

Teacher Rubric with Suggested Teacher and Student Look-fors

May 2014

This document is intended to inform school communities in recognizing the performance levels for key elements defined in the Teacher Rubric and to ensure consistent interpretations across schools in BPS. While the behaviors listed represent the performance levels, they are not the only representations of possible performance, and therefore should **not be used as a checklist**. School and grade-level teams can further “unpack” these to identify teacher and student behaviors specific to their school contexts. The Office of Educator Effectiveness will continue to release look-fors for more elements over the course of the 2013-14 school year.

Sources for this document include:

- BPS Office of Curriculum & Instruction (Science Department)
- the Boston Latin School’s Unpacked Priority Elements
- Houston Independent School District’s Instructional Practice Rubric
- Education Development Center
- work of the 2012-13 Educator Effectiveness Facilitators
- Edison K-8’s Unpacked Priority Elements
- Danielson’s Framework For Teaching
- Jon Saphier’s The Skillful Teacher
- National Center for Learning Disabilities
- New York State United Teachers’ Teacher Practice Rubric
- BPS Standards for Family and Student Engagement
- Family Friendly Schools Assessment Tool
- Flamboyant Classroom Family Engagement Rubric

This page intentionally blank

Teacher Rubric At-A-Glance

The elements included in this document are *italicized* below.

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum and Planning Indicator</p> <ol style="list-style-type: none"> 1. <i>Subject Matter Knowledge (p. 4)</i> 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. <i>Well-Structured Lessons (p. 5)</i> <p>B. Assessment Indicator</p> <ol style="list-style-type: none"> 1. <i>Variety of Assessment Methods (p. 6)</i> 2. <i>Adjustments to Practice (p. 7)</i> <p>C. Analysis Indicator</p> <ol style="list-style-type: none"> 1. <i>Analysis and Conclusions (p. 8)</i> 2. <i>Sharing Conclusions With Colleagues (p. 9)</i> 3. <i>Sharing Conclusions With Students (p. 10)</i> 	<p>A. Instruction Indicator</p> <ol style="list-style-type: none"> 1. <i>Quality of Effort and Work (p. 11)</i> 2. <i>Student Engagement (p. 12)</i> 3. <i>Meeting Diverse Needs (p.13)</i> <p>B. Learning Environment Indicator</p> <ol style="list-style-type: none"> 1. <i>Safe Learning Environment (p. 14)</i> 2. <i>Collaborative Learning Environment (p.15)</i> 3. Student Motivation <p>C. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Respects Differences 2. Maintains Respectful Environment <p>D. Expectations Indicator</p> <ol style="list-style-type: none"> 1. <i>Clear Expectations (p. 16)</i> 2. <i>High Expectations (p. 17)</i> 3. <i>Access to Knowledge (p. 18)</i> 	<p>A. Engagement Indicator</p> <ol style="list-style-type: none"> 1. <i>Parent/Family Engagement (p. 19)</i> <p>B. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. <i>Learning Expectations (p. 20)</i> 2. <i>Curriculum Support (p. 21)</i> <p>C. Communication Indicator</p> <ol style="list-style-type: none"> 1. <i>Two-Way Communication (p. 22)</i> 2. <i>Culturally Proficient Communication (p.23)</i> 	<p>A. Reflection Indicator</p> <ol style="list-style-type: none"> 1. <i>Reflective Practice (p.24)</i> 2. <i>Goal Setting (p. 25)</i> <p>B. Professional Growth Indicator</p> <ol style="list-style-type: none"> 1. Professional Learning and Growth <p>C. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Professional Collaboration <p>D. Decision-Making Indicator</p> <ol style="list-style-type: none"> 1. Decision-making <p>E. Shared Responsibility Indicator</p> <ol style="list-style-type: none"> 1. <i>Shared Responsibility (p. 26)</i> <p>F. Professional Responsibilities Indicator</p> <ol style="list-style-type: none"> 1. Judgment 2. Reliability and Responsibility

I-A-1. Subject Matter Knowledge

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher does not consider prerequisite relationships when planning.	1. Teacher demonstrates only a basic understanding of the discipline, or incomplete knowledge of prerequisite relationships.	1. Teacher identifies important concepts of the discipline and their relationships to one another.	1. Teacher illustrates and consistently emphasizes content relationships within and between disciplines.
2. Teacher conveys inaccurate content to students, or does not communicate the key ideas and skills necessary for mastery of unit and lesson objectives.	2. Teacher conveys accurate information to students but delivery is not consistently organized in a way that effectively facilitates learning or emphasizes key ideas and skills.	2. Teacher conveys accurate content to students, providing clear explanations that effectively guide student thinking without doing the work for the students.	2. Teacher conveys accurate content to students, providing clear explanations that extend student thinking.
3. Teacher provides incomplete or perfunctory answers to student questions.	3. Teacher answers students' questions accurately, but does not provide feedback that furthers their learning.	3. Teacher answers students' questions accurately and provides feedback that extends their thinking.	3. Teacher guides students to answer each other's questions accurately and to provide each other with useful feedback.
4. Teacher uses instructional strategies that are inconsistent with current subject area and grade-level best practices.	4. Teacher uses instructional strategies that are rarely consistent with current subject area and grade-level best practices.	4. Teacher uses instructional strategies that are consistent with current subject area and grade-level best practices.	4. Teacher uses instructional strategies that are consistent with current subject area and grade-level best practices and integrates innovative materials to support student learning.
5. Teacher rarely engages students in learning experiences focused on complex knowledge or skills, and instead relies on rote or basic activities.	5. Teacher sometimes engages students in learning experiences around complex knowledge and skills.	5. Teacher creates learning experiences that allow for multiple perspectives and correct responses and enable students to acquire complex knowledge and skills.	5. Teacher creates learning experiences that allow for multiple perspectives and correct responses and enable all students to synthesize complex knowledge and skills.
		6. Teacher emphasizes key ideas and skills necessary to master lesson objectives.	6. Teacher emphasizes key ideas and skills necessary to master lesson objectives and anticipates student misconceptions.
For STUDENTS this may look like:			
1. Students rarely ask questions related to the subject matter.	1. Students' comments and questions rarely reveal higher-order thinking.	1. Students' comments and questions reveal higher-order thinking.	1. Students ask questions that reveal higher order thinking, and have opportunities to respond to each other's questions.
2. Students spend most work time on rote or basic tasks, such as copying or filling in blanks.	2. Students may read, write, or discuss the material they are learning, but the variety of ways students engage with the content is limited or inconsistent.	2. Students frequently read about, write about, and discuss the material they are learning.	2. Students consistently engage with the subject matter in a variety of ways.
3. Students are often prevented from engaging with new material due to lack of prior knowledge and skills.	3. Students are sometimes unable to engage with new material due to lack of prior knowledge and skills.	3. Students build on prior knowledge and skills to develop new understanding.	3. Students build on prior knowledge and skills to develop new understanding and make connections to related ideas.

