

# Teaching and Learning Framework





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## PREFACE: LAUSD Teaching and Learning Framework

The LAUSD Teaching and Learning Framework (TLF) describes clear expectations for effective teaching, identifying highly effective practices with a focus on consistent implementation of high-quality instruction to improve student outcomes and to ensure all our students graduate *ready for the world* (Strategic Plan, pg. 24). LA Unified serves nearly 600,000 students from diverse cultural and linguistic backgrounds and with unique learning needs. The TLF highlights the research-based strategies that have been proven to be effective in meeting the needs of our culturally, linguistically, economically, and academically diverse learners. The TLF recognizes that students come from diverse cultural, linguistic, and ethnic backgrounds and possess a range of skills, abilities, interests, and levels of language proficiency that must be met through responsive, high-quality instruction (LAUSD BUL- 6870.0).

The TLF describes teaching practices aligned with the instructional standards that will help all students achieve academic excellence. Students will demonstrate grade-level (and beyond) proficiency in order to be successful and productive 21<sup>st</sup> Century learners who *will thrive in college, career, and life*. The TLF also embeds the four LA Unified Social Emotional Learning (SEL) competencies to support the needs of the whole child. As the foundation for instructional practices in LA Unified, the TLF also acts as a guide for teachers to analyze, reflect upon and improve their practice independently, with colleagues, and/or with their administrator as part of the classroom teacher evaluation processes, Educator Development and Support: Teachers (EDST) and Non-classroom teacher (EDSNCT) evaluation. The TLF, along with the School Counseling Framework (SCF), School Leadership Framework (SLF), Principal Supervisor Leadership Framework (PSLF), School Support Administrator Framework (SSAF), and the LA Unified Coaching Competencies, serve as part of a comprehensive system to observe classroom instruction and provide reflection and feedback to improve practice through informal and formal observations. In addition, all of our various frameworks serve as guides to provide a common language for effective teaching and leadership practice for all educational leaders in LAUSD. (Strategic Plan, pg. 24)

### EVIDENCE COLLECTION PROCESS

To analyze teaching practice, evidence of a teacher's practice is assessed using the Teaching and Learning Framework. Evidence is collected using a variety of methods including classroom observation (CO), professional conversations (PC), and artifacts (A). This diversified evidence collection process helps to ensure that teachers' feedback, growth and development, and evaluation are informed by a variety of sources including students, administrators, and teachers themselves. Administrators are trained and certified to collect and analyze evidence using these strategies to ensure that evidence is appropriately aligned to the TLF, is representative of the teacher's practice, and is free of bias. The evidence collection source for each element in the TLF is indicated by an abbreviation located below the name of each element.

Classroom Observation (CO)	COs are the cornerstone of EDST, providing an opportunity for teachers to demonstrate their instructional practice to receive feedback that will support their professional growth and development. COs include any classroom visits that take place as part of effective support practices in schools.
Professional Conversation (PC)	PCs include the Initial Planning Conference and Pre- and Post-Observation Conferences that are part of the EDST formal observation cycle and the observation of practice cycle in EDSNCT. They can also include additional meetings where the teacher and administrator discuss evidence of the teacher's practice.
Artifacts (A)	Artifacts include samples of student work, lesson plans, unit plans, sample assessments, department meeting agendas, parent call logs, or any other type of documentation that provides evidence of a teacher's practice for a given element in the TLF.

### KEY TERMS

#### Culturally and Linguistically Responsive Pedagogy

<https://lausdaea.net>

Cultural and linguistic responsiveness means the **validation and affirmation** of indigenous (home) culture and language for the purpose of **building and bridging** the students to success in the culture of academia and in mainstream society (Hollie (2018), *Culturally and Linguistically Responsive Teaching and Learning*, 2<sup>nd</sup> Ed., p. 27).

#### Equitable Grading and Instruction (EGI)

<https://achieve.lausd.net/EGI>

**Learning Targets:** Standards-based, grade-level appropriate, content-specific, and student-friendly statements framed from the learner's perspective.

**Proficiency:** The achievement-level descriptor assigned to a student that has demonstrated grade-level competence or skill on a course learning target. In EGI, proficiency on a learning target is level 3 on a 0-4 or 1-4 scale.

**Mastery Learning:** A set of group-based teaching and learning strategies based on the premise that all students can reach proficiency on a given target when provided with enough time and personalized supports.

