

INSTRUCTIONAL PRACTICE**1 - New Learning is Connected to Prior Learning and Experience**

- Activates all students' initial understandings of new concepts and skills.
- Makes connections explicit between previous learning and new concepts and skills for all students.
- Makes clear the purpose and relevance of new learning for all students.
- Provides all students opportunities to build on or challenge initial understandings.

2 - Learning Tasks Have High Cognitive Demand for Diverse Learners

- Chooses tasks that purposefully employ all students' cognitive abilities and skills.
- Chooses tasks that place appropriate demands on each student.
- Chooses tasks that progressively develop all students' cognitive abilities and skills.
- Operates with a deep belief that all children can achieve regardless of race, perceived ability, and socioeconomic status.

3 - Students Engage in Meaning-Making Through Discourse and Other Strategies

- Provides opportunities for extended, productive discourse between the teacher and student(s) and among students.
- Provides opportunities for all students to create and interpret multiple representations.
- Assists all students to use existing knowledge and prior experience to make connections and recognize relationships.
- Structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.

4 - Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

- Ensures all students understand what students are learning, why they are learning it, and how they will know if they have learned it.
- Structures opportunities for self-monitored learning for all students.
- Supports all students to take actions based on the students' own self-monitoring processes.

5 - Assessment Is Integrated into Instruction

- Plans on-going learning opportunities based on evidence of all students' current learning status.
- Aligns assessment opportunities with learning goals and performance criteria.
- Structures opportunities to generate evidence of learning during the lesson of all students.
- Adapts actions based on evidence generated in the lesson for all students.

PROFESSIONAL RESPONSIBILITIES**1 - Commitment to the School Community**

- Takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.
- Takes an active role in building a professional culture that supports school and district initiatives.
- Takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.

2 - Reflection on Professional Growth and Practice

- Seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.
- Pursues aligned professional learning opportunities to support improved instructional practice across the school community.
- Takes an active role in mentoring colleagues and pursues teacher leadership opportunities.

3 - Professional Obligations

- Models and advocates for fair, equitable, and appropriate treatment of all students and families.
- Models integrity in all interactions with colleagues, students, families, and the community.
- Follows policies, regulations, and procedures specific to role and responsibilities.

4 - Family Engagement

- Regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.
- Values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.
- Informs and connects families and students to opportunities and services according to student needs.

5 - Student Perception

- Students report that the teacher helps them learn.
- Students report that the teacher creates a safe and supportive learning environment.
- Students report that the teacher cares about them as individuals and their goals or interests.

INSTRUCTIONAL PRACTICE STANDARD 1

New Learning is Connected to Prior Learning and Experience

DESCRIPTORS

- Activates all students' initial understandings of new concepts and skills.
- Makes connections explicit between previous learning and new concepts and skills for all students.
- Makes clear the purpose and relevance of new learning for all students.
- Provides all students opportunities to build on or challenge initial understandings.

EVIDENCE SOURCES

Mandatory:

- Direct evaluator observation

Confirmatory:

- Lesson plan
- Teacher pre/post conference
- Student work
- Student classroom interviews
- Student feedback (e.g., survey, writing)

PERFORMANCE LEVELS

4 - The *highly effective* teacher fully activates all students' initial understandings through the use of multiple methods and/or modes, makes connections for all students between previously learned and/or new concepts and skills, clarifies the purpose and relevance of new learning for all students, and assists all students to bridge understanding from initial conceptions to targeted learning.

3 - The *effective* teacher adequately activates students' initial understandings using multiple methods and/or two modes, makes connections for most students between previously learned and/or new concepts and skills, clarifies the purpose and relevance of new learning for most students, and assists most students to bridge understanding from initial conceptions to targeted learning.

2 - The *developing* teacher inadequately activates most students' initial understandings using limited methods and/or modes, makes inadequate connections for most students between previously learned and/or new concepts and skills, inadequately clarifies the purpose and relevance of new learning for most students and/or minimally connects new learning to longer-term learning goals, and only minimally assists most students in the process of bridging understanding from initial conceptions to targeted learning.