I-A-4. Well-Structured Lessons

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher fails to display and/or communicate objectives to students.	1. Teacher presents objectives that are either not in clear and student accessible language, not aligned to lesson content and activities, or are too challenging or not challenging enough for students.	1. Teacher displays and communicates student accessible, lesson-aligned objectives.	1. Teacher explicitly refers to student accessible, lesson-aligned, objectives that are designed to address specific student needs and interests.
2. Teacher plans or delivers lessons that lack a clear structure with reasonable time allocation.	2. Teacher plans or delivers lessons with either too much or insufficient time allocated to activities, or timing and content that is not suitably differentiated.	2. Teacher plans and delivers lessons that are logically structured, well-scaffolded, and reasonably paced, with differentiated content and timing as necessary.	2. Teacher consistently plans and delivers lessons that are logically structured, well-scaffolded, and reasonably paced, with differentiated content and timing to meet student needs.
3. Teacher may use student groups, however groupings do not appear to be designed to support student learning.	3. Teacher may use student groups, however groupings rarely appear to be designed to support student learning.	3. Teacher divides students into groups that support student learning and build on students' strengths.	3. Teacher regularly divides students into groups that maximize student-to-student interaction, facilitate collaboration, and support student learning.
4. Teacher provides minimal learning activities, which are not challenging or aligned to instructional goals.	4. Teacher provides only a few challenging learning activities, which may not be fully aligned to lesson objectives.	4. Teacher provides challenging learning activities and materials that prompt higher-level thinking.	4. Teacher routinely provides a variety of challenging learning activities and materials that prompt higher-level thinking and connect to other subjects.
5. Teacher offers insufficient materials, or materials are not prepared, engaging, or matched to lesson objectives.	5. Teacher provides materials, however materials are inadequate or poorly organized.		
For STUDENTS this may look like:			
1. When prompted, students are unable to summarize or describe lesson objectives.	1. When prompted, students may be able to partially describe lesson objectives.	1. When prompted, students identify and explain lesson objectives.	1. Students identify lesson objectives and explain their relevance to unit learning objectives.
2. When prompted, students are unable to explain expectations or rationale for lesson activities.	2. When prompted, students may be able to partially describe how to complete the learning task.	2. When prompted, students describe how to complete the learning task, and identify relationships to real-world knowledge or skills.	2. Students detail how to complete the learning task, and identify relationships to real-world knowledge or skills.
3. Students are off-task and display minimal effort for most of the lesson.	3. Students display low levels of focus, effort, or participation during the lesson.	3. Students are focused and display high levels of effort during the majority of lesson.	3. Students consistently are focused and display high levels of effort.
4. If placed in groups, students do not work collaboratively or equitably with peers.	4. If placed in groups, students rarely work collaboratively or equitably with peers.	4. If placed in groups, students work collaboratively and equitably.	4. If placed in groups, students work collaboratively and equitably while respectfully monitoring each other's focus and participation.

I-B-1. Variety of Assessment Methods

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher plans and administers only MCAS or other single point-in-time school-wide assessments.	1. Teacher plans and administers too few informal and/or formal assessments, or informal and/or formal assessments are not aligned to standards.	1. Teacher plans and administers a variety of standards aligned informal and formal assessments that include baseline, formative, and summative assessments.	1. Teacher plans and administers an integrated, comprehensive set of standards aligned informal and formal assessments that include baseline, formative, and summative assessments.
2. Teacher plans and administers informal and/or formal assessments that do not assess student understanding in multiple formats, or do not assess student understanding at varied levels of difficulty.	2. Teacher plans and administers informal and/or formal assessments that assess student understanding in a few formats, or rarely assess student understanding at varied levels of difficulty.	2. Teacher plans and administers informal and formal assessments that assess student understanding in multiple formats and varied levels of difficulty.	2. Teacher plans and administers informal and formal assessments that assess student understanding in multiple formats, including real world application and at varied levels of difficulty.
3. Teacher never or rarely checks for student understanding, or checks for student understanding are ineffective or uninformative.	3. Teacher may check for student understanding at the end of lessons, but rarely does so during instruction.	3. Teacher frequently checks for student understanding using quick, on-the-spot assessments during instruction.	3. Teacher consistently checks for student understanding using quick, on-the-spot assessments throughout instruction that do not disrupt lesson flow.
4. Teacher rarely offers assessment feedback, or feedback is often incomplete or perfunctory.	4. Teacher may offer assessment feedback, but feedback is general and does not further student learning.	4. Teacher provides frequent assessment feedback that is specific and extends student thinking.	4. Teacher provides and guides students to provide each other with assessment feedback that is specific, actionable, and extends student thinking.
5. Teacher does not maintain accurate records of student formal or informal assessment data.	5. Teacher maintains a basic record of student formal assessment data, but does not track growth toward students' learning goals or progress on standards.	5. Teacher maintains records of student informal and formal assessment data that track growth toward students' learning goals and progress on standards.	5. Teacher maintains records of student informal and formal assessment data that track growth toward students' learning goals and progress on standards.
For STUDENTS this may look like:			
1. Students do not conduct assessments of their own work or the work of peers.	1. Students rarely conduct assessments of their own work or the work of peers, or students only partially understand assessment criteria.	1. Students frequently conduct assessments of their own work or the work of peers, and offer accurate feedback.	1. Students consistently conduct assessments of their own work and the work of peers, and provide specific and accurate feedback.
2. Students do not have a record of their growth or progress, and most students are unable to describe their understanding of specific concepts.	2. Students may not have a record of their growth or progress, but if asked are able to generally describe their understanding of specific concepts.	2. Students maintain records of their own growth toward learning goals and progress on standards.	2. Students maintain up-to-date records of their own growth toward learning goals and progress on standards.

I-B-2. Adjustments to Practice

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher rarely assesses student understanding, or assessments are rarely aligned to instructional goals.	1. Teacher inconsistently assess student understanding during lessons, and primarily relies on limited assessment data; or assessments only partially reflect lesson objectives.	1. Teacher frequently assesses student understanding during lessons and throughout units.	1. Teacher uses a comprehensive system to assess student understanding during lessons and throughout units.
2. Teacher provides students with little useful feedback or clarification.	2. Teacher provides students with feedback, however feedback may not be timely or fully address misunderstandings.	2. Teacher generally provides timely feedback that clarifies misunderstood content.	2. Teacher consistently provides timely feedback that clarifies misunderstood content and extends student thinking.
3. Teacher generally does not use student assessment data to inform future student groups, objectives, and lesson activities.	3. Teacher records some student assessment data, and occasionally uses this data to design future student groups, objectives, and lesson activities.	3. Teacher frequently uses student assessment data to plan and, when necessary, make during lesson adjustments to student groups, lesson objectives, or lesson activities.	3. Teacher consistently uses up-to-date student assessment data to plan and, when necessary, adjust student groups, lesson objectives, and lesson activities.
4. Teacher rarely attempts to adapt explanations or materials based on informal assessment.	4. Teacher sometimes attempts to adapt explanations or materials based on informal assessment.	4. Teacher often adapts and differentiates lessons based on informal assessments of student understanding or misconception.	4. Teacher provides ample opportunities for supportive student interventions and challenging extension activities.
5. Teacher infrequently provides opportunities for additional intervention or enhancement support for students.	5. Teacher provides few opportunities for additional intervention or enhancement support for students.	5. Teacher creates additional opportunities for students to practice difficult-to-master areas in the curriculum as well as extension activities.	5. Teacher frequently anticipates typical student understanding or misconceptions and is prepared with alternative and differentiated lesson activities and materials.
For STUDENTS this may look like:			
1. Students do not practice skills that need further development or take on challenging extension activities.	1. Students rarely practice skills that need further development or take on challenging extension activities.	1. Students are provided in-class opportunities to practice skills that need further development and take on challenging extension activities.	1. Students are consistently provided in-class and pursue out of class opportunities to practice skills that need further development and take on challenging extension activities.