#### LA Unified Social Emotional Learning (SEL) Competencies

<https://achieve.lausd.net/socialemotionalllearning>

**Growth Mindset:** Belief that one's abilities can grow with effort

**Self-Efficacy:** Belief in one's own ability to succeed in achieving an outcome or reaching a goal

**Self-Management:** Ability to regulate one's emotions, thoughts, and behaviors effectively in different situations

**Social Awareness:** Ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources.



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## LAUSD TEACHING AND LEARNING FRAMEWORK

## Focus Elements for Classroom Teachers (EDST)

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT
<p><b>a. Demonstrating Knowledge of Content and Pedagogy</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of Content and the Structure of the Discipline</li> <li>2. <i>Knowledge of Content-Related Pedagogy</i></li> </ol> <p><b>b. Demonstrating Knowledge of Students</b></p> <ol style="list-style-type: none"> <li>1. <i>Awareness of Students' Skills, Knowledge, and Language Proficiency</i></li> <li>2. Knowledge of How Children, Adolescents, and Adults Learn</li> <li>3. Knowledge of Students' Special Needs</li> <li>4. Knowledge of Students' Interests and Cultural Heritage</li> </ol> <p><b>c. Establishing Instructional Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Value, Sequence, Alignment, and Clarity</li> <li>2. Suitability for Diverse Learners</li> </ol> <p><b>d. Designing Coherent Instruction</b></p> <ol style="list-style-type: none"> <li>1. <i>Standards-Based Learning Activities</i></li> <li>2. Instructional Materials, Technology, and Resources</li> <li>3. Purposeful Instructional Groups</li> <li>4. Lesson and Unit Structure</li> </ol> <p><b>e. Designing Student Assessment</b></p> <ol style="list-style-type: none"> <li>1. Aligns with Instructional Outcomes</li> <li>2. <i>Planning Assessment Criteria</i></li> <li>3. Design of Formative Assessments</li> <li>4. Analysis and Use of Assessment Data for Planning</li> </ol>	<p><b>a. Creating an Environment of Respect and Rapport</b></p> <ol style="list-style-type: none"> <li>1. Teacher Interaction with Students</li> <li>2. Student Interactions with One Another</li> <li>3. <i>Academic Climate</i></li> </ol> <p><b>b. Establishing a Culture for Learning</b></p> <ol style="list-style-type: none"> <li>1. Importance of the Content</li> <li>2. Expectations for Learning and Achievement</li> <li>3. Student Ownership of their Work</li> <li>4. Physical Environment</li> </ol> <p><b>c. Managing Classroom Procedures</b></p> <ol style="list-style-type: none"> <li>1. <i>Management of Routines, Procedures, and Transitions</i></li> <li>2. Management of Materials and Supplies</li> <li>3. Performance of Non-Instructional Duties</li> <li>4. Management of Parent Leaders, other Volunteers and Paraprofessionals</li> </ol> <p><b>d. Managing Student Behavior</b></p> <ol style="list-style-type: none"> <li>1. Expectations for Behavior</li> <li>2. <i>Monitoring and Responding to Student Behavior</i></li> </ol>
STANDARD 5: PROFESSIONAL GROWTH	STANDARD 3: DELIVERY OF INSTRUCTION
<p><b>a. Reflecting on Practice</b></p> <ol style="list-style-type: none"> <li>1. Accurate Reflection</li> <li>2. <i>Use of Reflection to Inform Future Instruction</i></li> <li>3. Selection of Professional Development Based on Reflection and Data</li> <li>4. Implementation of New Learning from Professional Development</li> </ol> <p><b>b. Participating in a Professional Community</b></p> <ol style="list-style-type: none"> <li>1. Relationships with Colleagues</li> <li>2. <i>Promotes a Culture of Professional Inquiry and Collaboration*</i></li> </ol>	<p><b>a. Communicating with Students</b></p> <ol style="list-style-type: none"> <li>1. <i>Communicating the Purpose of the Lesson</i></li> <li>2. Directions and Procedures</li> <li>3. Delivery of Content</li> <li>4. <i>Use of Academic Language</i></li> </ol> <p><b>b. Using Questioning and Discussion Techniques</b></p> <ol style="list-style-type: none"> <li>1. <i>Quality and Purpose of Questions</i></li> <li>2. <i>Discussion Techniques and Student Participation</i></li> </ol> <p><b>c. Structures to Engage Students in Learning</b></p> <ol style="list-style-type: none"> <li>1. <i>Standards-Based Projects, Activities, and Assignments</i></li> <li>2. <i>Purposeful and Productive Instructional Groups</i></li> <li>3. Selection and Use of Available Instructional Materials, Technology, and Resources</li> <li>4. Structure and Pacing</li> </ol> <p><b>d. Using Assessment in Instruction to Advance Student Learning</b></p> <ol style="list-style-type: none"> <li>1. Assessment Criteria</li> <li>2. Monitoring of Student Learning</li> <li>3. <i>Feedback to Students</i></li> <li>4. Student Self-Assessment and Monitoring of Progress</li> </ol> <p><b>e. Demonstrating Flexibility and Responsiveness</b></p> <ol style="list-style-type: none"> <li>1. Responds and Adjusts to Meet Student Needs</li> <li>2. Persistence</li> </ol>
STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES	
<p><b>a. Maintaining Accurate Records</b></p> <ol style="list-style-type: none"> <li>1. Tracks Progress Towards Identified Learning Outcomes</li> <li>2. Tracks Completion of Student Assignments in Support of Student Learning</li> <li>3. Manages Non-Instructional Records</li> <li>4. Submits Records on Time</li> </ol> <p><b>b. Communicating with Families</b></p> <ol style="list-style-type: none"> <li>1. Information About the Instructional Program</li> <li>2. Information About Individual Students</li> <li>3. <i>Engagement of Families in the Instructional Program*</i></li> </ol> <p><b>c. Demonstrating Professionalism</b></p> <ol style="list-style-type: none"> <li>1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations</li> <li>2. Advocacy/Intervention for Students</li> <li>3. Decision-Making</li> </ol>	

Highlighted elements are identified as the Focus Elements for the EDST process.

