Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 1: PLANNING AND PREPARATION
Component 1a: Knowledge of the Learning Process
Element: Knowledge of the learning process

	LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY** **1**	**BASIC** **2**	**PROFICIENT** **3**	**DISTINGUISHED** **4**	**POINTS**
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Lesson plans include some activities in which students are engaged in inquiry.* *- Teacher plans to make thinking skills explicit in instruction.* *- Teacher understands how students' preexisting knowledge relates to how they develop new understandings.*	*- Lesson plans include extensive activities in which students are engaged in inquiry to construct their understanding of concepts.* *- Teacher develops a learning profile for each student that includes learning style preferences, intelligence preferences, culture-influenced preferences, and gender-based preferences.* *- Teacher regularly uses students' prior knowledge is used in planning lessons* *- Teacher differentiates instruction to meet the learning goals of individual students* *- Teacher provides opportunities for student metacognition in the lesson design.*	

Example Evidence Sources:
- Pretest or diagnostic data for class and students
- Teacher and/or school designed process for assessment
- Lesson plans
- Instructional artifacts (evidence in the form of student work products with comments)
- Advanced courses in content or technique
- Baseline interview question #2: How do you become familiar with your students' skills and knowledge?
- Pre-Conference Interview #1: To which part of your curriculum does this lesson relate?

Evidences/Other Comments:
☐ Review; More information needed

TOTAL COMPONENT 1A POINTS	4

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 1: PLANNING AND PREPARATION
Component 1b: Setting Instructional Outcomes
Elements: Value, sequence, and alignment • Suitability for diverse learners

ELEMENT	LEVEL OF PERFORMANCE				POINTS
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4	
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Uses state standards to align outcomes and shows the connection of lesson outcomes to standards* *- Outcomes represent the big ideas of the discipline, but are tailored for the lesson and unit* *- Outcomes build on prior learning and are scaffolded* *- Lesson plan references prior lessons and units to sequence outcomes*	*- Develops outcomes based on state standards* *- Outcomes represent the big ideas of the discipline and connect to the big ideas of other disciplines* *- Outcomes represent deep understanding of the content that can be transferred to other content areas* *- Lesson plan shows use of curricular frameworks to ensure accurate sequencing of outcomes in the discipline*	

Example Evidence Sources:
- Lesson and unit planning documentation across the curriculum
- Baseline Interview #5: What resources (people, materials, and community resources) are available to you in planning instruction or for classroom use?
- Pre-Conference Interview #1: To which part of your curriculum does this lesson relate?
- Pre-Conference Interview #2: How does this learning fit in the sequence of learning for this class?

Evidences/Other Comments:
☐ Review; More information needed

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 1: PLANNING AND PREPARATION
Component 1b: Setting Instructional Outcomes
Elements: Value, sequence, and alignment • Suitability for diverse learners

ELEMENT	LEVEL OF PERFORMANCE				POINTS
	UNSATISFACTORY 1	**BASIC 2**	**PROFICIENT 3**	**DISTINGUISHED 4**	
Suitability for diverse learners including students' interests, cultural heritage, levels of learning	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher considers students' culture, special needs, and skill levels when planning instructional outcomes for groups of students* *- Teacher plans instructional strategies that allow most students to achieve the outcomes* *- Teacher plans for choice by groups of students to work toward achieving outcomes*	*- Teacher considers students' cultures, special needs, and skill levels when planning instructional outcomes for students, individualizing where necessary* *- Teacher differentiates the learning experiences so that each student can work toward achieving the outcomes* *- Teacher differentiates the assessment of students' achievement of the outcomes* *- Teacher plans learning experiences around the outcomes that are culturally sensitive, as well as sensitive to the special needs and skill levels of each student.*	

Example Evidence Sources:
- Classroom display representing cultural diversity
- Baseline interview question #3A: How do you become familiar with your students' individual interests and cultural backgrounds?
- Pre-conference Interview #3: Briefly describe the students in this class, including those with special needs.
- Pre-conference Interview # 6: How will you differentiate instruction for different individuals or groups of students in the class?

Evidences/Other Comments:
☐ Review; More information needed

TOTAL COMPONENT 1B POINTS	8

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

Domain 1: PLANNING AND PREPARATION
Component 1c: Designing Coherent Instruction
Element: Learning activities

ELEMENT	LEVEL OF PERFORMANCE				POINTS
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4	
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Unit and lesson supports instructional outcomes, reflecting important concepts of the content* *- Build on prior knowledge of groups of students and moves learning forward* *- Activities present students with opportunities for high-level thinking* *- Activities permit student choice and offer opportunities for students to work with their classmates* *- Learning experiences all align to the desired instructional outcomes* *- Teacher works w/ small groups; students work alone or in small groups*	*- Build on prior knowledge of groups of students and moves learning forward* *- Activities provide increasingly complex opportunities for high-level thinking and are suitable for a the range of student in the class* *- Activities permit student choice and offer opportunities for students to work with others, building on individual student strengths* *- Learning experiences all align to the desired instructional outcomes and connect to other disciplines* *- Student lead presentations or other leadership roles within a structured lesson*	

Example Evidence Sources:
- Baseline Interview #5: What resources are available to you in planning instruction or for classroom use?
- Baseline Interview #7: Describe how you incorporate the use of electronic technology into your practice.
- Baseline Interview #8: How do you coordinate learning activities with other colleagues?
- Pre-conference Interview #4: What are your learning outcomes for this lesson?
- Pre-conference Interview #5: How will you engage the students in the learning?
- Pre-conference Interview # 6: How will you differentiate instruction?