I-C-1. Analysis and Conclusions

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards.	Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.	Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.	Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher uses only infrequent, required school-wide assessments to track students' knowledge and skills.	1. Teacher uses limited assessment data to determine students' knowledge and skills.	1. Teacher accurately determines students' knowledge and skills using multiple methods of assessment both during lessons and throughout units.	1. Teacher accurately determines students' knowledge and skills using multiple methods of assessment consistently during lessons and throughout units.
2. Teacher uses only required school-wide assessments to determine student grading and promotion decisions.	2. Teacher uses a limited record of students' progress on learning goals and relevant standards to determine student grading and promotion decisions.	2. Teacher maintains a record of students' progress on learning goals and relevant standards measured on a wide variety of assessments and uses this data to inform student grading and promotion decisions.	2. Teacher maintains a record of students' progress on learning goals and relevant standards measured on a wide variety of assessments and uses this data to inform parental contact, student grading, discussions with colleagues, and promotion decisions.
3.	3. Teacher rarely conducts analyses of student errors, or only conducts analyses of student errors on unit tests or required school-wide assessments.	3. Teacher, individually and with colleagues, conducts analyses of student errors from a wide range of assessment data to identify student strengths, confusions, misconceptions, and knowledge or skill gaps.	3. Teacher, individually and with colleagues, frequently conducts analyses of student errors from a wide range of assessment data to identify student strengths, confusions, misconceptions, and knowledge or skill gaps.
4.	4. Teacher rarely uses analyses of student errors to inform instruction.	4. Teacher, individually and with colleagues, uses analyses of student errors to reflect on instruction and make adjustments to practice during lessons and to plan and/or re-design future lessons.	4. Teacher, individually and with colleagues, consistently uses analyses of student errors to reflect on instruction and make adjustments to practice during lessons and to plan and/or re-design future lessons.
5.	5. Teacher rarely uses analyses of student errors to provide interventions or enrichments to students.	5. Teacher, individually and with colleagues, uses analyses of student errors to identify and/or implement appropriate differentiated interventions and enrichments for students.	5. Teacher, individually and with colleagues, consistently uses analyses of student errors to identify and/or implement appropriate differentiated interventions and enrichments for students.
For STUDENTS this may look like:			
1. Students do not conduct analyses of their own work or the work of peers	1. Students rarely conduct analyses of their own work or the work of peers.	1. Students frequently conduct analyses of their own work or the work of peers to reflect on strengths, confusions, misconceptions, and knowledge or skill gaps.	1. Students consistently conduct analyses of their own work and the work of peers, and provide specific and accurate feedback on strengths, confusions, misconceptions, and knowledge or skill gaps.

I-C-2. Sharing Conclusions With Colleagues

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.	Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning.	Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher rarely shares conclusions about student progress with colleagues.	1. Teacher occasionally shares accurate conclusions about student progress on standards and/or learning goals with colleagues.	1. Teacher regularly shares accurate conclusions about student progress on standards and learning goals with grade level, subject area, and learning specialist colleagues.	1. Teacher establishes and implements a schedule and plan to share accurate conclusions about student progress on standards and learning goals with grade level, subject area, and learning specialist colleagues.
2. Teacher rarely seeks feedback on instruction and student assessment data from colleagues.	2. Teacher occasionally seeks feedback on instruction and student assessment data from colleagues.	2. Teacher actively seeks feedback on instruction and a wide range of student assessment data from grade level, subject area, and learning specialist colleagues.	2. Teacher establishes and implements a schedule and plan to seek feedback on instruction and a wide range of student assessment data from grade level, subject area, and learning specialist colleagues.
3.	3. Teacher rarely seeks out information about student progress on standards or learning goals in other learning contexts.	3. Teacher regularly seeks out information on student progress on standards and learning goals in other learning contexts.	3. Teacher establishes and implements a schedule and plan to seek out information on student progress on standards and learning goals in other learning contexts.
4.	4. Teacher rarely collaborates with colleagues to adjust curriculum, planning, or assessment based on conclusions about student progress.	4. Teacher regularly collaborates with grade level, subject area, and learning specialist colleagues to develop targeted remediation and enhancements for students based on conclusions about student progress.	4. Teacher regularly collaborates with grade level, subject area, and learning specialist colleagues to implement targeted remediation and enhancements that are aligned across multiple learning contexts.
5.	5.	5. Teacher sometimes applies the feedback from grade level, subject area, and learning specialist colleagues to make appropriate adjustments to instructional and assessment practices.	5. Teacher regularly applies feedback from grade level, subject area, and learning specialist colleagues to make appropriate adjustments to instructional and assessment practices.

I-C-3. Sharing Conclusions With Students

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.	Provides some feedback about performance beyond grades but rarely shares strategies for students to improve their performance toward objectives.	Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.	Establishes early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element.
For TEACHERS this may look like:			
6. Teacher rarely shares conclusions about student progress on standards and learning goals with students or families.	6. Teacher occasionally shares accurate conclusions about student progress on standards and learning goals with students and families.	7. Teacher regularly shares accurate and descriptive conclusions about student progress on standards and learning goals with students and families.	7. Teacher establishes and implements a system to share accurate and descriptive conclusions about student progress on standards and learning goals with students and families.
7. Teacher rarely communicates with students and families to develop action plans for intervention or enhancements.	7. Teacher rarely communicates with students and families to develop individualized in-school action plans for intervention or enhancements.	8. Teacher regularly communicates with students and families to develop individualized in-school action plans for intervention and enhancements based on conclusions about student progress on standards and learning goals.	8. Teacher establishes and implements a system with students and families to develop individualized in-school action plans for intervention and enhancements based on conclusions about student progress on standards and learning goals.
8.	8. Teacher rarely communicates with students and families to develop individualized out-of-school action plans for intervention or enhancements.	9. Teacher regularly collaborates with students and families to develop individualized out-of-school action plans for intervention and enhancements based on conclusions about student progress on standards and learning goals.	9. Teacher establishes and implements a system with students and families to develop individualized out-of-school action plans for intervention and enhancements based on conclusions about student progress on standards and learning goals.
9.	9.	10. Teacher sometimes collaborates with grade level, subject area, and learning specialist colleagues to coordinate communications with students and families.	10. Teacher frequently collaborates with grade level, subject area, and learning specialist colleagues to coordinate communications with students and families.
For STUDENTS and FAMILIES this may look like:			
1. Report cards are the only records of student progress that students and families have.	1. Students and families have some information about student progress on some standards or learning goals beyond report cards.	1. Students and families have a up-to-date record of student progress on standards and learning goals.	1. Students and families have an comprehensive record of student progress on standards and learning goals.
2. Students and families do not have an in-school plan to support student performance through intervention or enhancement.	2. Students and families do not have an in-school plan to support student performance through intervention or enhancement.	2. Students and families have in-school and out-of-school plans to support student performance through intervention and enhancement.	2. Students and families have detailed in-school and out-of-school plans to support student performance through intervention and enhancement.