Framed elements are the district unified Focus Elements for the EDST process.

\* Evidence of teacher practice for these elements may be collected for Contributions to School Community.



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## LAUSD TEACHING AND LEARNING FRAMEWORK Focus Elements for Non-Classroom Teachers (EDSNCT)

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT
<p><b>a. Demonstrating Knowledge of Content and Pedagogy</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of Content and the Structure of the Discipline</li> <li>2. Knowledge of Content-Related Pedagogy</li> </ol> <p><b>b. Demonstrating Knowledge of Students</b></p> <ol style="list-style-type: none"> <li>1. Awareness of Students' Skills, Knowledge, and Language Proficiency</li> <li>2. Knowledge of How Children, Adolescents, and Adults Learn</li> <li>3. Knowledge of Students' Special Needs</li> <li>4. Knowledge of Students' Interests and Cultural Heritage</li> </ol> <p><b>c. Establishing Instructional Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Value, Sequence, Alignment, and Clarity</li> <li>2. Suitability for Diverse Learners</li> </ol> <p><b>d. Designing Coherent Instruction</b></p> <ol style="list-style-type: none"> <li>1. Standards-Based Learning Activities</li> <li>2. Instructional Materials, Technology, and Resources</li> <li>3. Purposeful Instructional Groups</li> <li>4. Lesson and Unit Structure</li> </ol> <p><b>e. Designing Student Assessment</b></p> <ol style="list-style-type: none"> <li>1. Aligns with Instructional Outcomes</li> <li>2. Planning Assessment Criteria</li> <li>3. Design of Formative Assessments</li> <li>4. Analysis and Use of Assessment Data for Planning</li> </ol>	<p><b>a. Creating an Environment of Respect and Rapport</b></p> <ol style="list-style-type: none"> <li>1. Teacher Interaction with Students</li> <li>2. Student Interactions with One Another</li> <li>3. Classroom Climate</li> </ol> <p><b>b. Establishing a Culture for Learning</b></p> <ol style="list-style-type: none"> <li>1. Importance of the Content</li> <li>2. Expectations for Learning and Achievement</li> <li>3. Student Ownership of their Work</li> <li>4. Physical Environment</li> </ol> <p><b>c. Managing Classroom Procedures</b></p> <ol style="list-style-type: none"> <li>1. Management of Routines, Procedures, and Transitions</li> <li>2. Management of Materials and Supplies</li> <li>3. Performance of Non-Instructional Duties</li> <li>4. Management of Parent Leaders, other Volunteers and Paraprofessionals</li> </ol> <p><b>d. Managing Student Behavior</b></p> <ol style="list-style-type: none"> <li>1. Expectations for Behavior</li> <li>2. Monitoring and Responding to Student Behavior</li> </ol>
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     Highlighted Elements are identified as the Focus Elements for EDSNCT

     District Unified Focus Elements for EDSNCT

# **Standard 1: Planning and Preparation**

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## Standard 1: Planning and Preparation

### Component 1a: Demonstrating Knowledge of Content and Pedagogy

Teachers must have sufficient command of the subject to guide student learning, and they must also know how their content fits into a larger context. Since every discipline has its own approach to instruction, teachers need to tailor their pedagogy to their content. Knowledge of content and pedagogy is not stagnant, but evolves over time and requires on-going, collaborative learning to support 21<sup>st</sup> Century Skills and learners.

Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>1a1. Knowledge of Content and the Structure of the Discipline</b>  <i>Knows the discipline and how the subjects within the discipline relate and integrate with one another [e.g., understanding how algebra, geometry, and trigonometry are related in mathematics].</i>  <b>PC, A</b>	Teacher makes content errors or the teacher's plan does not articulate sufficient knowledge of the content standards.	Teacher articulates a basic knowledge of the grade level concepts in the discipline. Teacher demonstrates limited connections across grade levels.	Teacher articulates knowledge of the concepts in the discipline through the development of essential understandings and big ideas that are aligned to the standards. Teacher demonstrates knowledge of the progression of the content standards within and across adjacent grade levels.	Teacher articulates advanced knowledge of the concepts in the discipline through the development of essential understandings and big ideas that are aligned to standards across disciplines. Teacher demonstrates knowledge of the progression of the content standards within and across multiple grade levels and disciplines.
<b>1a2. Knowledge of Content-Related Pedagogy</b>  <i>Uses pedagogical content knowledge to plan instruction in the particular subject area.</i>  <b>PC, A</b>  <b>EDST Focus Element</b>	Teacher's plan reflects little or inappropriate use of appropriate pedagogical approaches, including cultural or linguistic responsiveness <sup>1</sup> or social emotional wellness <sup>2</sup> , suitable to the essential understandings and big ideas that should be addressed in the lesson.	Teacher's plan reflects limited pedagogical approaches, including cultural or linguistic responsiveness <sup>1</sup> or social emotional wellness <sup>2</sup> , that are suitable to the essential understandings and big ideas addressed in the lesson. Teacher's plan incorporates limited connections to 21 <sup>st</sup> Century Skills.	Teacher's plan reflects intentional selection of effective research-based pedagogical approaches in the discipline, including cultural or linguistic responsiveness <sup>1</sup> or social emotional wellness <sup>2</sup> , and are appropriate for the essential understandings and big ideas addressed in the lesson. Teacher plans appropriate use of technology and of 21 <sup>st</sup> Century Skills. Teacher anticipates students' misunderstandings.	Teacher's plan reflects intentional selection of effective research-based pedagogical approaches in the discipline, including cultural or linguistic responsiveness <sup>1</sup> or social emotional wellness <sup>2</sup> , appropriate for the essential understanding and big ideas addressed in the lesson. Teacher plans appropriate use of technology, and 21 <sup>st</sup> Century Skills. Teacher anticipates and includes plans to address students' misunderstandings.