1 - The *ineffective* teacher activates no, or almost no students' initial understandings; makes no, or almost no connections between previously learned and/or new concepts and skills for any student; clarifies the purpose and relevance of learning for no, or almost no students and makes no, or almost no connections between new learning and longer-term learning goals; and employs no, or almost no strategies to assist any student in the process of bridging understanding from initial conceptions to targeted learning.

INSTRUCTIONAL PRACTICE STANDARD 2

Learning Tasks Have High Cognitive Demand for Diverse Learners

DESCRIPTORS

- Chooses tasks that purposefully employ all students' cognitive abilities and skills.
- Chooses tasks that place appropriate demands on each student.
- Chooses tasks that progressively develop all students' cognitive abilities and skills.
- Operates with a deep belief that all children can achieve regardless of race, perceived ability, and socioeconomic status.

EVIDENCE SOURCES

Mandatory:

- Direct evaluator observation

Confirmatory:

- Lesson plan
- Teacher pre/post conference
- Student work
- Student classroom interviews
- Student feedback (e.g., survey, writing)
- Teacher notes

PERFORMANCE LEVELS

4 - The *highly effective* teacher engages all students with relevant and substantive tasks that effectively support deep learning of subject-matter content and processes; provides tasks at the appropriate level of challenge for every student; effectively structures multi-leveled tasks that advance all students' thinking and/or skills in connected steps during the course of a lesson and across multiple lessons; and models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socioeconomic status, or ability and takes an active role in ensuring that students have equitable opportunities to achieve.

3 - The *effective* teacher engages most students with generally relevant and worthwhile tasks that adequately support deep learning of subject-matter content and processes; provides tasks at a generally appropriate level of challenge for most students; adequately structures tasks with more than one level that advance most students' thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons; and models and demonstrates high expectations that all children can learn at high levels regardless of family background, socioeconomic status, or ability.

2 - The *developing* teacher engages most students with tasks that inadequately support deep learning of subject-matter content and processes; provides tasks at an appropriate level of challenge for few students; structures a single task at one level that minimally advance all students' thinking and/or skills during the course of a lesson and/or across multiple lessons; and demonstrates minimal expectations that children can learn at high levels regardless of family background, socioeconomic status, or ability.

1 - The *ineffective* teacher does not engage students with any tasks that support deep learning of subject-matter content and processes; provides no, or almost no tasks at an appropriate level of challenge for any students; does not structure leveled tasks that advance any student's thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons; and demonstrates little expectation that children can learn at high levels regardless of family background, socioeconomic status, or ability.

INSTRUCTIONAL PRACTICE STANDARD 3

Students Engage in Meaning-Making Through Discourse and Other Strategies

DESCRIPTORS

- Provides opportunities for extended, productive discourse between the teacher and student(s) and among students.
- Provides opportunities for all students to create and interpret multiple representations.
- Assists all students to use existing knowledge and prior experience to make connections and recognize relationships.
- Structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.

EVIDENCE SOURCES

Mandatory:

- Direct evaluator observation

Confirmatory:

- Lesson plan
- Teacher pre/post conference
- Student work
- Student classroom interviews
- Student feedback (e.g., survey, writing)
- Teacher notes
- Audio/visual/print artifact

PERFORMANCE LEVELS

4 - The **highly effective** teacher provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding; effectively structures opportunities for all students to use varied representations that successfully engages student thinking and supports their understanding of emerging/ developing concepts and/or their acquisition of skills; uses various and effective strategies to help all students see connections and relationships between previous and present learning to further their understanding of emerging/ developing concepts and/or their acquisition of skills; and effectively enacts classroom routines and expectations so that all students value each other's contributions and fully support each other's learning.

3 - The **effective** teacher provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding; adequately structures opportunities for most students to use more than one type of representation that generally engages student thinking and supports their understanding of emerging/ developing concepts and/or their acquisition of skills; uses sufficient strategies to help most students see connections and relationships between previous and present learning to further their understanding of emerging/ developing concepts and/or their acquisition of skills; and adequately enacts classroom routines and expectations so that most students value each other's contributions and generally support each other's learning.

2 - The **developing** teacher provides some guidance for some or most students to participate in limited interactions that enable them to articulate their developing understanding; inadequately structures opportunities for some or most students to use representations that only somewhat engage student thinking or support their understanding of emerging/ developing concepts and/or their acquisition of skills; uses limited strategies to help some, or most, students see connections and relationships between previous and present learning to further their understanding of emerging/ developing concepts and/or their acquisition of skills; and inadequately enacts classroom routines and expectations so that few students value each other's contributions and/or minimally support each other's learning.