II-A-1. Quality of Effort and Work

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.
For TEACHERS this may look like:			
1. Teacher does not refer to criteria for exemplary work, or criteria are not rigorous.	1. Teacher may communicate characteristics of high quality work, however, teacher does not refer to criteria when modeling tasks or rarely reminds students of the criteria for high quality work.	1. Teacher defines criteria for high quality work by using examples, rubrics, and models high quality work with guided practice.	1. Teacher defines criteria for high quality work by crafting detailed, comprehensive exemplars and rubrics with students, and models quality work with guided practice.
2. Teacher does not explain or model expectations for quality effort, or expectations are low.	2. Teacher rarely explains or models expectations for quality effort, such as students' participation, time management, attention, and integration of feedback into work.	2. Teacher explains or models expectations for quality effort, such as students' participation, time management, attention, and integration of feedback into work.	2. Teacher regularly explains and models expectations for quality effort, such as students' participation, time management, attention, and integration of feedback into work.
3. Teacher does not provide students with strategies to persevere in completing challenging tasks.	3. Teacher may evaluate student work and effort, but does so inconsistently or does not hold uniformly high expectations for all students.	3. Teacher evaluates student work and effort against specified criteria and expectations, and often provides students and parents with feedback.	3. Teacher routinely evaluates student work and effort against specified criteria and expectations, and provides students and parents with feedback.
4. Teacher communicates low expectations for student ability to complete	4. Teacher provides few resources or strategies that support students to persevere in completing challenging tasks.	4. Teacher explains to students how and when to utilize resources and strategies to persevere in completing challenging tasks and holds students accountable for doing so.	4. Teacher consistently explains to students how and when to utilize resources and strategies to persevere in completing challenging tasks, and students hold each other accountable for doing so.
For STUDENTS this may look like:			
1. When prompted, students are unable to articulate criteria for exemplary work and effort.	1. When prompted, students may be able to articulate certain criteria for exemplary work or effort.	1. When prompted, students articulate the criteria for exemplary work and effort.	1. Students contribute to defining criteria for exemplary work and effort.
2. Students do not conduct self or peer assessments of work or effort.	2. Students rarely conduct self or peer assessments of work or effort, or assessments are not linked to exemplary criteria.	2. Students use criteria for exemplary work and effort to conduct self and/or peer assessments.	2. Students routinely use criteria for exemplary work and effort to conduct rigorous self and peer assessments.
3. Students do not use additional resources or strategies for support when faced with a challenging task, or when asked, are unable to identify learning resources or strategies.	3. Students rarely use additional resources or strategies for support when faced with a challenging task, or use resources and strategies that are not relevant to instructional goals.	3. Students use additional resources or strategies for support when faced with a challenging task	3. Students use and create additional resources and strategies for support when faced with a challenging task.

II-A-2. Student Engagement

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.
For TEACHERS this may look like:			
1. Teacher uses instructional practices and materials that are either too challenging for students or are not rigorous enough.	1. Teacher uses instructional practices and materials that are either too challenging for students or are not rigorous enough.	1. Teacher typically uses instructional practices and materials that are developmentally and intellectually rigorous.	1. Teacher consistently uses instructional practices and materials that are developmentally and intellectually rigorous.
2. Teacher uses instructional practices without consideration of student motivation.	2. Teacher uses instructional practices designed to motivate students, however these tend to rely too heavily on extrinsic motivation.	2. Teacher frequently uses instructional practices that promote the development of student intrinsic motivation and offer extrinsic motivation.	2. Teacher consistently uses a variety of instructional practices that both promote the development of intrinsic motivation and offer extrinsic motivation for all students.
3. Teacher uses instructional practices and material that are not tailored to student interests.	3. Teacher infrequently uses instructional practices and material tailored to student interests.	3. Teacher uses instructional practices and materials tailored to student needs, experiences and interests to encourage student focus and active participation, such as opportunities for student choice and goal-setting.	3. Teacher routinely uses instructional practices and materials tailored to student needs, experiences and interests to encourage student focus and active participation, such as opportunities for student choice and goal-setting.
4. Teacher uses instructional techniques that do not allow most students to actively participate.	4. Teacher uses instructional techniques that lead to uneven student participation.	4. Teacher uses instructional techniques that facilitate equitable, active student participation.	4. Teacher consistently uses instructional techniques that facilitate equitable, active student participation.
For STUDENTS this may look like:			
1. If asked, students indicate that they do not have the requisite knowledge or skills to complete assigned tasks.	1. If asked, students are not confident that they have the requisite knowledge or skills to complete assigned tasks.	1. If asked, students indicate a capacity to complete assigned tasks and may offer a rationale for their capacity.	1. If asked, students indicate a capacity to complete assigned tasks and offer a well-evidenced rationale for their capacity.
2. Students are off task, unfocused and display low levels of effort for the majority of the lesson.	2. Only some students are on task, focused, and display high levels of effort, or most students are only doing these things for some of the lesson.	2. Most students are on task, focused and display high levels of effort for most of the lesson.	2. Nearly all students are consistently on task, focused and display high levels of effort.
3. If asked, most students articulate few primarily extrinsic motivations, or vague and unclear goals.	3. If asked, most students articulate primarily extrinsic motivations, or unclear goals.	3. If asked, students articulate a balance of intrinsic and extrinsic motivations, or clear learning goals.	3. If asked, students articulate a balance of intrinsic and extrinsic motivations, and clear learning goals.
4. Students ask questions or make comments that do not reveal deep engagement with the objectives.	4. Students rarely ask questions or make comments, and questions typically do not reveal deep engagement with the objectives.	4. Students ask questions and make comments that reveal deep engagement with the objectives.	4. Students routinely ask questions and make comments that reveal deep engagement with the objectives.

II-A-3. Meeting Diverse Needs

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.
For TEACHERS this may look like:			
1. Teacher does not maintain record of student IEPs and English language proficiency, student learning styles, interests, and needs.	1. Teacher may maintain basic record of student IEPs and English language proficiency, but has little information on student learning styles, interests, and needs.	1. Teacher maintains records of student IEPs, English language proficiency, learning styles, interests, and needs.	1. Teacher maintains up-to-date records of student IEPs, English language proficiency, learning styles, interests, and needs.
2. Teacher rarely plans or delivers lessons or assessments designed to reach students with diverse, learning styles, and needs.	2. Teacher inconsistently plans or delivers lessons or assessments designed to reach students with diverse, learning styles, and needs.	2. Teacher frequently uses students' learning styles, interests, and needs to plan lesson and homework tasks, design assessments, group students, and differentiate the timing and content of assigned tasks.	2. Teacher consistently uses students' learning styles, interests, and needs to plan diverse, standards-aligned lesson and homework tasks, design varied types of standards-aligned assessments, group students, and differentiate the timing and content of assigned tasks.
3. Teacher does not identify clear behavioral expectations.	3. Teacher may state behavioral expectations, but expectations are either not well defined, developmentally inappropriate, or students are not supported in meeting them.	3. Teacher frequently supports students in meeting developmentally appropriate academic and behavioral expectations.	3. Teacher consistently supports students in meeting rigorous and developmentally appropriate behavioral expectations.
4. Teacher does not follow previously established classroom routines or procedures.	4. Teacher provides classroom resources that are not fully accessible to all students.	4. Teacher ensures that all students can access all classroom resources.	4. Teacher ensures that all students can access all classroom resources.
For STUDENTS this may look like:			
1. Most students are off-task, unfocused and displaying minimal effort for most of the lesson.	1. Some students are on-task, focused or displaying high levels of effort for parts of the lesson.	1. Most students are on-task, focused and displaying high levels of effort for most of the lesson.	1. Nearly all students are on-task, focused and displaying high levels of effort for nearly the entire lesson.
2. When prompted, students are unable to articulate more than one method to demonstrate knowledge or access information.	2. When prompted, some students articulate multiple methods to demonstrate knowledge and access information..	2. When prompted, most students articulate multiple methods to demonstrate knowledge and access information.	2. When prompted, students accurately articulate multiple methods to demonstrate knowledge and access information.
3. Students generally receive all necessary in-class supports or modifications as outlined in IEPs or ELL guidelines.	3. Students inconsistently receive all necessary in-class supports or modifications as outlined in IEPs or ELL guidelines.	3. Students generally receive all necessary in-class supports or modifications as outlined in IEPs or ELL guidelines.	3. Students consistently receive all necessary in-class supports or modifications as outlined in IEPs or ELL guidelines.