<sup>1</sup> Culturally and Linguistically Responsive Teaching: (web page) <https://www.cde.ca.gov/pd/ee/responsiveteaching.asp> Intro to CLR DR Hollie: (video) [https://www.youtube.com/watch?v=nXRqML\\_r\\_OA](https://www.youtube.com/watch?v=nXRqML_r_OA)

<sup>2</sup> Social Emotional Learning: <https://achieve.lausd.net/Page/10277> and Social Emotional Learning in California: (document) <https://www.cde.ca.gov/eo/in/documents/selresourcesguide.pdf>



**Standard 1: Planning and Preparation**  
**Component 1b: Demonstrating Knowledge of Students**

It is not enough for teachers to know and understand childhood or adolescent developmental norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, their language proficiency, and the outside influences, including exposure to trauma, that affect their social emotional learning: family dynamics, cultural customs, and socio-economics.

Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency</b> <i>Uses information about students' academic strengths and needs, language proficiency and social emotional wellness in planning.</i> <b>PC, A</b> <b>EDST Focus Element</b> <b>EDSNCT Focus Element</b>	Teacher's plan articulates little or no awareness of learners' skills, knowledge, language proficiency, and social emotional wellness <sup>3</sup> , and/or does not indicate that such knowledge is valuable.	Teacher's plan articulates the value of tracking learners' skills, knowledge, language proficiency, and social emotional wellness <sup>3</sup> , but applies this knowledge in planning only for the class/group as a whole.	Teacher's plan tracks learners' skills, knowledge, language proficiency, and social emotional wellness <sup>3</sup> . Teacher articulates knowledge of the class/group as a whole and disaggregates data for subgroups of learners or individuals in order to determine progress and to plan instruction and intervention.	Teacher's plan tracks individuals' skills, knowledge, language proficiency and social emotional wellness <sup>3</sup> . Teacher articulates knowledge of the class/group as a whole and disaggregates data for learner subgroups and individuals in order to determine progress for each learner and to plan instruction and intervention.
<b>1b2. Knowledge of How Children, Adolescents, or Adults Learn</b> <i>Plans lessons based on current, proven research regarding how students learn.</i> <b>PC, A</b> <b>EDSNCT Focus Element</b>	Teacher's plans articulate little or no knowledge of the developmental characteristics of the age group, the social emotional needs, or of how these students/participants learn. Teacher is unaware of the importance of productive struggle and content relevance to engage students in rigorous work. <sup>4</sup> Teacher rarely applies this knowledge in planning for the class/group as a whole.	Teacher's plans articulate some knowledge of the developmental characteristics of the age group and their social emotional needs. Teacher is aware of the importance of productive struggle and content relevance to engage students in rigorous work <sup>4</sup> . Teacher usually applies this knowledge in planning for the class/group as a whole.	Teacher's plans articulate current and accurate knowledge of how students/participants learn, reflecting an understanding of the typical developmental characteristics of the age group, including their social emotional needs, and how 21 <sup>st</sup> Century Skills apply. Teacher understands the importance of productive struggle and content relevance to engage students in rigorous work <sup>4</sup> . Teacher applies this knowledge in planning for the class/group as a whole and for subgroups of learner.	Teacher's plans articulate current and accurate knowledge of how students/participants learn, reflecting an understanding of the typical developmental characteristics of the age group, including their social emotional needs, and how 21 <sup>st</sup> Century Skills apply. Teacher understands the importance of productive struggle and content relevance to engage students in rigorous work <sup>4</sup> . Teacher consistently applies this knowledge in planning for the class/group as a whole, for subgroups of learners and individuals.