1 - The **ineffective** teacher provides no, or almost no guidance for students to participate in any interactions that enable them to articulate their developing understanding; structures no, or almost no opportunities for any students to use representations that engage student's thinking or supports their understanding of emerging/ developing concepts and/or their acquisition of skills; uses no, almost no strategies to help any student see connections and relationships between previous and present learning to further their understanding of emerging/ developing concepts and/or their acquisition of skills; and enacts no, or almost no classroom routines and expectations so that no, or almost no students value each other's contributions or support each other's learning.

INSTRUCTIONAL PRACTICE STANDARD 4

Students Engage in Metacognitive Activity to Increase
Understanding of and Responsibility for Their Own Learning

DESCRIPTORS

- Ensures all students understand what students are learning, why they are learning it, and how they will know if they have learned it.
- Structures opportunities for self-monitored learning for all students.
- Supports all students to take actions based on the students' own self-monitoring processes.

EVIDENCE SOURCES

Mandatory:

- Direct evaluator observation

Confirmatory:

- Lesson plan
- Teacher pre/post conference
- Student work
- Student classroom interviews
- Student feedback (e.g., survey, writing)
- Teacher notes

PERFORMANCE LEVELS

4 - In a *highly effective* teacher's classroom, all students in the class can fully explain (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like; are actively engage in reflection on their learning status, which is directly related to learning goals and performance criteria, during well-structured opportunities for reflection in the lesson; and routinely take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support.

3 - In an *effective* teacher's classroom, most students in the class can generally explain (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like OR most students in the class can fully explain two of the following: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like; most students adequately engage in reflection on their learning status, which is generally related to learning goals and performance criteria, during moderately well-structured opportunities for reflection in the lesson; and most students frequently take actions based largely on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support.

2 - In a *developing* teacher's classroom, most students in the class can only vaguely explain one or more of the following: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like; most students do not engage in adequate reflection on their learning status or reflection is generally unrelated to learning goals and performance criteria, and there are only limited, and/or poorly structured opportunities for reflection in the lesson; and most student actions are infrequently based on their own assessment of their learning status and/or students have few self-assessment opportunities on which to base actions.

1 - In an *ineffective* teacher's classroom, no, or almost no students can explain (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like; no, or almost no students engage in reflection on their learning status and there are no, or almost no opportunities for reflection in the lesson; and no, or almost no students take actions based on their own assessment of their learning status and/or students have no self-assessments on which to base actions.

INSTRUCTIONAL PRACTICE STANDARD 5
Assessment Is Integrated into Instruction

DESCRIPTORS

- Plans ongoing learning opportunities based on evidence of all students' current learning status.
- Aligns assessment opportunities with learning goals and performance criteria.
- Structures opportunities to generate evidence of learning during the lesson of all students.
- Adapts actions based on evidence generated in the lesson for all students.

EVIDENCE SOURCES

Mandatory:

- Direct evaluator observation
- Teacher pre/post conference

Confirmatory:

- Lesson plan
- Student work/ written feedback on student work
- Prior student work/ assessment informing planned learning opportunities
- Student classroom interviews
- Audio/visual/print artifact
- Teacher notes

PERFORMANCE LEVELS

4 - The *highly effective* teacher consistently plans ongoing learning opportunities based on substantial, current evidence of all students' learning status; fully aligns assessment opportunities with clearly specified learning goals and performance criteria to provide quality evidence of all students' learning status; structures multiple and varied opportunities to generate evidence of all students' learning during the lesson; and effectively adapts her/his actions for all students in response to evidence presented and/or generated in the lesson.

3 - The *effective* teacher frequently plans ongoing learning opportunities based on adequate evidence of most students' learning status; adequately aligns assessment opportunities with specified learning goals and performance criteria to provide adequate evidence of most students' learning status; structures adequate (e.g., several or varied) opportunities to generate evidence of most students' learning during the lesson; and adequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson.