II-B-1. Safe Learning Environment

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.
For TEACHERS this may look like:			
1. Teacher allows the classroom to be cluttered, uncomfortable, or dangerous, students have limited access to learning activities.	1. Teacher physically arranges the classroom so that clutter is minimized, pathways are clear, and most students have unobstructed access to learning materials.	1. Teacher physically arranges the classroom to support the instructional goals and learning activities, and all students have unobstructed access to learning materials.	1. Teacher physically arranges the classroom in complete alignment with the learning activities such that all students have unobstructed access to learning materials.
2. Teacher does not use clear procedures for getting students' attention, managing transitions, or the distribution and collection of materials.	2. Teacher uses established procedures for getting students' attention, managing transitions, or the distribution and collection of materials, but they do not function smoothly.	2. Teacher uses established effective and smooth procedures for getting students' attention, managing transitions, and distributing/collecting materials.	2. Teacher uses established routines that gradually transfer responsibility for smooth transitions and procedures to students.
3. Teacher addresses students in a disrespectful or unfriendly manner and fails to address disrespectful interactions between students.	3. Teacher attempts to promote respectful interactions between teacher and students, and among students, but with occasional disrespect or insensitivity.	3. Teacher ensures that interactions with and among students and are uniformly respectful.	3. Teacher ensures that interactions with and among students are kind, supportive, and respectful
4. Teacher does not monitor student behavior, enforce standards of conduct, or respond effectively to disruptions.	4. Teacher sometimes attempts to maintain order in the classroom, but often responds inconsistently to similar student misbehaviors sometimes harsh, other times lenient.	4. Teacher frequently monitors behavior in accordance with established standards of conduct, reinforcing positive behavior and responding consistently and effectively to inappropriate behavior.	4. Teacher monitors behavior quietly and subtly, reinforcing positive academic effort and responding quickly to any inappropriate behavior.
5. Teacher creates an intellectual environment where only a few students are encouraged to attempt challenging tasks.	5. Teacher creates an intellectual environment where only some students are encouraged to attempt challenging tasks.	5. Teacher creates an intellectual environment where students take academic risks by attempting challenging tasks.	5. Teacher creates an intellectual environment where students take academic risks by attempting challenging tasks.
For STUDENTS this may look like:			
1. If asked, students are unable to describe classroom procedures, and instructional time is lost because students do not follow procedures.	1. If asked, students are unable to fully describe classroom procedures, or students inconsistently follow procedures.	1. Students generally follow procedures with minimal prompting from the teacher.	1. Students consistently follow all classroom routines and procedures without prompting from the teacher.
2. Students are often disruptive or disrespectful to the teacher and/or each other.	2. Students are occasionally disruptive or disrespectful to the teacher and/or each other.	2. Students are rarely disruptive and use a respectful tone to address peers and the teacher.	2. Students consistently behave appropriately and use a respectful tone to address peers and the teacher.
	3. Students participate only if called on, and are often hesitant to offer their ideas in front of classmates.	3. The majority of students participate willingly; however, some students appear to be somewhat hesitant to offer their ideas in front of classmates.	3. Nearly all students participate frequently; there is no indication that students limit participation due to fears of being mocked

II-B-2. Collaborative Learning Environment

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.
For TEACHERS this may look like:			
1. Teacher does not refer to any interpersonal skills that students need to work effectively in groups.	1. Teacher may refer to interpersonal skills that students need to work effectively in groups, but does not model or revisit these skills.	1. Teacher explicitly names and models interpersonal skills that students need to work effectively in groups, models these skills, and provides opportunities for students to practice the skills.	1. Teacher explicitly names and models interpersonal skills that students need to work effectively in groups, models these skills, and provides ongoing opportunities for students to practice and develop the skills.
2. Teacher rarely allows students to work together on class activities, and few activities are designed to be collaborative.	2. Teacher allows students to work together on class activities, but few activities are designed to be cooperative or collaborative.	2. Teacher engages students in cooperative, collaborative learning activities in which they must rely on each other to be successful.	2. Teacher engages students in cooperative learning activities in which they must rely on each other to be successful, as well as community building activities that allow students to develop relationships with their peers.
3. Teacher always allows students to choose their groups, or always assigns students to the same group, regardless of the nature of the activity.	3. Teacher usually allows students to choose their groups, or usually assigns students to the same group, regardless of the nature of the activity.	3. Teacher uses a variety of grouping strategies that support student learning, such as allowing students to choose their groups or assigning students to groups.	3. Teacher consistently uses a variety of grouping strategies that maximize student learning and build on students' strengths, such as allowing students to choose their groups or assigning students to groups.
4. Teacher fails to provide students with instruction on how to work together.	4. Teacher provides students with some instruction on how to work together but rarely communicates explicit roles for group work or monitors collaborative work.	4. Teacher provides clear expectations for how students should collaborate, such as instruction on how to work together and explicit roles for group work.	4. Teacher provides clear expectations for how students should collaborate, such as instruction on how to work together, explicit roles for group work.
For STUDENTS this may look like:			
1. Students are not asked or expected to listen to or respond to each other.	1. When prompted by the teacher, students struggle to listen to and respond to each other.	1. When prompted by the teacher, students listen to and respond appropriately to each other.	1. Without prompting from the teacher, students listen to and respond appropriately to each other.
2. Students do not work respectfully or productively in pairs or groups, with some students failing to contribute or accomplish the assigned task.	2. Students work respectfully in pairs or groups, but participate unevenly and do not all accomplish the assigned task.	2. Students work respectfully and productively in pairs or groups, with each student contributing and accomplishing the assigned task.	2. Students work respectfully, productively, and equitably in pairs or groups, and students seek each other out as resources when necessary.
3. Students do not employ any conflict resolution strategies or engage the teacher when there is a disagreement.	3. Students immediately request teacher intervention, without first employing any other conflict resolution strategies.	3. Students employ conflict resolution strategies to resolve any disagreements.	3. Students communicate proactively to prevent conflict, and employ conflict resolution strategies to resolve any disagreements.