<sup>3</sup> Social Emotional Learning: <https://achieve.lausd.net/Page/10277> and Social Emotional Learning in California: (document)

<sup>4</sup> Z. Hammond, *Culturally Responsive Teaching and the Brain*, Corwin, 1<sup>st</sup> Edition, 2015



Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>1b3. Knowledge of Students' Special Needs</b> <i>Knows which students have special needs and plans instruction to accommodate for those needs.</i> <b>PC, A</b>	Teacher displays little or no awareness of the importance of knowing students' special learning or medical needs, and such knowledge may be incomplete or inaccurate.	Teacher possesses information about students' learning and medical needs.	Teacher possesses information about students' learning and medical needs and applies this knowledge when planning.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources, as appropriate, and applies this knowledge when planning.
<b>1b4. Knowledge of Students' Interests, Social-Emotional Wellness, Language, and Cultural Heritage</b> <i>Uses students' interests, language, and cultural heritage to plan instruction that will engage students.</i> <b>PC, A</b>	Teacher displays little or no knowledge of students' interests, or social emotional wellness, language or cultural heritage and does not indicate that such knowledge is important in planning instruction.	Teacher displays some knowledge of students' interests, social emotional wellness, language, and cultural heritage and indicates that such knowledge is important in planning instruction.	Teacher displays knowledge of students' interests, social emotional wellness, language, and cultural heritage and demonstrates that such knowledge is important in planning engaging instruction.	Teacher displays knowledge of individual student's interests, social emotional wellness, language, and cultural heritage and demonstrates that such knowledge is important in planning responsive and engaging instruction.

**Standard 1: Planning and Preparation**  
**Component 1c: Establishing Instructional Outcomes**

Teaching is goal-directed and designed to achieve certain well-defined purposes. It is through the articulation of instructional outcomes that the teacher describes these purposes. The outcomes should be clear and related to what it is that the students are intended to learn as a consequence of instruction. 21<sup>st</sup> Century outcomes must be included, as students must also learn essential skills such as critical thinking, problem solving, communication and collaboration. Teacher collaboration strengthens this process.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>1c1. Value, Sequence Alignment, and Clarity</b> <i>Clear outcomes that are important to the discipline are essential, as is a sequence of learning and alignment to national, state, and/or local standards.</i> <b>PC, A</b>	Instructional outcomes are either not stated, or are stated as activities, rather than as student learning. Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the content area, nor do they include language objectives, reinforce social emotional learning skills, or a connection to a sequence of learning, or suggest viable methods of assessment.	Instructional outcomes are unclear or consist of a combination of outcomes and activities, representing moderately high expectations and rigor. Learning expectations are aligned with important grade level content standards, include language objectives, reinforce social emotional learning skills, and some outcomes suggest viable methods of assessment. There is at least some connection to a sequence of learning and to 21 <sup>st</sup> Century Skills.	Most instructional outcomes are clearly stated, represent high expectations and rigor, focus on important grade level content standards and academic language objectives, reinforce social emotional learning skills, and suggest viable methods of assessment. They are connected to a sequence of learning and align with 21 <sup>st</sup> Century Skills.	All instructional outcomes are clearly stated in terms of student learning outcomes, represent high expectations and rigor, focus on important grade level content standards and academic language objectives, reinforce social emotional learning skills, and permit viable methods of assessment. They are connected to a sequence of learning both in the discipline and across disciplines and align with 21 <sup>st</sup> Century Skills.
<b>1c2. Suitability for Diverse Learners</b> <i>Outcomes are planned so that they are appropriate for all students in the class.</i> <b>PC, A</b>	Instructional outcomes are not suitable for the class or are not based on any assessment of student learning or social emotional competencies.	Most instructional outcomes are suitable for most of the students in the class based on global assessments of student learning and social emotional competencies.	Most of the outcomes are suitable for all students in the class and are based on multiple assessments of student learning and social emotional competencies.	Outcomes are based on a comprehensive assessment of student learning and social emotional competencies and take into account the varying needs of individual students or subgroups.

**Standard 1: Planning and Preparation**  
**Component 1d: Designing Coherent Instruction**

Teachers translate instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21<sup>st</sup> Century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes, communication tools and media. Teachers should plan collaboratively to strengthen the design process. Skilled teachers have knowledge of a variety of resources and are constantly adding these to their repertoire; they persistently search for 21<sup>st</sup> Century resources that can inform their teaching. They effectively incorporate these tools in varied contexts for a variety of purposes.

Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>1d1. Standards-Based Learning Activities</b> <i>Activities are designed to engage students in cognitively challenging work that is aligned to the standards.</i> <b>PC, A</b>  <b>EDST Focus Element</b>	Learning activities are not designed to cognitively engage students academically, culturally, or linguistically <sup>1</sup> or they are not aligned with instructional standards. There is no differentiation to address the social emotional <sup>2</sup> wellness of diverse student subgroups.	Learning activities are designed to provide moderate cognitive engagement academically, culturally, and linguistically <sup>1</sup> and are aligned to the instructional standards with some attention to 21 <sup>st</sup> Century Skills. There is some differentiation to address the social emotional wellness <sup>2</sup> of diverse student subgroups.	All learning activities are designed to cognitively engage students academically, culturally, and linguistically <sup>1</sup> , are aligned to the instructional standards and represent 21 <sup>st</sup> Century Skills. Learning activities are differentiated as appropriate to incorporate the social emotional wellness <sup>2</sup> of diverse student subgroups.	All learning activities are designed to cognitively engage students academically, culturally, and linguistically <sup>1</sup> , are aligned to the instructional standards and represent 21 <sup>st</sup> Century Skills. Learning activities are differentiated as appropriate to incorporate the social emotional wellness <sup>2</sup> of individual learners.
<b>1d2. Instructional Materials, Technology, and Resources</b> <i>Resources in the plan promote high levels of learning, linguistic and cultural relevance, social emotional wellness, and student engagement in the classroom environment.</i> <b>PC, A</b>	Teacher is unaware of resources for classroom use or materials and resources are not suitable for students, do not support the instructional outcomes, social emotional wellness, and are not linguistically and culturally relevant and responsive, nor do they engage students in meaningful learning.	Teacher displays some awareness of resources available for classroom use. Some materials, technology, and resources are suitable to students, support the instructional outcomes, social emotional wellness, are linguistically and culturally relevant and responsive and engage students in meaningful learning.	Teacher displays awareness of resources available for classroom use through a variety of sources. Most materials and resources selected for instruction are suitable for students, support the instructional outcomes, social emotional wellness, are linguistically and culturally relevant and responsive. Resources are designed to engage students in meaningful learning, including the appropriate use of technology.	Teacher's knowledge of resources for classroom use is comprehensive. All materials and resources selected for instruction are suitable for students, support the instructional outcomes, social emotional wellness, are linguistically and culturally relevant and responsive. Resources are designed to engage students in meaningful learning, including the appropriate use of technology. Students participate in selecting or adapting materials.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts; CSC: Contribution to School Community

Developed by TLS, Inc. Based on the work of Charlotte Danielson, 2007

Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>1d3. Purposeful Instructional Groups</b> <i>Groups are purposefully designed to enhance student cognitive engagement.</i> <b>PC, A</b>	Instructional groups do not support the instructional outcomes.	Instructional groups partially support the instructional outcomes.	Instructional groups are purposefully designed to meet students' needs and are based on instructional outcomes.	Instructional groups are purposefully designed to meet students' needs and are based on instructional outcomes. Groups promote effective student interaction and offer student choice.
<b>1d4. Lesson and Unit Structure</b> <i>The lesson/unit is logically designed to allow students sufficient time to achieve the learning outcomes.</i> <b>PC, A</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven; most time allocations are reasonable.	The lesson or unit has a clearly defined, logical structure around which activities are organized, and which anticipates student difficulties or confusion. Progression of activities is even, with reasonable time allocations.	The lesson or unit structure is clear and logical, allowing for different pathways according to diverse student needs, anticipating student misconceptions, the social emotional learning skills, and the needs of 21 <sup>st</sup> Century learners. The progression of activities is highly coherent with appropriate time allocations.

**Standard 1: Planning and Preparation**  
**Component 1e: Designing Student Assessment**

Teachers plan and design lessons that reflect an understanding of their disciplines including an understanding of instructional standards, concepts, and principles. Teachers value each discipline and the relationships between disciplines, designing on-going formative assessments that measure student progress. Teachers use multiple measures to demonstrate student growth over time. Teachers should engage in collaborate design and analysis of assessments to strengthen assessment systems and to ensure equitable assessments for students.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>1e1. Aligns with Instructional Outcomes</b> <i>Assessments are purposefully and tightly aligned to the learning outcomes.</i> <b>PC, A</b>	Formal and informal assessments are not aligned with instructional outcomes.	Some of the instructional outcomes are aligned with the formal and informal assessments, but many are not.	All the instructional outcomes are aligned with purposefully selected formal and informal assessments; assessment methodologies may have been adapted for student subgroups.	All formal and informal assessments are purposefully selected and tightly aligned with the instructional outcomes, in both content and process. Assessment methodologies may have been adapted for individual students.
<b>1e2. Planning Assessment Criteria<sup>3</sup></b> <i>Criteria for the assessments are clear, responsive to students' culture and language, and reflect outcomes being taught.</i> <b>PC, A</b>  <b>EDST Focus Element</b>	Teacher has not developed criteria by which student learning will be assessed. Students' culture and language have not been considered. Students are unaware of any criteria.	Teacher has developed criteria by which student learning will be assessed. Students' culture and language have been considered but have minimal impact on the criteria; the teacher has not planned how the criteria will be communicated to students.	Teacher has developed criteria by which levels of student learning will be assessed. Students' culture and language are reflected in the criteria. Teacher has planned how criteria will be communicated to students.	Teacher has developed criteria by which levels of student learning will be assessed. Students' culture and language are reflected in the criteria. Teacher has planned how criteria will be communicated and how students will demonstrate their understanding of the criteria. Criteria includes student contributions.
<b>1e3. Design of Formative Assessments</b> <i>Formative assessments are purposefully designed to determine student strengths and gaps in content knowledge.</i> <b>PC, A</b>	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Formative assessments are designed to highlight student strengths and gaps related to some content, skills or standards.	Formative assessments are purposefully designed to determine student strengths and gaps in content knowledge, skills, and/or mastery of standards.	Formative assessments are purposefully designed to determine student strengths and gaps in content knowledge, skills, and mastery of standards, and includes student as well as teacher use of the assessment information.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>1e4. Analysis and Use of Assessment Data for Planning</b>  <i>Teacher uses assessment data to determine next steps in instruction.</i> <b>PC, A</b>  <b>EDSNCT Focus Element</b>	Teacher rarely and/or ineffectively uses multiple measures of growth for learners including formative and summative data that may include learners' work to demonstrate participant learning. Teacher does not analyze or use assessment data to design future instruction.	Teacher inconsistently uses multiple measures of growth for learners including both formative and summative data that include learners' work to demonstrate participant learning. Teacher analyzes and uses some assessment data to plan for future instruction for the class/group as a whole.	Teacher consistently uses multiple measures of growth for learners including both formative and summative data that include learners' work, to demonstrate participant learning. Teacher analyzes and uses assessment data to plan future instruction for subgroups of learners including re-teaching and re-assessment if necessary.	Teacher consistently uses multiple measures of growth for learners including both formative and summative data including learners' work to demonstrate a high level of participant learning. Teacher disaggregates and analyzes assessment data and uses information to plan future instruction for individuals, including re-teaching and re-assessment if necessary.