2 - The *developing* teacher sometimes plans ongoing learning opportunities based on evidence of some students' learning status; the evidence used is frequently outdated and/or limited; inadequately aligns assessment opportunities with learning goals and performance criteria and/or the learning goals and performance criteria are insufficiently specified to provide adequate evidence of most students' learning status; structures limited opportunities to generate evidence of most students' learning during the lesson; and inadequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson.

1 - The *ineffective* teacher plans no, or almost no on-going learning opportunities based on any evidence of students' learning status; aligns no, or almost no assessment opportunities with any learning goals and performance criteria; structures no, or almost no opportunities to generate evidence of any student's learning during the lesson; and continues with planned lesson regardless of any evidence presented and/or generated in the lesson.

PROFESSIONAL RESPONSIBILITIES STANDARD 1
Commitment to the School Community

DESCRIPTORS

- Takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.
- Takes an active role in building a professional culture that supports school and district initiatives.
- Takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.

EVIDENCE SOURCES

Mandatory:

- Direct evaluator observation

Confirmatory:

- Teacher notes
- Teacher pre/post conference
- Student data
- PLC notes

PERFORMANCE LEVELS

4 - The *highly effective* teacher continually takes a visibly active role in driving instructional improvement in the school, leading collaborative groups around instructional practice to ensure that students are participating in instructional activities that meet their individual needs; supports school leadership in cultivating and modeling a professional culture and takes a leadership role in implementing district and school initiatives; and takes a facilitator role when he or she collaborates with other teachers, administrators, and the community to ensure that all students are in a safe and caring learning environment and facilitates building collective responsibility among all school staff regarding high academic and behavioral expectations for all students.

3 - The *effective* teacher collaborates with colleagues about improving instructional practice to ensure that students are participating in instructional activities that meet their individual needs; participates in building and modeling a professional culture within the school and fully supports implementing district and school initiatives; and adequately participates in and collaborates with other teachers and administrators and the community in creating a safe and caring learning environment and takes individual and shared responsibility for demonstrating appropriately high academic and behavioral expectations for all students.

2 - The *developing* teacher collaborates minimally with colleagues about improving instructional practice; minimally participates in building and modeling a professional culture within the school and/or inadequately supports implementing district and school initiatives; and minimally participates in and/or collaborates with others in sustaining a safe and caring learning environment and takes full individual but limited shared responsibility for demonstrating high academic and behavioral expectations for students or takes individual and shared responsibility for demonstrating high academic and behavioral expectations for only some students.

1 - The *ineffective* teacher does not or rarely collaborates with colleagues about improving instructional practice; does not or rarely participates in building or modeling a professional culture within the school and does not support or rarely supports implementing district and school initiatives; and does not or rarely participates in or collaborates with others in sustaining a safe and caring learning environment and takes only limited individual responsibility and no shared responsibility for demonstrating high academic and behavioral expectations for students.

PROFESSIONAL RESPONSIBILITIES STANDARD 2
Reflection on Professional Growth and Practice

DESCRIPTORS

- Seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.
- Pursues aligned professional learning opportunities to support improved instructional practice across the school community.
- Takes an active role in mentoring colleagues and pursues teacher leadership opportunities.

EVIDENCE SOURCES

Mandatory:

- Direct evaluator observation

Confirmatory:

- Teacher notes
- Teacher pre/post conference
- Teacher Professional Growth Plan
- Cooperative teacher
- Mentee/mentor dialogue
- Student data/SLG
- Conference/PD log

PERFORMANCE LEVELS

4 - The *highly effective* teacher is highly self-reflective, frequently seeking feedback from instructional leaders and colleagues, using multiple data points to assess the effectiveness of instruction, and modifying instruction based on those data and models self-reflection for colleagues and facilitates group reflective activities using multiple data sources with colleagues; facilitates school- and/or district-level professional learning across the school community in order to improve instructional practices and seeks out and participates in a variety of professional learning opportunities, applying them in the classroom; and actively pursues and maintains complex mentoring relationships (formal or informal) as a mentor (e.g., pre-service cooperating teacher), frequently seeks out teacher leadership opportunities, and supports and models for colleagues to develop their leadership skills.