Evidences/Other Comments:
☐ Review; More information needed

TOTAL COMPONENT 1C POINTS	4

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 1: PLANNING AND PREPARATION
Component 1d: Designing Student Assessments
Element: Design of formative assessments

L E V E L   O F   P E R F O R M A N C E

ELEMENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4	POINTS
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			- *Teacher develops checklists for each formative assessment and plans for students to use them* - *Teacher reflects on the usefulness and effectiveness of formative assessments* - *Teacher shares with colleagues the rationale behind choosing a certain formative assessment to measure student progress on a specific skill, concept, or process*	- *Teacher develops checklists designed to be used by both teacher and students, as well as parents and peers as appropriate* - *Teacher shares with students information gained from formative assessment and invites student reflection and next steps for the class as a whole* - *Teacher conferences with individual students to focus on what the student has learned from the assessment and possible next steps* - *Students are actively involved in collecting information from formative assessments* - *Students are invited to give input about the design of new formative assessments and modifications to existing ones*	

Example Evidence Sources:
- Pretest or diagnostic data for class and students to impact instruction
- Baseline Interview #5: What resources (people, materials, and community resources) are available to you in planning instruction or for classroom use?
- Pre-conference Interview #4: What are your learning outcomes for this lesson? What do you want the students to understand?
- Pre-conference Interview #5: How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group
- Pre-conference Interview #7: How and when will you know whether the students have learned what you intend?

Evidences/Other Comments:
☐ Review; More information needed

TOTAL COMPONENT 1D POINTS	4

Adapted from:
ASCD (2008). *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching.* Alexandria, VA: ASCD.
Danielson, C., et al (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool.* Alexandria, VA: ASCD.

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

Domain 2: THE CLASSROOM ENVIRONMENT Component 2a: Creating an Environment of Respect and Rapport Elements: Teacher interaction with students					
ELEMENT	L E V E L O F P E R F O R M A N C E				**POINTS**
	UNSATISFACTORY **1**	**BASIC** **2**	**PROFICIENT** **3**	**DISTINGUISHED** **4**	
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher greets students as they walk in the door* *- Teacher uses "we" statements to make students feel part of the group* *- Teacher listens to students with care* *- Teacher reaches out to families to learn about students* *- Teacher makes an effort to learn about how students feel about the class*	*- Teacher sets aside time outside of the classroom to help students* *- Teacher shares, in an appropriate manner, personal stories and situations that apply to the classroom setting* *- Students point out, as appropriate, if another student treats the teacher with disrespect* *- Teacher intentionally plans for and seeks out ways to build respect and rapport with students*	

Example Evidence Sources:
- Teacher plans for respect and rapport by creating an environment conducive to:
  FUN – creating lessons and activities that students enjoy
  FREEDOM – provide choice (cognizant of audience); teacher remains the Captain
  POWER – feeling of value, students matter and contribute; recognition of talents and skills
  BELONGING – caring/community of learners
  SURVIVAL – doing what must be done to get what you want; compelling motivation to do

Evidences/Other Comments:
☐ Review; More information needed

TOTAL COMPONENT 2A POINTS	4

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

Domain 2: THE CLASSROOM ENVIRONMENT
Component 2b: Establishing a Culture for Learning
Element: Importance of the content

	L E V E L O F P E R F O R M A N C E				
ELEMENT	**UNSATISFACTORY 1**	**BASIC 2**	**PROFICIENT 3**	**DISTINGUISHED 4**	**POINTS**
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher shares with students personal learning experiences, such as a new technique or strategy he is trying, a book he has read, or a peer observation with a colleague* *- Teacher shares the learning goal for the lesson and explains the lesson's importance and purpose* *- Teacher's voice inflection and body language convey enthusiasm for the learning*	*- Students conduct research related to the current topic and share their results with each other* *- Students articulate the learning goal and can explain to each other why it is important* *- Students' voice inflection and body language convey enthusiasm for the learning* *- Students post relevant, high quality work on a designated bulletin board*	

Example Evidence Sources:
- Clear expectations for learning are posted or stated in classroom and/or lesson plan

Evidences/Other Comments:
☐ Review; More information needed

TOTAL COMPONENT 2B POINTS	4

Adapted from:

ASCD (2008). *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching.* Alexandria, VA: ASCD.

Danielson, C., et al (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool.* Alexandria, VA: ASCD.

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2c: Managing Classroom Procedures
Elements: Management of instructional groups • Management of transitions • Management of materials and supplies

ELEMENT	LEVEL OF PERFORMANCE				POINTS
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4	
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher assigns students roles for work within the group* *- Teacher instructs on social skills that will promote expected group behavior* *- Teacher ensures that students understand what they are supposed to accomplish in the group and how they are supposed to do it* *- Teacher established instructional groups based on the instructional goal* *- Teacher provides students with feedback on how they have worked as a group*	*- Expectations for group work have been developed with student input and are posted* *- Students assign their own roles in the group and can easily assume other roles* *- Students remind each other of their roles within the group* *- Students are able to explain to each other what the group is supposed to accomplish* *- Students self-assess how well their group worked together on that day*	

Example Evidence Sources:
- Pre-conference Interview #5: How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.
- Lesson Reflection #3: Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

Evidences/Other Comments:
☐ Review; More information needed

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2c: Managing Classroom Procedures
Elements: Management of instructional groups • Management of transitions • Management of materials and supplies

ELEMENT	LEVEL OF PERFORMANCE				POINTS
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4	
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher brainstorms a list of transitions that occur throughout the day* *- Teacher establishes the procedures for each transition and teachers those procedures to students* *- Teacher models transition procedures for students* *- Teacher uses time as a motivation factor for students to move into groups (i.e., teacher countdown, timer, etc)* *- Teacher establishes a signal for attention, such raising a hand, clapping in a pattern* *- Teacher reinforces procedures for transitions by practicing them throughout the year*	*- Students brainstorm a list of transitions that occur throughout the day* *- Students discuss what procedures would work best for each transition and decide how to apply them to each situation* *- Students model transition procedures and correct each other when procedures are not followed* *- Group members monitor the time it takes to get into groups* *- Students decide which attention signal will work best for their group and remind each other about using it* *- Students indicate that they need a practice session to reinforce the procedures for transitions*	