# **Standard 2:**

# **The Classroom Environment**

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**Standard 2: The Classroom Environment**  
**Component 2a: Creating an Environment of Respect and Rapport**

Teaching depends, fundamentally, on the quality of relationships among individuals. When teachers strive to engage students in a discussion or an activity, their interactions with them speak volumes about the extent to which they value students as people and teach them to manage their thoughts and behaviors, empathize with and understand the perspectives of others.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>2a1. Teacher Interaction with Students</b> <i>Teacher interacts with students in a way that demonstrates respect for their social emotional wellness, language, and culture, and creates a safe and supportive learning environment.</i> <b>CO</b>	Teacher interactions with at least some students are negative, demeaning, sarcastic, or inappropriate to the age, language, or culture of the students. Student self-management and self-efficacy are not nurtured to support social emotional wellness. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' language or cultures. Student self-management and self-efficacy are inconsistently nurtured and minimally support social emotional wellness. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate caring and respect for the class as a whole. Such interactions are appropriate to the age, language, and cultures of the students. Student self-management and self-efficacy are consistently nurtured to support social emotional wellness. Students exhibit respect for the teacher.	Teacher's interactions with students reflect respect, caring, linguistic and cultural understanding, for individuals as well as groups of students. Students demonstrate self-management and self-efficacy to achieve social emotional wellness. Students trust the teacher with sensitive information and have a mutual respect and open dialogue in a variety of contexts.
<b>2a2. Student Interactions with One Another</b> <i>Students interact with one another in a respectful, polite manner that promotes a positive learning environment for all students.</i> <b>CO</b>	Student interactions are characterized by conflict, sarcasm, or put-downs, or lack of empathy.	Student interactions are usually appropriate but may reflect occasional displays of disrespect or a lack of empathy from a few students.	Student interactions are consistently polite, respectful, and demonstrate empathy for others.	Students demonstrate empathy by caring for one another and monitoring one another's treatment of peers, correcting classmates respectfully when needed, and assuming and demonstrating personal responsibility and self-management.
<b>2a3. Academic Climate</b> <i>The academic environment is safe and supportive; risk-taking is encouraged, students freely share their culture, language, and ideas, and student mistakes are treated as learning opportunities, never with ridicule.</i> <b>CO</b>  <b>EDST Focus Element</b>	Students do not freely share their culture, language, ideas, or opinions or demonstrate a growth mindset. Student mistakes may be ridiculed by the teacher or other students.	Some students demonstrate a growth mindset and freely share their culture, language, ideas, or opinions. Risk-taking and mistakes receive unpredictable responses from the teacher or other students.	Students demonstrate a growth mindset and freely share their culture, language, ideas, or opinions, and take risks in learning. Student mistakes are treated as learning opportunities by the teacher.	Students demonstrate a growth mindset and freely share their culture, language, ideas, opinions, or academic struggles and take risks in learning. The sharing of students' culture and language enrich the learning. Student and teacher mistakes are treated as learning opportunities by the teacher and students.

