations. • Generally, interactions are free from conflict but there are instances of insensitivity and conflict between teacher and students and among students. • Teacher is professional, but not caring with students in interactions. 	<ul style="list-style-type: none"> • Teacher and students regularly use language that is culturally and developmentally appropriate. • Interactions between student and teacher and among students are free from conflict. • Teacher extends warmth and genuine caring in interactions. • Students may assist peers in monitoring the respectful culture of the classroom. 	<p>All of Proficient plus:</p> <ul style="list-style-type: none"> • Teacher ensures that each student is secure is his/her uniqueness and is able to capitalize on them in presenting content. • Teacher can model this element for colleagues.

Evidence from Classroom Observation

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	<ul style="list-style-type: none"> • Classroom materials and resources support cultural diversity by accident. There is little attention paid to the messages communicated by classroom resources beyond content. • Teacher treats all students in the same manner. No student is recognized by either teacher or students. 	<ul style="list-style-type: none"> • Some classroom resource support cultural diversity, but many do not. • One or two students are recognized for their strengths. 	<ul style="list-style-type: none"> • Students may assist one another in following directions and/or getting materials ready for instruction, explaining rules and procedures. Translating if necessary. • Classroom resources, such as visuals, print materials, recordings, videos, software, support cultural difference. • Students recognize the strengths of their classmates and celebrate them. 	

Evidence from Classroom Observation

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element II-C-2. Maintains Respectful Environment	Minimizes or ignores conflicts and/or responds in inappropriate ways.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this practice.
II-C-2 Evidence	<ul style="list-style-type: none"> Teacher ignores or attempts minimize conflict resulting in unresolved conflicts that negatively affect students' achievement. Teacher's has no strategy to address conflicts in the classroom. 	<ul style="list-style-type: none"> Teacher sometimes anticipates misunderstandings and conflicts arising from differences among students, but the strategies are only partially effective. Teacher's response to conflicts arising from cultural or linguistic differences is uneven, addressing some instances and ignoring others. The results are only sometimes effective in resolving the issue. 	<ul style="list-style-type: none"> Teacher consistently anticipates potential misunderstandings and conflicts arising from differences among students and develops strategies to avert or minimize them. Teacher's response to conflicts arising from cultural or linguistic differences are handled in a predictable and consistent manner that explains the misunderstandings to the students involved. 	<p>All of Proficient plus:</p> <ul style="list-style-type: none"> All students are able to model the practices they have learned for resolving conflicts and misunderstandings. Teacher can model this element for colleagues.

Evidence from Classroom Observation

		<ul style="list-style-type: none">• Teacher attempts to solve all problems in the classroom, providing all explanations of misconceptions to students.	<ul style="list-style-type: none">• Students assume some responsibility for resolving conflicts among themselves using strategies they have been taught.• Students routinely explain misconceptions and misunderstandings to their peers.	
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Evidence from Classroom Observation

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element II-D-1. Clear Expectations	Does not make specific academic and behavior expectations clear to students.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
II-D-1 Evidence	<ul style="list-style-type: none"> Teacher does not refer to objective during instruction. Standards of behavior are not communicated. Students are not aware of the specific expectations. 	<ul style="list-style-type: none"> Teacher may refer infrequently to the lesson/ unit objective during instruction. Teacher communicates the standards of expectations for student work inconsistently, resulting in uneven achievement. Teacher may refer to standards of behavior, but references are occasional and result in lax adherence to them. 	<ul style="list-style-type: none"> Teacher clearly states and otherwise communicates the lesson/ unit objective throughout instruction. Regularly communicates the standards of expectations for student work through rubrics. Clearly communicates and adheres to the standards for behavior. 	<p>All of Proficient plus:</p> <ul style="list-style-type: none"> Students take ownership for the standards of work, effort and conduct. Teacher can model this element for colleagues.

Evidence from Classroom Observation

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-2 Evidence	<ul style="list-style-type: none"> Teacher's communication and strategies that foster high achievement are minimal and are not a regular part of instruction. Through conversations, grading practices and a lack of appropriate teaching strategies teacher reinforces students' misconception that innate ability is the sole determinant of achievement. Most (85%) students are unable articulate their understanding of content and concepts. 	<ul style="list-style-type: none"> Teacher's communication and strategies to foster high expectations are inconsistent, and the effect on achievement is minimal. Teacher's attempts to scaffold information are incomplete and/or inconsistent having little effect on student achievement. Teacher does little to dissuade students' misconception that ability is the determinant of achievement. 	<ul style="list-style-type: none"> Teacher communicates high expectations for all students through rigorous content. Teacher scaffolds information bringing all students to a deep understanding of content. Teacher models a variety of strategies to increase students' understanding. Most (85%) students can articulate their understanding of content and concepts in developmentally appropriate language. 	<p>All of Proficient plus:</p> <ul style="list-style-type: none"> Students consistently demonstrate that they believe they can consistently master challenging concepts. Teacher can model this element for colleagues.

Evidence from Classroom Observation

		<ul style="list-style-type: none">• Some (30 – 65%) students can articulate their understanding of content and concepts in developmentally appropriate language.		
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Evidence from Classroom Observation

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element II-D-3. Access to Knowledge	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.
II-D-3 Evidence	<ul style="list-style-type: none"> Teacher teaches the district curriculum to most students generally excepting ELL and Special Needs students, resulting in lower achievement for these students. Resources materials, including technology, are infrequently used to provide greater 	<ul style="list-style-type: none"> Teacher teaches the district curriculum to most students, sometimes excepting ELL and Special Needs students at some points, resulting in lower achievement for these students. Resources materials, including technology are not used consistently 	<ul style="list-style-type: none"> Teacher teaches the district curriculum to all students with fidelity (state standards and cc). Teacher consistently modifies the curriculum to provide access for all students, in particular for ELL and Special Needs students. Assessments are routinely modified to determine the progress of all students' progress toward their learning goals, particularly for high achieving students, and ELL and Special Needs students. 	<p>All of Proficient plus:</p> <ul style="list-style-type: none"> Teacher regularly collaborates with colleagues to ensure universal access to the curriculum. Students initiate various methods and use various modalities to gain access to the curriculum. Teacher can model this element for colleagues.

Evidence from Classroom Observation

			<ul style="list-style-type: none">• Resource materials, including technology, are consistently used to enhance all students' understanding and access to the curriculum.• Most (85%) students are able to relate subject matter concepts to other content areas.• Most (85%) students are able to articulate where the lesson fits into their content area instruction overall.	
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