Example Evidence Sources:
- Baseline interview #4A: Describe how you establish and implement important classroom routines and procedures.
- Lesson Reflection #3: Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

Evidences/Other Comments:
☐ Review; More information needed

	DOMAIN 2: THE CLASSROOM ENVIRONMENT **Component 2c: Managing Classroom Procedures** **Elements: Management of instructional groups • Management of transitions • Management of materials and supplies**				
	LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY** **1**	**BASIC** **2**	**PROFICIENT** **3**	**DISTINGUISHED** **4**	**POINTS**
Management of materials and supplies	Materials and supplies are - handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher purposefully teaches routines to students* *- Teacher color codes or labels the location of supplies so that students know where they belong* *- Teacher provides baskets for work labeled with what goes in each basket* *- A basket of supplies is placed in the middle of each group so that students have access to needed materials* *- Homework is placed in an individual folder to be turned in to the teacher. Teacher places homework back in the folder with feedback* *- Teacher creates a student folder that includes activities the students can do when they are finished with their work*	*- Students have input into how systems are working and suggest revisions* *- Students assume responsibility for making systems work* *- Students take initiative in a range of procedures related to materials and supplies, such as passing out papers, collecting everything needed by their table group, or putting materials away neatly and efficiently*	

Example Evidence Sources:
- Baseline interview #4A: Describe how you establish and implement important classroom routines and procedures.
- Lesson Reflection #3: Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

Evidences/Other Comments:
☐ Review; More information needed

TOTAL COMPONENT 2C POINTS	12

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2d: Managing Student Behavior Elements: Expectations • Monitoring of student behavior • Response to student misbehavior					
	L E V E L O F P E R F O R M A N C E				
ELEMENT	**UNSATISFACTORY** **1**	**BASIC** **2**	**PROFICIENT** **3**	**DISTINGUISHED** **4**	**POINTS**
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher posts rules that are visible to all students* *- Teacher shares standards of conduct with families of students* *- Teacher explains and models expectations of classroom behavior for the students* *- Teacher states rules in a positive manner* *- Teacher provides a manageable number of classroom rules* *- Teacher reviews rules with students as necessary as activities in the classroom change, such as before a group learning activity, before individual work while the teacher is working with a small group, or before a special program or speaker*	*- Students contribute to the classroom code of conduct* *- Students are able to explain the standards of conduct to their families and why they are important* *- When rules need revisiting or are not working, teacher includes students in choosing possible solutions* *- Students propose ideas for how their conduct could change so that the classroom environment is more productive and better supports learning*	

Example Evidence Sources:
- Baseline Interview #4C: Describe also how you establish and maintain standards of student conduct.
- Lesson Reflection #3: Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

Evidences/Other Comments:
☐ Review; More information needed

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2d: Managing Student Behavior
Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT	L E V E L O F P E R F O R M A N C E				POINTS
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4	
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher is alert for potential problems in the classroom* *- Teacher walks around, spending time in each quadrant of the classroom* *- Teacher scans the faces of the students, making eye contact* *- Teacher devises nonverbal signals for individual students to redirect their efforts* *- Teacher makes eye contact with the students potentially misbehaving*	*- Teacher uses proximity to alert a student who has not responded to eye contact. Teacher talks to the student privately if proximity isn't sufficient* *- Students work with the teacher to devise a nonverbal signal to help monitor student behavior* *- Students devise a system for monitor their own behavior*	

Example Evidence Sources:
- Baseline Interview #4C: Describe also how you establish and maintain standards of student conduct.
- Lesson Reflection #3: Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

Evidences/Other Comments:
☐ Review; More information needed

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

ELEMENT	DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2d: Managing Student Behavior Elements: Expectations • Monitoring of student behavior • Response to student misbehavior				
	L E V E L O F P E R F O R M A N C E				
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4	POINTS
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher talks to the student privately* *- Teacher makes a conscious effort to improve the relationships with the student* *Teacher involves families in respectful ways* *- Teacher puts a sticky note on the student's desk as a reminder of the desired behavior* *- Teacher enlists the help of other student services staff* *- Teacher explains the student's behavior in objective, observable terms free of generalizations or emotions*	*- Teacher asks the student for input about what would help prevent the undesirable behavior* *- Teacher asks the student to write a letter explaining the misbehavior to the student's family* *- Teacher directs the student to call home in the teacher's presence to explain the misbehavior* *- Teacher reflects on the intervention* *- Teacher asks the student to explain or write about the misbehavior in objective terms*	

Example Evidence Sources:
- Discipline data
- Baseline Interview #4C: Describe also how you establish and maintain standards of student conduct.
- Baseline Interview # 9B: How do you coordinate communication with all necessary stakeholders regarding student(s) to ensure student success?
- Lesson Reflection #3: Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

Evidences/Other Comments:
☐ Review; More information needed

TOTAL COMPONENT 2D POINTS	12

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2e: Organizing Physical Space Element: Safety and accessibility					
	L E V E L O F P E R F O R M A N C E				
ELEMENT	**UNSATISFACTORY** **1**	**BASIC** **2**	**PROFICIENT** **3**	**DISTINGUISHED** **4**	**POINTS**
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Established and clear walkways in the classroom* *- Electrical and cable cords taped to the floor* *- Students have easy access to all resources, materials, and supplies* *- Potentially dangerous materials are stored safely* *- Each student is positioned appropriately in the classroom and can see the board and hear the teacher*	*- Students assist with maintaining a classroom free of clutter* *- Students make suggestions about how traffic flow around the classroom could be more safe and effective* *- Student access resources, materials, and supplies as needed and return these to the designated areas* *- Students ensure that potentially dangers materials are handled safely* *- Students assume responsibility for ensuring that peers have assess to learning*	

Example Evidence Sources:	**Evidences/Other Comments:**
• Classroom design/arrangement accommodates instruction and accessibility • Baseline Interview #4B: Explain how you have arranged your classroom. • Lesson Reflection #3: Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?	☐ Review; More information needed