II-D-1. Clear Expectations

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.
For TEACHERS this may look like:			
1. Teacher does not identify expectations for work, or expectations are unclear.	1. Teacher may identify expectations for work, however, teacher does not refer to criteria when modeling tasks or rarely reminds students of the criteria for high quality work.	1. Teacher clearly identifies the expectations for student work by using examples, rubrics, or models with guided practice.	1. Teacher clearly and consistently identifies expectations for student work by crafting detailed, comprehensive exemplars and rubrics with students, and models quality work with guided practice.
2. Teacher does not explain expectations for quality effort, or expectations are unclear.	2. Teacher may explain expectations for quality effort, but inconsistently reminds students of them.	2. Teacher clearly explains expectations for student effort either verbally, in writing, or with a visual representation.	2. Teacher clearly and consistently explains and models expectations for quality effort verbally, in writing, and with a visual representation.
3. Teacher does not communicate expectations for student behavior, or expectations are unclear.	3. Teacher may communicate expectations for student behavior, but inconsistently reminds students of them.	3. Teacher clearly communicates expectations for student behavior either verbally, in writing, or with a visual representation.	3. Teacher clearly and consistently communicates expectations for student behavior verbally, in writing, and with a visual representation.
4.	4. Teacher rarely shares assessments of student work, effort, and behavior, or assessments inconsistently refer to established expectations.	4. Teacher shares assessments of student work, effort, and behavior that explicitly refer to established expectations with students and families.	4. Teacher consistently shares assessments of student work, effort, and behavior that explicitly refer to established expectations with students, families, and colleagues.
5.	5. Teacher rarely enforces expectations for student work, effort, and behavior with special recognition or consequences.	5. Teacher enforces expectations for student work, effort, and behavior with special recognition or logical consequences as needed.	5. Teacher consistently enforces expectations for student work, effort, and behavior with special recognition or logical consequences as needed.
For STUDENTS this may look like:			
1. When prompted, students are unable to articulate criteria for exemplary work and effort.	1. When prompted, students may be able to articulate certain criteria for exemplary work or effort.	1. When prompted, students articulate the criteria for exemplary work, behavior and effort.	1. Students contribute to defining criteria for exemplary work and effort.
2. Students do not conduct self or peer assessments of work or effort.	2. Students rarely conduct self or peer assessments of work or effort, or assessments are not linked to exemplary criteria.	2. Students use criteria for exemplary work and effort to conduct self and/or peer assessments.	2. Students routinely use criteria for exemplary work and effort to conduct rigorous self and peer assessments.

II-D-2. High Expectations

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.
For TEACHERS this may look like:			
6. Teacher may set learning goals for students, but goals are not ambitious	6. Teacher sets learning goals for students.	6. Teacher sets ambitious and attainable learning goals for all students, and shares this information with students.	6. Teacher and students collaboratively set ambitious and attainable individual learning goals for students.
7. Teacher creates tasks that are only somewhat challenging for some students.	7. Teacher creates tasks that may be cognitively demanding or challenging for some students.	7. Teacher creates tasks that are cognitively demanding and challenging for all students.	7. Teacher creates tasks that are appropriately cognitively demanding and challenging for all students and emphasizes the importance of mastering each task to achieve student learning goals.
8. Teacher conveys that the material may be too challenging for some students, and does not model how students can master the material through effort.	8. Teacher tells students that the material is challenging, but rarely models how students can master the material through effort.	8. Teacher models how students can master challenging material and meet learning goals through effective effort.	8. Teacher clearly and consistently models how students can master challenging material and meet learning goals through effective effort.
9. Teacher does not encourage all students to work hard.	9. Teacher may encourage students to work hard, but does not convey a belief that all students are able to produce high quality work and demonstrate effective effort.	9. Teacher conveys that all students are able to produce high quality work and demonstrate effective effort, and encourages them to do so.	9. Teacher consistently conveys to students, families, and colleagues that all students are able to produce high quality work and demonstrate effective effort, and encourages them to do so.
10.	10. Teacher rarely enforces expectations for student work, effort, and behavior with special recognition or logical consequences.	10. Teacher enforces high expectations for student work and effort with special recognition or logical consequences, as needed.	10. Teacher consistently enforces expectations for student work, effort, and behavior with special recognition or logical consequences as needed.
For STUDENTS this may look like:			
3. Students often give up immediately when faced with challenging tasks.	3. Students may attempt some challenging tasks.	3. Students persevere in completing tasks, even when they are challenging.	3. Students persevere in completing tasks, and seek out resources and supports when faced with challenging work.

II-D-3. Access to Knowledge

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.
For TEACHERS this may look like:			
5. Teacher rarely plans or delivers lessons or assessments designed to reach students with diverse learning styles, and needs.	5. Teacher inconsistently plans or delivers lessons or assessments designed to reach students with diverse learning styles, and needs.	1. Teacher frequently uses students' learning styles, interests, and needs to plan lesson and homework tasks, design assessments, group students, and differentiate the timing and content of assigned tasks.	5. Teacher consistently uses each students' learning styles, interests, and needs to plan diverse, standards-aligned lesson and homework tasks, design varied types of standards-aligned assessments, group students, and differentiate the timing and content of assigned tasks.
6. Teacher rarely adapts instruction, materials, and assessments for students with diverse learning styles, interests, and needs.	6. Teacher occasionally adapts instruction, materials, and assessments for students with diverse learning styles, interests, and needs.	2. Teacher consistently adapts instruction, materials, and assessments for students with diverse learning styles, interests, and needs.	6. Teacher consistently adapts instruction, materials, and assessments so that they are appropriately cognitively demanding, standards-aligned, and challenging for each student.
7. Teacher tells some students that materials is too challenging for them, and does not model how students can master the material through effort.	7. Teacher tells students that the material is challenging, but rarely models how students with diverse learning styles and needs can master the material through effort.	3. Teacher models how students with diverse learning styles, interests, and needs can master challenging material and meet learning goals through effective effort.	7. Teacher clearly and consistently models how students each student can master challenging materials.
8. Teacher does not convey a belief that all students can master challenging material.	8. Teacher may state that students need to work hard, but does not convey a belief that all students can master challenging material.	4. Teacher conveys that all students, regardless of learning styles, interests, and needs can master challenging material.	8. Teacher consistently conveys to students, families, and colleagues that each student can master challenging material.
9. Teacher provides learning supports that only a few students can access.	9. Teacher provides learning supports that just some students can access.	5. Teacher ensures that all students are able to access all learning supports.	9. Teacher ensures that each student is able to independently access learning supports and resources.
For STUDENTS this may look like:			
4. Students often give up immediately when tasks are challenging.	4. Students may attempt some challenging work.	4. Students continue to try to complete tasks, even when they are challenging.	4. Students complete challenging tasks, using appropriate resources as necessary
5. Students generally receive all necessary in-class supports or modifications as outlined in IEPs or ELL guidelines.	5. Students inconsistently receive all necessary in-class supports or modifications as outlined in IEPs or ELL.	5. Students generally receive all necessary in-class supports or modifications as outlined in IEPs or ELL guidelines.	5. Students consistently receive all necessary in-class supports or modifications as outlined in IEPs or ELL.