3 - The *effective* teacher is adequately self-reflective, obtains feedback from instructional leaders and/or colleagues, and uses data to assess and modify instruction; seeks out and participates in aligned professional learning opportunities to improve instructional performance, applying them in the classroom; and actively seeks out opportunities to engage with colleagues as both a mentor and mentee (e.g., pre-service cooperating teacher), maintaining at least one mentoring role (formal or informal), and seeks out leadership opportunities in order to develop leadership skills.

2 - The *developing* teacher is inadequately self-reflective, seeking feedback from instructional leaders and/or colleagues, but does not use data to modify instruction in the way the data represents; participates in required professional learning opportunities to improve instructional performance, but shows minimal evidence of applying them in the classroom; and maintains a passive role as a mentor or mentee (formal or informal), showing little engagement in the process and demonstrating minimal interest and skill in leadership.

1 - The *ineffective* teacher is rarely self-reflective and does not or rarely seeks out or uses feedback from instructional leaders or colleagues to modify instruction; minimally participates in professional learning opportunities, rarely appears actively engaged during professional learning, and rarely applies learning experiences in the classroom; and does not or rarely seeks out or maintains any role as a mentor or mentee (formal or informal) and shows neither interest nor skill in leadership.

PROFESSIONAL RESPONSIBILITIES STANDARD 3

Professional Obligations

DESCRIPTORS

- Models and advocates for fair, equitable, and appropriate treatment of all students and families.
- Models integrity in all interactions with colleagues, students, families, and the community.
- Follows policies, regulations, and procedures specific to role and responsibilities.

EVIDENCE SOURCES

Mandatory:

- Direct evaluator observation

Confirmatory:

- Teacher notes/files
- Teacher pre/post conference
- Family/community feedback

PERFORMANCE LEVELS

4 - The *highly effective* teacher models and advocates for fair, equitable, and appropriate treatment of all students and families; works with other staff and community members to apply similar positive beliefs and behaviors toward students and families; and finds and uses appropriate resources to address issues of inequality; demonstrates and models the highest level of integrity (e.g., ethical standards of the profession) in all interactions with students, families, colleagues, and the community and takes an active role in ensuring that students and staff treat others with integrity; and takes a leadership role in developing and/or enacting school- and district-level policy, regulations, and procedures, and follows all policies, regulations, and procedures specific to his or her role and responsibilities.

3 - The *effective* teacher models and advocates for fair, equitable, and appropriate treatment of all students and families; discusses issues of equity and diversity with students and staff members; and finds some appropriate resources to address issues of inequality; demonstrates and models a high level of integrity (e.g., ethical standards of the profession) in all interactions with students, families, colleagues, and the community; and follows all policies, regulations, and procedures specific to his or her role and responsibilities.

2 - The *developing* teacher indicates an awareness of the need to treat all students fairly and equitably, but is inconsistent in how he or she communicates, models, and advocates for addressing the diverse needs of students and families; demonstrates a minimal level of integrity (e.g., ethical standards of the profession) with students, families, colleagues, and the community, such that the teacher's behavior minimally matches ethics of the profession; and follows most policies, regulations, and procedures specific to his or her role and responsibilities.

1 - The *ineffective* teacher appears unaware of the need to treat all students and families fairly, equitably, and appropriately and does not advocate or rarely advocates for or communicates the need to address diverse needs of students and ignores signs of unequal treatment; demonstrates little integrity (e.g., ethical standards of the profession) with students, families, colleagues, and the community; and demonstrates little effort to follow policies, regulations, and/or procedures related to his or her role and responsibilities.

PROFESSIONAL RESPONSIBILITIES STANDARD 4

Family Engagement

DESCRIPTORS

- Regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.
- Values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.
- Informs and connects families and students to opportunities and services according to student needs.

EVIDENCE SOURCES

Mandatory:

- Direct evaluator observation

Confirmatory:

- Teacher notes
- Teacher pre/post conference
- Parent, family, student feedback

PERFORMANCE LEVELS

4 - The **highly effective** teacher facilitates two-way communication with parents/ guardians about the goals of instruction and student progress on a regular basis using available tools that are responsive to the needs of the parents'/ guardians' language, and actively seeks to learn from parents'/ guardians' requests and insights and incorporates feedback into instruction and communication on student progress; frequently facilitates discussions with colleagues on how to improve communication with all parents/ guardians and how to welcome and encourage all parents/ guardians and their students to become more active members of the school community, and encourages parents/ guardians to come into classrooms as volunteers or experts, to attend school events, and to engage in other ways in the school community; and takes an active leadership role within the school in helping families and students throughout the school connect to a variety of services or opportunities based on the students' needs.