TOTAL COMPONENT 2E POINTS	4

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 3: INSTRUCTION
Component 3a: Communicating with Students
Elements: Expectations for learning and achievement • Directions, procedures, and explanations of content • Use of oral and written language

ELEMENT	LEVEL OF PERFORMANCE				POINTS
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4	
Expectations for learning and achievement	Teacher's purpose in a lesson or unit is unclear to students. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Teacher attempts to explain the instructional purpose, with limited success. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher both writes and verbally explains the purpose of the lesson* *- Teacher invites a few nonvolunteer students to restate the lesson purpose* *- Teacher revisits the lesson's purpose at various points during the lesson* *- Teacher uses questioning strategies to elicit the lesson's connection to previous learning* *- Teacher invites students to consider the lesson's purpose and react to it as some point during the lesson* *- Teacher creates a graphic organizer to show the position of the current lesson within the larger unit*	*- Teacher weaves student interests into communication about the content* *- Teacher articulates to students their various interests, which are accommodated by the lesson* *- Students design a graphic organizer of the purpose of the lesson or unit situated within the broader learning* *- Students write for a few minutes about a connection between a personal interest and the lesson's purpose*	

Example Evidence Sources:	**Evidences/Other Comments:**
• Baseline Interview #6: How do you encourage your students to assume responsibility for their learning and to ensure student engagement/ownership of their learning? • Pre-Conference Interview #2: How does this learning fit in the sequence of learning for this class? • Lesson Reflection #5: Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?	☐ Review; More information needed

Adapted from:

ASCD (2008). *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching.* Alexandria, VA: ASCD.

Danielson, C., et al (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool.* Alexandria, VA: ASCD.

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 3: INSTRUCTION
Component 3a: Communicating with Students
Elements: Expectations for learning and achievement • Directions, procedures, and explanations of content • Use of oral and written language

	LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY 1**	**BASIC 2**	**PROFICIENT 3**	**DISTINGUISHED 4**	**POINTS**
Directions, procedures, and explanations of content	Teacher's directions and procedures are confusing to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's directions and procedures are clarified after initial student confusion. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's directions and procedures are clear to students. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher delivers directions through multiple modalities* *- Teacher checks for student understanding of directions or procedures, calling on nonvolunteers to explain in their own words* *- Teacher invites students to ask clarifying questions about directions before beginning a task* *- Teacher models the procedure for the assignment* *Students follow directions successfully without ongoing, additional clarification*	*- Teacher individualizes directions to accommodate students' learning differences* *- Teacher points out what not to do in addition to what is correct when giving directions* *- Teacher indicates the most challenging aspects of the procedures* *Teacher asks students to rank the steps in the directions from easiest to most difficult* *- Teacher invites students to improve the directions or procedures after the activity*	

Example Evidence Sources:
- Effective use of verbal and nonverbal strategies
- Lesson Reflection #5: Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

Evidences/Other Comments:
☐ Review; More information needed

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 3: INSTRUCTION
Component 3a: Communicating with Students
Elements: Expectations for learning and achievement • Directions, procedures, and explanations of content • Use of oral and written language

ELEMENT	L E V E L O F P E R F O R M A N C E				POINTS
	UNSATISFACTORY 1	**BASIC 2**	**PROFICIENT 3**	**DISTINGUISHED 4**	
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher has all documents proofread by a colleague before sending them home* *- Teacher identifies own spelling or grammatical weaknesses and works to correct them* *- Teacher compares own written documents to those of other teachers of the same grade level to compare vocabulary, grammar, and spelling* *- Teacher invites a peer to observe her teaching and to collect any errors in language and to note her vocabulary*	*- Teacher presents a word for the day and uses it in the lesson and throughout the day* *- Teacher regularly uses a thesaurus to offer synonyms for words within the content* *- Student are rewarded for using well-chosen words* *- Teacher's lesson plan deliberately includes a focus on vocabulary, regardless of the content area* *- Teacher adjusts vocabulary for diverse students' needs* *- Teacher works with a peer to develop vocabulary to enrich a particular lesson*	

Example Evidence Sources:
- Evidence of language rich classroom
- Correct, verbal and written language in classroom displays
- Lesson plan includes a vocabulary focus

Evidences/Other Comments:
☐ Review; More information needed

TOTAL COMPONENT 3A POINTS	12

Annotated Rubric
(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

<table>
<tr>
<td colspan="6">DOMAIN 3: INSTRUCTION
Component 3b: Using Questioning and Discussion Techniques
Elements: Quality of questions • Student participation</td>
<td></td>
</tr>
<tr>
<td rowspan="2">ELEMENT</td>
<td colspan="4" align="center">L E V E L   O F   P E R F O R M A N C E</td>
<td rowspan="2"></td>
</tr>
<tr>
<td align="center">UNSATISFACTORY
1</td>
<td align="center">BASIC
2</td>
<td align="center">PROFICIENT
3</td>
<td align="center">DISTINGUISHED
4</td>
<td align="center">POINTS</td>
</tr>
<tr>
<td>Quality of questions</td>
<td>Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.</td>
<td>Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.</td>
<td>Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.</td>
<td>Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.</td>
<td></td>
</tr>
<tr>
<td>Example look fors (i.e., what may the different performance levels look/sound like in practice).</td>
<td></td>
<td></td>
<td>- Teacher structures questions at the higher levels of Bloom's Taxonomy
- Teacher waits 3-5 seconds between asking the question and calling on a respondent
- Teacher pauses 3-5 seconds after a student responds before either answering or calling on another student</td>
<td>- Teacher teachers students about the nature of good questions
- Teacher shares an age-appropriate version of Bloom's Taxonomy with students
- Teacher regularly invites students to categorize the questions asked</td>
<td></td>
</tr>
<tr>
<td colspan="3">Example Evidence Sources:
Lesson plan includes higher order thinking questions
Pre-conference Interview #5: How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.</td>
<td colspan="3">Evidences/Other Comments:
☐ Review; More information needed</td>
</tr>
</table>