III-A-1. Parent/Family Engagement

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not welcome families to become participants in the classroom and school community or actively discourages their participation.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.	Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher communicates little to no information to families about their children's education.	1. Teacher communicates critical information to families about their children's education. May send home a syllabus and/or calendar but provides limited supplemental information that supports their children's education.	1. Teacher consistently communicates both critical and supplemental information that helps families be informed and find ways to support their children's education. .	11. Teacher consistently communicates both critical and supplemental information that helps families be informed and take charge of their children's education.
2. Teacher relies on passive, schoolwide family engagement strategies like open houses.	2. Teacher relies on a limited repertoire of family engagement strategies such as emails, conferences, and newsletters.	2. Teacher utilizes a variety of culturally appropriate strategies that engage families in activities in the classroom and school.	12. Teacher utilizes a wide variety of strategies, such as home visits to build awareness of families' cultures, and uses this knowledge to reach out to most families in culturally respectful ways.
3. Teacher rarely initiates contact with families, even when students are struggling.	3. Teacher sometimes initiates contact with families, but only when an issue arises and/or with only a portion of students' families.	3. Teacher regularly initiates contact with families and maintains a welcoming classroom consistently throughout the year.	13. Teacher fosters a class culture that extends beyond the classroom and into the home, and welcomes all families in an equitable manner to participate throughout the year.
For FAMILIES this may look like:			
4. Families are not provided with opportunities to participate in classroom activities.	4. Families receive basic information about what students are learning that do not elicit an exchange between teacher and families.	4. Families receive regular information that includes both information about the class and opportunities for families to be involved.	4. Families receive differentiated communication that facilitates an exchange with the teacher about their children's education and accommodates individual family needs.
5. Families are not asked to share their insights and knowledge about their students through surveys and listening conferences.	5. Families are rarely asked to share their insights and knowledge about their students through surveys and listening conferences.	5. Families are asked to share their insights and knowledge about their students through surveys and listening conferences.	5. Families are asked to share their insights and knowledge about their students through surveys and listening conferences, and to co-construct strategies to engage students in learning inside and out of the classroom.

III-B-1. Learning Expectations

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not inform Families about learning or behavior expectations.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	Consistently provides Families with clear, user-friendly expectations for student learning and behavior.	Successfully conveys to most Families student learning and behavior expectations. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher does not have a clearly defined way to share learning expectations with families.	1. Teacher shares learning standards and syllabus early in the year, using family friendly language and translations when necessary.	1. Teacher shares learning standards and syllabus early in the year and continues to provide updates on student progress toward meeting learning expectations. Updates are shared with families in a variety of ways.	1. Teacher engages families in academic and behavioral goal setting and progress monitoring cycles throughout the year. Teacher works with families to adjust goals and strategies as needed.
2. Teacher does not share classroom rules or other expectations for behavior.	2. Teacher shares classroom expectations around behavioral norms with families early in the year.	2. Teacher shares classroom expectations around behavioral norms and engages families in monitoring student progress.	2. Teacher shares developmentally appropriate behavior management strategies with families, and learns from families about what works for their child.
For FAMILIES this may look like:			
1. Families do not receive clear information regarding learning and behavioral expectations.	1. Families receive information regarding learning and behavioral expectation.	1. Families receive information regarding learning and behavioral expectation in family friendly language and are actively engaged in monitoring progress.	1. Families collaborate with teacher to develop learning and behavioral goals, strategies to support students in meeting the goals, and a plan for jointly monitoring progress.

III-B-2. Curriculum Support

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Rarely, if ever, communicates with families on ways to support children at home or at school.	Sends home occasional suggestions on how families can support children at home or at school.	Regularly updates families on curriculum throughout the year and suggests strategies for supporting learning at home, including appropriate adaptation for students with disabilities or limited English proficiency.	Successfully prompts most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher does not share information about learning standards with families.	1. Teacher shares some information about learning standards with families.	1. Teacher shares learning standards in core content areas, using family-friendly language and tools such as the BPS Family Learning Guides or other materials to help families understand the standards.	1. Teacher shares learning standards using family-friendly language and tools, and has a process for providing families with feedback on student progress on standards.
2. Teacher does not share information about strategies to support learning at home.	2. Teacher shares generic strategies and resources for learning at home that are not focused on a specific learning task or standard.	2. Teacher regularly shares learning-at-home strategies aligned with learning standards, classroom instructional goals and practices, and specific learning tasks differentiated for student needs.	2. Teacher partners with families to share, develop, and monitor impact of differentiated learning-at-home strategies for students based on individual learning needs.
For FAMILIES this may look like:			
1. Families do not receive information about learning standards.	1. Families receive some information about learning standards.	1. Families regularly receive information on learning standards, instructional goals and practices, and specific learning tasks.	1. Families regularly receive information on learning standards, instructional goals and practices, and specific learning tasks, as well as information about student progress.
2. Families do not receive information on ways they can support student learning at home or at school.	2. Families receive generic strategies and resources for supporting student learning and creating an environment conducive to learning at home.	2. Families receive strategies for supporting children's learning and creating an environment conducive to learning at home that are differentiated to meet children's needs and aligned to learning standards.	2. Families receive ongoing support from the teacher to implement differentiated, aligned strategies to support learning at school and at home, as well as updates on the impact of their efforts. Families provide input on adjusting strategies to meet children's specific needs.

III-C-1. Two-Way Communication

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Rarely communicates with families except through report cards; rarely solicits or responds promptly and carefully to communications from families.	Relies primarily on newsletters and other one-way media and usually responds promptly to communications from families	Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher does not provide families with a clear protocol for communication, nor do they have a schedule for communicating with families.	1. Teacher maintains regular, one-way communication with all families but communications rarely invite input from families or lead to concrete next steps.	1. Teacher invites dialogue with families about student behavior, performance, and growth that solicits family knowledge about their children and leads to concrete next steps for both the teacher and family.	14. Teacher consistently engages in dialogue with families to exchange relevant information about students and positively impact student behavior, performance, and growth.
2. Teacher has no documentation of communication with students' families.	2. Teacher documentation of communication with students' families shows that communication is not proactive, or is focused only on a specific subset of families.	2. Teacher documentation of communication with students' families provides evidence that communication is proactive, responsive and equitable.	15. Teacher documentation of communication with students' families provides evidence that communication is proactive, responsive, equitable, and focused on specific student outcomes.
3. Teacher only uses a only a single method of communication with families.	3. Teacher uses a limited range of communication methods and does not adapt communication strategies to meet the needs of individual families.	3. Teacher uses a wide range of communication methods that serve the needs of families, and adapts communication strategies for individual families, such as in-person communication, personal phone calls, email, and text message.	16. Teacher uses a wide range of communication methods that serve the needs of families, and adapts communication strategies for individual families, such as in-person communication, personal phone calls, email, and text message.
4. Teacher does not respond to families' contact efforts.	4. Teacher does not consistently respond to families' contact efforts in a timely manner.	4. Teacher regularly responds to families within 24 hours.	17. Teacher regularly responds to families within 24 hours.
For FAMILIES this may look like:			
6. Families receive limited information on their children's learning.	6. Families receive regular and clear information on classroom schedules, procedures, and events, but may not be engaged in ongoing dialogue about the child's learning and socio-emotional growth.	6. Families engage in constructive and on-going dialogue with the teacher about their child's learning and socio-emotional growth.	6. Families engage in constructive, individualized, and on-going dialogue with the teacher about their child's learning and socio-emotional growth.
7. Families do not have a means of reaching the teacher other than calling the front office of the school.	7. Families can reach the teacher with questions, problems, or concerns.	7. Families can quickly reach the teacher with questions, problems, or concerns.	7. Families have multiple means to quickly connect with the teacher with questions, problems, or concerns.