3 - The **effective** teacher facilitates two-way communication on a regular basis with parents/ guardians about the goals of instruction and student progress, using available tools that are responsive to the needs of the parents'/ guardians' language and listens to parents'/ guardians' requests and insights and makes some effort to incorporate feedback into instruction and communication on student progress; welcomes all parents/ guardians and students to become more active members of the school community and encourages parents/ guardians to come into classrooms as volunteers or experts and attend school events; and regularly helps his or her students and their families connect to a variety of services or opportunities based on students' needs.

2 - The **developing** teacher attempts to communicate with parents/ guardians on a regular basis about the instructional program and/or student progress but is not responsive to language needs and does not attempt to include the parents'/ guardians' insights and requests into instruction and communication on student progress; welcomes parents/ guardians but infrequently encourages them and their students to become active members of the school community and offers little or no guidance to parents/ guardians on ways in which they can participate; and sporadically helps his or her students and their families connect to services or opportunities based on students' needs.

1 - The **ineffective** teacher makes little or no attempt to communicate with parents/ guardians about the instructional program or student progress; is cordial to parents/ guardians when they are in the building but makes little attempt to get them or their students to become active members of the school community; and rarely helps families and students connect to services or opportunities.

PROFESSIONAL RESPONSIBILITIES STANDARD 5

Student Perception

DESCRIPTORS

- Students report that the teacher helps them learn.
- Students report that the teacher creates a safe and supportive learning environment.
- Students report that the teacher cares about them as individuals and their goals or interests.

EVIDENCE SOURCES

Mandatory:

- Student interview

Confirmatory:

- Teacher notes
- Teacher pre/post conference
- Direct observation
- Student survey

PERFORMANCE LEVELS

4 - In a **highly effective** teacher's classroom, students report that the teacher continually supports self-regulated learning and is responsive to any need for assistance and indicate that the teacher encourages and expects students to problem solve prior to pursuing assistance; maintains a safe and supportive learning environment empowers students to have a role in maintaining a positive learning environment; and respects them; shows concern for their individual backgrounds, interests, and progress; and encourages, expects, and honors student self-advocacy.

3 - In an **effective** teacher's classroom, students report that the teacher is often responsive and available to answer questions and/or to provide clarity concerning content and indicate that the teacher often encourages and supports self-regulated learning; maintains a safe and supportive learning environment and encourages students to take a role in maintaining a positive learning environment; and respects them; shows concern for their individual backgrounds, interests, and progress; and often respects and honors student self-advocacy.

2 - In a **developing** teacher's classroom, students report that the teacher is sometimes responsive and available to answer questions and/or provide clarity, but assistance is not always helpful; mostly maintains a safe and supportive learning environment and has primary responsibility for maintaining a positive classroom environment; and mostly respects them and shows concern for their individual backgrounds, interests, and progress; but rarely respects and honors student self-advocacy.

1 - In an **ineffective** teacher's classroom, students report that the teacher is not or rarely responsive and available to answer questions and/or to provide clarity and that when the teacher does respond, it is not at all or rarely helpful; does not or rarely maintains a safe and supportive learning environment and that the students play no role in maintaining a positive classroom environment; and does not or rarely respects them; does not or rarely shows concern for their individual background, interests, and progress; and that self-advocacy is not respected and honored.

FOUR-POINT RATING SCALE

Key Words in the NEPF Performance Levels

LEVEL 4

All Students: To receive a Performance Level 4, a teacher needs to demonstrate that all the students are being well served by instruction. This is indeed a high bar which teachers may strive for, yet not fully reach. If the evaluator, through direct observation, is able to judge that all but one or two students are being addressed with respect to the indicator, then the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach all students.

Fully: The term fully, which is only included for Level 4 performances, conveys that the teacher is enacting the standard to the greatest degree or extent. For example, the teacher must adapt his or her instruction to the greatest extent possible in response to evidence of learning during the lesson (IPS 5); or all students can fully explain the intended learning (IPS 4).