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 3: INSTRUCTION Component 3b: Using Questioning and Discussion Techniques Elements: Quality of questions • Student participation					
	L E V E L O F P E R F O R M A N C E				
ELEMENT	**UNSATISFACTORY** **1**	**BASIC** **2**	**PROFICIENT** **3**	**DISTINGUISHED** **4**	**POINTS**
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher regularly and consistently uses a variety of techniques for randomly calling on nonvolunteers during questioning and discussion* *- Teacher regularly tracks patterns of calling on nonvoluneer students during discussion* *- Teacher elicits participation through a variety of sensory modes (kinesthetic, verbal, and spatial)* *- Teacher regularly uses a variety of strategies to ask all students each question during the lesson*	*- Teacher instructs students on a variety of techniques for randomly calling on nonvolunteers so that they can use these methods* *- Teacher instructs students on an age-appropriate system for tracking students who have contributed to the discussion and students who have not so that they are aware of who has participated* *- Teacher regularly invites students to use their checklists to frame a question for someone who has not contributed to the discussion* *- Teacher encourages students to build on each other's responses to questions by responding either with a comment or a new question*	

Example Evidence Sources:
- Positive environment for student participation
- Pre-conference Interview #5: How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.
- Lesson Reflection #5: Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

Evidences/Other Comments:
☐ Review; More information needed

TOTAL COMPONENT 3B POINTS	8

Adapted from:
ASCD (2008). *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching.* Alexandria, VA: ASCD.
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Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 3: INSTRUCTION
Component 3c: Engaging Students in Learning
Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4	POINTS
		LEVEL OF PERFORMANCE			
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher identified the types of thinking required by a classroom activity or homework assignment* *- Teacher instructs students in how to draw inferences* *- Teacher differentiates activities and assignments for most students most of the time* *- Teacher incorporates strategies for engaging students*	*- Teacher routinely invites students to identify the types of thinking required by a classroom activity or homework assignment* *- Teacher invites students' input in designing product or project requirements* *- As appropriate, students negotiate individual learning contracts with the teacher* *- Students initiate, analyze, and evaluate scenarios for role-plays that are authentic to their lives* *- Teacher encourages students to develop proposals for alternative projects and assignments* *- Students design, experience, and evaluate a service learning educational experience*	

Example Evidence Sources:

- Baseline Interview #6: How do you encourage your students to assume responsibility for their learning and to ensure student engagement/ownership of their learning?
- Pre-Conference Interview #1: To which part of your curriculum does this lesson relate?
- Pre-Conference Interview #2: How does this learning fit in the sequence of learning for this class?
- Pre-conference Interview #5: How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group?
- Pre-conference Interview # 6: How will you differentiate instruction for different individuals or groups of students in the class?
- Lesson Reflection #2: If you have samples of student work, what do they reveal about the students' levels of engagement and understanding? Do they suggest modifications in how you might teach this lesson in the future?
- Lesson Reflection #5: Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

Evidences/Other Comments:

☐ Review; More information needed

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

	DOMAIN 3: INSTRUCTION **Component 3c: Engaging Students in Learning** **Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing**				
	L E V E L O F P E R F O R M A N C E				
ELEMENT	**UNSATISFACTORY** **1**	**BASIC** **2**	**PROFICIENT** **3**	**DISTINGUISHED** **4**	**POINTS**
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher uses flexible grouping including whole class, pairing, triads, quads, student-selected groups, teacher-selected groups, random groups* *- Teacher decides on grouping according to instructional purpose* *- Teacher establishes roles and responsibilities for groups* *- Teacher readily adjusts groups when students are absent* *- Teacher directly instructs on the roles and responsibilities of group members*	*- Students suggest appropriate opportunities for working in cooperative groups* *- Students evaluate their own effectiveness in the group and effectiveness of the group as a whole* *- Students keep a record of their involvement in different types of groups* *- Students provide feedback to each other about group participation*	

Example Evidence Sources:
- Uses school records/data, i.e. test scores, permanent records, IEP's etc. as primary sources of knowledge of students. Uses secondary sources such as conversations with prior teachers and other school personnel.
- Class description that appropriately classifies students by learning abilities and other indicators (2nd language, other ethnic-cultural issues, special needs – both medical, social and educational)
- Pre-conference Interview #5: How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group?
- Pre-conference Interview # 6: How will you differentiate instruction for different individuals or groups of students in the class?
- Lesson Reflection #5: Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

Evidences/Other Comments:
☐ Review; More information needed

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

	DOMAIN 3: INSTRUCTION Component 3c: Engaging Students in Learning Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing				
	L E V E L O F P E R F O R M A N C E				
ELEMENT	**UNSATISFACTORY** **1**	**BASIC** **2**	**PROFICIENT** **3**	**DISTINGUISHED** **4**	**POINTS**
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher augments school-issued materials with instructional materials from other suitable sources as permitted or as appropriate* *- Teacher uses artifacts and other found objects to enhance the representation of content* *- Teacher makes explicit the rationale for selecting specific material or resources to support the lesson* *- Teacher enlists online and electronic learning resources to engage students*	*- Teacher invites students to create or identify their own learning materials* *- Students suggest additional resources to create or identify their own learning materials* *- Students suggest additional resources, such as guest speakers, field trips, or performances, for a topic unit of study* *- Students decide which adaptation of a novel is appropriate for study*	

Example Evidence Sources:
- Knowledge of a range of resources, services, and aids
- Baseline Interview #6: How do you encourage your students to assume responsibility for their learning and to ensure student engagement/ownership of their learning?
- Pre-Conference Interview #1: To which part of your curriculum does this lesson relate?
- Pre-Conference Interview #2: How does this learning fit in the sequence of learning for this class?
- Pre-conference Interview #5: How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group?
- Lesson Reflection #5: Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