III-C-2. Cultural Proficient Communication

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values	Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher has little understanding of families' cultures and does not attempt to learn more.	1. Teacher has some knowledge of families' cultures and uses this knowledge when interacting with families.	1. Teacher is aware of families' cultures, specifically the cultural norms for interacting with teachers and school, and uses this understanding to reach out to families in culturally respectful ways.	1. Teacher is aware of families' cultures, specifically the cultural norms for interacting with teachers and school, and uses this understanding to reach out to families in culturally respectful ways. Teacher makes an effort to promote families' understanding of the teacher and/or school's cultural norms.
	2. Teacher pursues some opportunities for learning about culturally proficient practices in the classroom.	2. Teacher pursues opportunities for learning about culturally proficient practices in the classroom and actively seeks to learn from families about their cultures and expectations for their children.	2. Teacher pursues opportunities for learning about culturally proficient practices in the classroom and actively seeks to learn from families about their cultures and expectations for their children.
			3. Teacher seeks opportunities to honor students' and families' cultural traditions.
For FAMILIES this may look like:			
1. Families are not asked to share their cultural norms or expectations for their children.	1. Families have very few opportunities to share their cultural norms or expectations for their children with the teacher.	1. Families have opportunities to share information about their home culture and expectations for their children with the teacher.	1. Families have opportunities to share information about their home culture and expectations for their children with the teacher and with other students and families.
2. Families receive information in only one format and only in English.	2. Families receive information in both written and spoken formats, but it is not provided in any language other than English.	2. Families receive information in both written and spoken formats, and made available in the languages spoken by students' families.	2. Families receive information in variety of formats, such as phone calls, letters, emails, home visits and community meetings, and made available in the languages spoken by students' families.
3. Families interact with the teacher only if there is a problem in the classroom.	3. Families have positive interactions with the teacher, but families must initiate contact with the teacher.	3. Families have positive interactions with the teacher, are regularly invited into the school and classroom, and have the opportunity to build relationships with the teacher throughout the school year.	3. Families have positive interactions with the teacher, are regularly invited into the school and classroom, receive consistent affirmation from teachers on the importance of their engagement, and have the opportunity to build relationships with the teacher throughout the school year.
			4. Families and students feel their cultural perspectives are honored by the teacher and the school.

IV-A-1. Reflective Practice

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher rarely reflects on the effectiveness of learning activities and interactions with students.	1. Teacher may occasionally reflect on the effectiveness of learning activities and interactions with students, however, reflections are done individually or are often inaccurate.	1. Teacher, individually and with colleagues, accurately reflects on the effectiveness of learning activities and interactions with students.	1. Teacher establishes and implements a plan to accurately reflect on the effectiveness of learning activities and interactions with students with colleagues.
2. Teacher rarely uses reflections to inform or improve practice or student learning.	2. Teacher may reflect on the effective aspects of lessons, units, and interactions with students, however reflections are often vague and are rarely used to inform practice or student learning.	2. Teacher, individually and with colleagues, identifies effective aspects of lessons, units, and interactions with students and uses these insights to inform practice and student learning.	2. Teacher establishes and implements a plan to regularly identify effective aspects of lessons, units, and interactions with students with colleagues and uses these insights to inform practice and student learning.
	3. Teacher may reflect on less effective, lessons, units, and interactions with students, however reflections are often vague and are rarely used to improve practice or student learning.	3. Teacher, individually and with colleagues, identifies aspects of lessons, units, and interactions with students that were less effective, and uses this information to refine practice and improve student learning.	3. Teacher establishes and implements a plan to regularly identify aspects of lessons, units, and interactions with students that were less effective with colleagues and uses this information to refine practice and improve student learning.
	4. Teacher maintains a limited record of progress on his/her professional practice goal.	4. Teacher maintains a record of progress on his/her professional practice goal.	5. Teacher keeps a thorough, up-to-date record of progress on his/her professional practice goal.
		5. Teacher participates in activities to improve practice, including but not limited to: soliciting feedback on practice from colleagues, attending professional development, or reading relevant literature.	6. Teacher actively seeks out, and may organize for colleagues, opportunities to improve practice, including but not limited to: soliciting feedback on practice from colleagues, attending professional development, or reading relevant literature.

IV-A-2. Goal Setting

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher proposes goals that are not challenging and/or do not state criteria for goal attainment.	1. Teacher proposes goals that are often either not challenging and/or do not state explicit criteria for goal attainment.	1. Teacher proposes clearly written goals that are challenging, reasonable, and state explicit criteria for goal attainment.	1. Teacher proposes clearly written goals that are challenging, reasonable, and state explicit, observable criteria for goal attainment.
2. Teacher proposes goals that are difficult to assess within the duration of an evaluation cycle.	2. Teacher proposes goals that may be assessed, but only at the end of an evaluation cycle.	2. Teacher proposes goals that can be easily monitored throughout the duration of an evaluation cycle.	2. Teacher proposes goals that can be easily monitored throughout the duration of an evaluation cycle.
3. Teacher proposes goals that show no ties to teacher's identified areas for growth, self-assessment, previous evaluation, or schoolwide priorities.	3. Teacher proposes goals that are loosely tied to teacher's identified areas for growth, previous evaluation, or schoolwide priorities.	3. Teacher proposes goals that are tied to teacher's identified areas for growth, previous evaluation, or schoolwide priorities.	3. Teacher proposes goals that are closely tied to teacher's identified areas for growth, previous evaluation, or schoolwide priorities.
4. Teacher proposes professional practice goals that are unlikely to promote attainment of student learning goals.	4. Teacher proposes professional practice goals that will partially promote attainment of student learning goals.	4. Teacher proposes professional practice goals that are likely to promote attainment of student learning goals.	4. Teacher proposes professional practice goals that are highly likely to promote attainment of student learning goals.
5. Teacher proposes student learning goals that show no ties to student learning data.	5. Teacher proposes student learning goals that are loosely tied to student learning data, and will partially support student academic achievement.	5. Teacher proposes goals that are tied to student learning data and will significantly impact academic achievement.	5. Teacher proposes goals that are tied to student learning data, and significantly impact sustained academic achievement.

IV-E-1. Shared Responsibility

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher does not design a classroom behavior management system, or designs a system that is largely inconsistent with schoolwide behavior expectations.	1. Teacher may design a classroom behavior management system, but the system is only partially consistent with schoolwide behavior expectations.	1. Teacher designs and implements a classroom behavior management system that reinforces schoolwide behavior expectations.	1. Teacher designs and fully implements a classroom behavior management system that reinforces schoolwide behavior expectations.
2. Teacher rarely enforces schoolwide behavior expectations, within or beyond the classroom.	2. Teacher inconsistently enforces schoolwide behavior expectations, within and beyond the classroom.	2. Teacher enforces schoolwide behavior expectations in interactions with all students, including those beyond the classroom.	2. Teacher works with colleagues to routinely enforce schoolwide behavior expectations in all interactions with all students, including those beyond the classroom.
3. Teacher rarely communicates schoolwide expectations for learning or academic work.	3. Teacher inconsistently communicates schoolwide expectations for learning or school related work.	3. Teacher communicates and enforces high expectations for learning all student work that are consistent with schoolwide expectations.	3. Teacher routinely communicates and enforces high expectations learning and all student work that are consistent with schoolwide expectations.
4. Teacher rarely participates in activities that support students' learning or well-being.	4. Teacher occasionally participates in activities that support students' learning and well-being within and beyond the classroom.	4. Teacher participates in activities that support students' learning and well-being within and beyond the classroom.	4. Teacher seeks out and organizes opportunities for colleagues to support students learning, well-being, and productive behavior within and beyond the classroom.
5. Teacher rarely collaborates with colleagues to discuss strategies to support all students' well-being and learning.	5. Teacher occasionally collaborates with colleagues to discuss strategies to support all students' well-being and learning.	5. Teacher collaborates with colleagues to discuss strategies to support all students' well-being and learning.	5. Teacher initiates collaboration with colleagues to develop strategies and actions to support all students' learning, well-being, and productive behavior.