Clearly: This term is used for Level 4 teachers and indicates that the teacher has performed to the maximum level possible and has been successful in communicating to students. For example, the teacher explicitly – and in a way that is understandable to students – communicates how the new learning is connected to longer-term goals, for example to the standards, or to the overall goals of the unit, or to how this learning is connected to competencies for college and career (IPS 1).

Effective/Effectively: The terms effective and effectively are included for Level 4 performances only. They signal that the teacher has achieved the instructional goal to the maximum extent possible. For example, in the performance level descriptor “the teacher uses effective strategies to help students see connections and relationships between previous and present learning” (IPS 3), there should be evidence that the strategies the teacher has used have been completely successful in helping all students to see connections and relationships.

Appropriate: This descriptor is used only in Standard 2 and is used for the Performance Level 4. If tasks are at an appropriate level of challenge, this means that they have been carefully designed by the teacher to match the students’ individual levels of learning – they are neither too easy, nor too hard and they will serve to advance student learning.

LEVEL 3

Most Students: To receive a Performance Level 3, a teacher needs to demonstrate that most students are being well served by instruction. There should be evidence of the teacher’s intention to address all students’ initial understandings, even though this did not happen in practice. (When a teacher demonstrates that most students are not well served by instruction, the performance is a Level 2)

Adequately/Adequate: The term adequately, which is only included for Level 3 performances conveys that the teacher’s practice is satisfactory but does not reach the level of the greatest extent possible. Similarly, the term adequate is used to indicate that the teacher has performed satisfactorily. For example, the teacher providing adequate guidance indicates the guidance was satisfactory in accomplishing the teacher’s intended purpose (IPS 3).

Generally: The term generally is used for Level 3 performances and indicates that the teacher has for the most part achieved the instructional goal. For example, “generally engages student thinking” and “generally supports their understanding” indicates that the teacher has been mostly successful in engaging student thinking and supporting their understanding, but has not reached the standard indicated by ‘effective’ – i.e., to the greatest extent possible (IPS 3). The term generally is also used for Level 2 performances, for example, “student reflection is generally unrelated to learning goals...” (IPS 4). In this instance, the evidence conveys that while the teacher might have attempted to support student reflection, it is not successfully accomplished.

Sufficiently: The term sufficiently is included for Level 3 performances and conveys that the teacher has provided enough information or used enough strategies to reach the intended goal of instruction. For example, the strategies the teacher uses to connect new learning goals to longer-term goals accomplish the intended purpose (IPS 1).

LEVEL 2

Some or Few: A teacher receives a Performance Level of 2 if the majority of students are not being well served by instruction or example (IPS 2).

Insufficiently: This term is used for Level 2 performances to signal that the teacher has not successfully accomplished the instructional/assessment goal. For example, “performance criteria are insufficiently specified” indicates that the teacher has been unsuccessful in providing the criteria for the intended purpose (IPS 5).

Inadequately: The term inadequately, which is used for Level 2 performances, conveys that the teacher has not adequately accomplished the instructional/assessment goal. For example, the way the teacher attempts to activate most students’ initial understandings is limited and does not result in initial understandings being activated (IPS 1).

Minimally: This term is reserved for Performance Level 2 and indicates that the instructional goal has not been met. For example, a teacher might have attempted to guide students to a deeper understanding of a concept, but the attempt was not successful (IPS 3).

Limited: This term is used only for Level 2 performances, limited refers to a practice that the teacher has tried to enact a specific practice, but the practice is not well developed nor is it successful in meeting intended goals. For example, the teacher “uses limited strategies” indicates that the strategies are not well developed enough to achieve the goal (IPS 3) and there are “only limited opportunities” for student reflection in the lesson indicates that the opportunities are not successful in meeting the goals (IPS 4).

Somewhat: This descriptor is included for Level 2 performances. It indicates that while the teacher may have attempted to enact a specific practice, it was not successful in achieving the goal. For example, the strategies the teacher uses are not successful in furthering the students’ understanding (IPS 3).

LEVEL 1

No, or almost no: A teacher receives a Performance Level 1 when there is no, or almost no, evidence that any student is being served well by the instructional practice. For example, the evaluator finds there is no evidence that the teacher attempts to activate students’ initial understandings (IPS 1) or there is no evidence that the teacher plans any ongoing learning opportunities based on evidence (IPS 5).