Evidences/Other Comments:
☐ Review; More information needed

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 3: INSTRUCTION
Component 3c: Engaging Students in Learning
Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE				POINTS
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4	
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*-Teacher keeps to an organized structure or agenda with flexible times* *- Teacher communicates that time is a valuable resource* *- Teacher communicates the agenda* *- Students do not have downtime waiting for others to finish* *- Teacher consistently coordinates use of time and space with the learning activity* *- Teacher invites students to contribute ways to use time effectively* *- Teacher invites students to self-evaluate on their productive use of time in the class*	*- Teacher compacts curriculum for students for whom it is appropriate* *- Teacher regularly employs a variety of techniques suitable for lesson closure* *- Teacher invites student self-reflection on the learning experience in daily journals or learning logs* *- Lessons have momentum and teacher keeps students active from one part of the lesson to another*	

Example Evidence Sources:
- Optimal time on appropriate task
- Lesson plan includes a coherent structure with time for reflection and closure
- Pre-conference Interview # 6: How will you differentiate instruction for different individuals or groups of students in the class?
- Lesson Reflection #5: Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

Evidences/Other Comments:
☐ Review; More information needed

TOTAL COMPONENT 3C POINTS	16

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 3: INSTRUCTION
Component 3d: Using Assessment in Instruction
Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	LEVEL OF PERFORMANCE				POINTS
	UNSATISFACTORY 1	**BASIC 2**	**PROFICIENT 3**	**DISTINGUISHED 4**	
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher provides examples and models that embody the criteria and performance standards required of the students as well as poor examples so that students can see the difference* *- Any student when randomly questioned can articulate the evaluation criteria* *- Teacher makes explicit the relationship between assessment and grading (i.e., report card grades) as appropriate to the age-group, and students are able to explain to others when prompted*	*- Teacher instructs students about the nature of assessment criteria in developmentally appropriate language* *- Students use the criteria they helped create to score a sample piece of student work* *- Students develop tests or questions to deepen their understanding of content or topic* *- Teacher regularly indicates the portions of the assessment criteria that the students helped create*	

Example Evidence Sources:
- Rubrics generated by the teacher and/or student
- Pre-conference Interview #4: What are your learning outcomes for this lesson? What do you want the students to understand?
- Pre-conference Interview #7: How and when will you know whether the students have learned what you intend?

Evidences/Other Comments:
☐ Review; More information needed

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ASCD (2008). *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD.
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Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 3: INSTRUCTION
Component 3d: Using Assessment in Instruction
Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

	LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY** 1	**BASIC** 2	**PROFICIENT** 3	**DISTINGUISHED** 4	**POINTS**
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher asks diagnostic questions of the class and calls on volunteers to respond* *- Teacher occasionally uses strategies such as exit ticket summary statements to elicit information about student learning at the end of a lesson* *- Teacher sometimes uses reflective journal writing during a lesson to elicit information about student learning* *- Teacher identifies students making errors in homework and provides them with extra assistance based on their errors* *- Teacher notes students who, during instruction, seem to have the clearest grasp of the content and sometimes pairs them with those having difficulty*	*- Teacher regularly uses activities and questions specifically designed to reveal students' understanding of the lesson goals. The teacher analyzes these for patterns of understanding, both by groups and for individuals* *- Teacher can state accurately which students are struggling with which aspects of a lesson's goals, the evidence that confirms this understanding, and how to adjust instruction for them* *- Teacher asks every student diagnostic questions using various whole-class response methods to see at a glance which students do and do not understand* *- Teacher communicates information from formative assessment with the students, other teachers, or parents to help coordinate the next instructional steps*	

Example Evidence Sources:
- Pre-conference Interview #4: What are your learning outcomes for this lesson? What do you want the students to understand?
- Pre-conference Interview #5: How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group?
- Pre-conference Interview #7: How and when will you know whether the students have learned what you intend?

Evidences/Other Comments:
☐ Review; More information needed

DOMAIN 3: INSTRUCTION
Component 3d: Using Assessment in Instruction
Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	LEVEL OF PERFORMANCE				POINTS
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4	
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher provides feedback in writing, orally, and through modeling* *- Teacher invites students to summarize the feedback in their own words* *- Students can articulate the strengths and weaknesses or errors in their learning based on the feedback* *- Teacher uses developmentally appropriate language when giving feedback*	*- Teacher regularly provides a variety of feedback, including written, verbal, and modeling, to all students and individualizes the type of feedback according to the needs of the student* *- All feedback specifics the strengths and weaknesses or errors and how to improve* *- Teacher keeps track of the feedback and follows up to ensure that students are using the feedback to advance their learning* *- Students are able to articulate how they used feedback in their learning or work*	

Example Evidence Sources:
- Student conferencing
- Student work products with feedback
- Effective feedback that is specific, descriptive, understandable; Feedback is not praise ("good work" or "good job"), grades, encouragement ("Keep it up" or "You can do it) or criticism ("Unacceptable…You get a zero")
- All feedback is provided in a timely fashion, "on the spot", or on work products, as needed to support learning
- Pre-conference Interview #5: How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group?

Evidences/Other Comments:
☐ Review; More information needed

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 3: INSTRUCTION
Component 3d: Using Assessment in Instruction
Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

	LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY 1**	**BASIC 2**	**PROFICIENT 3**	**DISTINGUISHED 4**	**POINTS**
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Students work in groups to translate the rubric into their own language, or the teacher initially presents the rubric in "kid language"* *- Teacher refers to the rubric frequently during instruction, showing students how the rubric reflects the important learning* *- Teacher provides examples of the rubric product at various levels of performance so that students understand the difference between the lower and higher levels* *- Students formatively assess their own work and each other's, and the teacher provides feedback about their accuracy*	*- Students can articulate the specific learning they acquired through self-assessment* *- Students can express to parents or teachers how later versions of their work have improved from first versions* *- Students keep records of their own performance on assessments and reflect on these noting growth and patterns within the learning* *- Students analyze their performance on a test, noting errors and suggesting ways to improve their learning*	

Example Evidence Sources:
- Pre-conference Interview #4: What are your learning outcomes for this lesson? What do you want the students to understand?
- Pre-conference Interview #5: How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group?
- Pre-conference Interview #7: How and when will you know whether the students have learned what you intend?

Evidences/Other Comments:
☐ Review; More information needed

TOTAL COMPONENT 3D POINTS	16

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 3: INSTRUCTION Component 3e: Demonstrating Flexibility and Responsiveness Elements: Response to students					
ELEMENT	L E V E L O F P E R F O R M A N C E				POINTS
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4	
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher regularly uses strategies that elicit student questions about the lesson topic* *- Teacher decides whether to answer student questions during a lesson or at a later time* *- Teacher identifies related student interests, through such strategies as KWL, and incorporates them into the lesson plan*	*- Teacher regularly surveys students about their interests* *- Teacher realizes that every spontaneous event is not a major opportunity* *- Teacher uses questioning strategies designed to elicit student interest as they relate to the content standard* *- Teacher is aware of the content standards of the past, present, and future and can seize interests and event to relate them to the standard or objective being explored currently as well as to those that have already been explored or will be explored in the future*	

Example Evidence Sources:
- Student interest survey
- Pre-conference Interview #7: How and when will you know whether the students have learned what you intend?
- Lesson Reflection #4: Did you depart from your plan? If so, how and why?

Evidences/Other Comments:
☐ Review; More information needed

TOTAL COMPONENT 3E POINTS	4

Adapted from:
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Danielson, C., et al (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool*. Alexandria, VA: ASCD.

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4a: Reflecting on Teaching
Elements: Accuracy and use in future teaching

ELEMENT	LEVEL OF PERFORMANCE				POINTS
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4	
Accuracy and use in future teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher assess the quality of the questions asked during the lesson by citing several examples of responses that indicate student understanding* *- Teacher reflects on the effectiveness of instructional groups by noting students' participation, conversations, and behavior* *- Teacher completes a reflection form with accurate responses about the lesson*	*- Teacher prompts the students to reflect on what they've learned during the lesson and uses these reflections to assess the lesson's effectiveness* *- Teacher reflects on the effectiveness of instructional groups by assigning student monitors in each group to collect data about the participation of each group member.* *- Teacher reflects on a component of the lesson by reviewing evidence collected by a peer or supervisor and then using the rubric for that component to self-assess based on the evidence*	

Example Evidence Sources:
- Lesson Reflection #1: In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
- Lesson Reflection #2: If you have samples of student work, what do they reveal about the students' levels of engagement and understanding? Do they suggest modifications in how you might teach this lesson in the future?
- Lesson Reflection #6: If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

Evidences/Other Comments:
☐ Review; More information needed

TOTAL COMPONENT 4A POINTS	4

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4b: Communicating with Families
Elements: Information about individual students

ELEMENT	LEVEL OF PERFORMANCE				POINTS
	UNSATISFACTORY 1	**BASIC** 2	**PROFICIENT** 3	**DISTINGUISHED** 4	
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher creates a monthly schedule to contact parents with updates about students or the instructional program.* *- Teacher creates a form letter to communicate with parents about individual students. The form letter includes a checklist of levels of behavior, work attitude, and suggested parent actions* *- Teacher sends a monthly progress report generated by the school-based software program to all parents*	*- Students complete a "Homework Success" report that lists any missing assignments for the week* *- Teacher uses an online grade book that families can access* *- Students keep reflections in a learning log that relate to what they learned in class and may be teacher or student driven. The log is shared with parents* *- Teacher arranges parent-teacher-student conferences twice a year. Students self-assess their progress and create goals*	

Example Evidence Sources:
- Examine organization and management of teacher portfolio, grade book or database
- Family contact logs with consistent phone calls, emails, letters home, etc. to all students when appropriated and to specific students, as needed
- Use of bulk contact formats such as class newsletter; post cards; class website
- Baseline interview question #3B: What resources (people, materials, and community resources) are available to your students if they need assistance?
- Baseline Interview #7: Describe how you incorporate the use of electronic technology into your practice.
- Baseline Interview # 9B: How do you coordinate communication with all necessary stakeholders regarding student(s) to ensure student success?

Evidences/Other Comments:
☐ Review; More information needed

	TOTAL COMPONENT 4B POINTS	4

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4c: Participating in a Professional Community Elements: Relationships with colleagues and receptivity to feedback from colleagues					
ELEMENT	LEVEL OF PERFORMANCE				**POINTS**
	UNSATISFACTORY **1**	**BASIC** **2**	**PROFICIENT** **3**	**DISTINGUISHED** **4**	
Professional relationships with colleagues and receptivity to feedback from colleagues	Teacher's relationships with colleagues are negative or counterproductive toward the culture of the school. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Professional relationships with colleagues are characterized by mutual support and cooperation to help advance the academic culture of the school. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Professional relationships with colleagues are characterized by mutual support and cooperation to help advance the academic culture/performance of the school. Teacher takes initiative in assuming leadership among the faculty and community. Teacher seeks out feedback on teaching from both supervisors and colleagues.	**DO NOT RATE THIS ELEMENT FOR INTER-RATER RELIABILITY TRAINING**
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher interacts with grade-level or department colleagues on a regular basis* *- Teacher shares newly acquired instructional strategies with colleagues on a regular basis* *- Teacher participates as a member of the school-based professional development team*	*- Teacher has created an area on the school website where teachers can post effective classroom strategies* *- Teacher hosts an after-school book study on a jointly determined book* *- Teacher encourages colleagues to pursue National Board certification and hosts after school groups for support* *- Teacher leads a school-based professional development team* *- Teacher demonstrates a willingness to challenge practices, policies, and procedures of the school if they are not having the desired effect on student learning*	

Example Evidence Sources:
- Evidence of support and cooperation, volunteering for school committees and extra-curricular responsibilities
- Movement beyond one's own classroom
- Baseline Interview #7: Describe how you incorporate the use of electronic technology into your practice.
- Baseline Interview #8: How do you coordinate learning activities with other colleagues?

Evidences/Other Comments:
DO NOT RATE THIS ELEMENT FOR INTER-RATER RELIABILITY TRAINING

TOTAL COMPONENT 4C POINTS	4

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4d: Growing and Developing Professionally
Elements: Enhancement of content knowledge and pedagogical skill

ELEMENT	LEVEL OF PERFORMANCE				POINTS
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4	
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.	
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher attends district-sponsored PD activities, university courses, or reads educational periodicals for current information about effective instructional strategies* *- Teacher visits colleagues' classrooms to enhance his own instructional skills*	*- Teacher attends PD activities, university courses, or reads educational periodicals and shares with colleagues* *- Teacher applies newly acquired knowledge and skills and determines their effect on students' learning* *- Teacher conducts research in her classroom and shares results with colleagues at conferences* *- Teacher leads a study group, grade-level, or department meetings designed for professional learning with colleagues* *- Teacher develops a schedule for colleagues in a team or department to visit each other's classrooms*	

Example Evidence Sources:
- Subscribes to professional/trade journals
- Attends professional development and/or conferences and shares with colleagues upon return
- Baseline interview question #1: How do you stay abreast of the subjects you teach and of the current research on how best to teach them?
- Baseline Interview #8: How do you coordinate learning activities with other colleagues?

Evidences/Other Comments:
☐ Review; More information needed

TOTAL COMPONENT 4D POINTS	4

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Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4e: Showing Professionalism
Elements: Integrity and ethical conduct • Decision making • Compliance with school and district regulations and handling of non-instructional records

ELEMENT	L E V E L O F P E R F O R M A N C E				POINTS
	UNSATISFACTORY 1	**BASIC 2**	**PROFICIENT 3**	**DISTINGUISHED 4**	
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.	**DO NOT RATE THIS ELEMENT FOR INTER-RATER RELIABILITY TRAINING**
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher implements methods that ensure that student records, including test scores, anecdotal comments, and student progress reports, are kept private and confidential* *- Teacher is careful not to betray confidences about colleagues in the school*	*- Teacher takes a leadership role in ensuring that all student records are maintained in a confidential manner* *- Teacher ensures that colleagues do not betray confidences about one another, conveying that to do so is unprofessional*	

Example Evidence Sources:
- Displays honesty, maintains confidentiality
- Adheres to code of conduct
- Baseline Interview #9A: Describe how you ensure compliance with school and district regulations for both instructional and non-instructional duties?

Evidences/Other Comments:
DO NOT RATE THIS ELEMENT FOR INTER-RATER RELIABILITY TRAINING

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4e: Showing Professionalism Elements: Integrity and ethical conduct • Decision making • Compliance with school and district regulations and handling of non-instructional records					
	L E V E L O F P E R F O R M A N C E				
ELEMENT	**UNSATISFACTORY** **1**	**BASIC** **2**	**PROFICIENT** **3**	**DISTINGUISHED** **4**	**POINTS**
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.	**DO NOT RATE THIS ELEMENT FOR INTER-RATER RELIABILITY TRAINING**
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Upon request, teacher contributes ideas and data needed to make team, department, or building-level decisions that may include determining the master schedule, determining the assignment of students to teachers, determining program and course offerings, or aligning curriculum and resources to needs of students*	*- Teacher leads team, grade, or department discussion for the purpose of making recommendations or decisions* *- Teacher solicits and organizes specific data and feedback from colleagues necessary to make team or departmental decisions*	

Example Evidence Sources:
- Makes decisions based on what is best for students
- Makes decisions to promote positive school/community culture
- Baseline Interview #9A: Describe how you ensure compliance with school and district regulations for both instructional and non-instructional duties?

Evidences/Other Comments:

DO NOT RATE THIS ELEMENT FOR INTER-RATER RELIABILITY TRAINING

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4e: Showing Professionalism
Elements: Integrity and ethical conduct • Decision making • Compliance with school and district regulations and handling of non-instructional records

ELEMENT	LEVEL OF PERFORMANCE				POINTS
	UNSATISFACTORY 1	**BASIC 2**	**PROFICIENT 3**	**DISTINGUISHED 4**	
Compliance with school and district regulations and handling of non-instructional records	Teacher does not comply with school and district regulations. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher complies minimally with school and district regulations, doing just enough to get by. Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher complies fully with school and district regulations. Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues. Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.	**DO NOT RATE THIS ELEMENT FOR INTER-RATER RELIABILITY TRAINING**
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Teacher is consistent and on time in attendance at team and faculty meetings* *- Teacher is consistent and on time in completing and submitting required reports and paperwork* *- Teacher dresses appropriately for the school setting, reflecting a professional image and serving as a model to students*	*- Teacher organizes a district team to address violations of school policies relating to cell phone use during class*	

Example Evidence Sources:
- Teacher complies with school and district regulations
- Baseline Interview #9A: Describe how you ensure compliance with school and district regulations for both instructional and non-instructional duties?

Evidences/Other Comments:
DO NOT RATE THIS ELEMENT FOR INTER-RATER RELIABILITY TRAINING

TOTAL COMPONENT 4D POINTS	12

Annotated Rubric

(Will be Used in Training; May be Used as a Resource by Evaluators and Others and/or Within Coach/Teacher Collaboration)

Domain	Points	Comments
Domain 1 Planning and Preparation Total possible points = 20 Range of Proficiency to Distinguished = 15 - 20		
Domain 2: The Classroom Environment Total possible points = 36 Range of Proficiency to Distinguished = 27 - 36		
Domain 3: Instruction Total possible points = 56 Range of Proficiency to Distinguished = 42 - 56		
Domain 4: Professional Responsibilities Total possible points = 28 Range of Proficiency to Distinguished = 21 - 28		
Total Points		

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