**CO:** Classroom Observation; **PC:** Professional Conversation; **A:** Artifacts; **CSC:** Contribution to School Community

## Standard 2: The Classroom Environment

### Component 2b: Establishing a Culture for Learning

A “culture for learning” refers to the atmosphere in the classroom that reflects the importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the look of the classroom, and the general “tone” of the class. A culture for learning implies high expectations for all students, ensuring that classrooms are cognitively busy places that nurture and support a growth mindset and self-efficacy. As a result, both students and teachers see the content as important, and students take obvious pride in their work and are eager to share with others.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>2b1. Importance of the Content</b> <i>Teacher links content to students' lives, essential questions, or long-term goals.</i> <b>CO</b>	Teacher conveys a negative attitude toward the content, suggesting that it is not important or has been mandated by others. Teacher makes no attempt to link content to students' lives or essential questions.	Teacher communicates importance of the work but with little conviction or with minimal links to real-world application. Only some students value the importance of the content.	Teacher conveys enthusiasm for the content, and students value the importance of the content. Teacher links content to students' lives, essential questions, or long-term goals.	Students demonstrate through their active participation, curiosity, and taking initiative, that they value the content's importance. Teacher and students link content to real-world applications, essential questions, and long-range goals. Teacher and students make content culturally relevant and applicable to students' lives.
<b>2b2. Expectations for Learning and Achievement</b> <i>The culture of the classroom reflects clear and high expectations about what is expected of students in order for them to learn and achieve.</i> <b>CO</b>	The classroom environment conveys a culture of low expectations. Instructional outcomes, activities, assignments, and classroom interactions lack challenge and support. Overall learning expectations are not made clear to students or are not aligned to standards.	The classroom environment conveys a culture of modest expectations. Instructional outcomes, activities, assignments, and classroom interactions lack appropriate challenge and support. Teacher sets uneven expectations regarding which students can learn and achieve. Overall learning expectations are either unclear to students or inconsistently aligned to standards.	The classroom environment conveys a culture of high expectations. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Teacher sets clear and high expectations about what is expected of students in order for them to learn and achieve. Overall learning expectations are clear to all students and consistently aligned to standards.	The classroom environment conveys a culture of high expectations. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. Students set their own goals and monitor their own progress toward achieving mastery of standards. There is a celebration of growth and achieving personal bests for students and the teacher. Overall learning expectations are clear to all students and consistently aligned to standards.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>2b3. Student Ownership of Their Work</b> <i>Students demonstrate ownership of their work and share their learning with others.</i> <b>CO</b>	Students demonstrate no ownership of their work. Students are uninterested in their work.	Students demonstrate little ownership of their work. Completion of the task is more important than the quality of the work.	Students accept responsibility for doing high quality work and demonstrate ownership of the assigned work.	Students demonstrate attention to detail and take immediate ownership by initiating improvements in their work.
<b>2b4. Physical Environment</b> <i>The classroom is designed to ensure safety and promote students learning.</i> <b>CO</b>	The classroom is unsafe. The physical environment impedes student learning, or teacher makes little or no use of resources to support student learning or collaboration.	The classroom is safe, but not organized to support student learning and collaboration. The teacher occasionally uses the physical environment, but with limited effect on student learning or collaboration.	The classroom is safe and organized to support student learning and collaboration. The teacher uses the physical environment to provide access to instructional resources and display evidence of student learning.	The classroom is safe and organized to support student learning and collaboration. Both teacher and students use the physical environment purposefully to access instructional resources and display evidence of student learning.

## Standard 2: The Classroom Environment

### Component 2c: Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction. Teachers must develop procedures for the smooth operation of the classroom and the efficient use of time. One of the marks of effective teachers is that they can take the time required to establish routines and procedures at the outset of the school year. It is also important for teachers to manage transitions efficiently. Effective teachers make efficient use of time when managing non-instructional tasks such as taking attendance, collecting or checking homework, writing passes, etc., and are familiar with and successfully execute school emergency procedures.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>2c1. Management of Routines, Procedures, and Transitions</b>  <i>Routines, procedures, and transitions are managed in such a way that there is little to no loss of instructional time.</i> <b>CO</b>  <b>EDST Focus Element</b>	Transitions result in much time being lost between activities or lesson segments. Students do not appear to know what is expected for specific routines or transitions.	Some transitions result in loss of instructional time. Students require specific direction and oversight from the teacher in order to execute routines and transitions.	Transitions occur with little loss of instructional time. Teacher prompts students to use efficient routines with minimal direction.	Transitions occur with little to no loss of instructional time. Students initiate and efficiently use routines and procedures appropriate to the task, transition, or grouping structure.
<b>2c2. Management of Materials and Supplies</b>  <i>Materials and supplies are distributed/available to students in a way that does not interrupt instructional time.</i> <b>CO</b>	Materials and supplies are handled inefficiently or have not been prepared in advance, resulting in significant loss of instructional time.	Some materials are prepared in advance, but there is some loss of instructional time while the teacher accesses or gathers materials or supplies. Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Materials are prepared and gathered in advance of the lesson. Routines for handling materials and supplies occur smoothly, with little loss of instructional time. Students assume responsibility when directed by the teacher.	Materials are prepared and gathered in advance of the lesson. Routines for effectively using a variety of tools/media and handling materials and supplies are seamless, with students independently assuming some responsibility for smooth operation.
<b>2c3. Performance of Non-Instructional Duties</b>  <i>Any non-instructional duties are performed while students are engaged in productive work.</i> <b>CO</b>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming responsibility for efficient operation.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>2c4. Management of Parent Leaders, other Volunteers and Paraprofessionals</b> <i>Volunteers and/or paraprofessionals have clear roles that promote student learning.</i> <b>CO</b> <b>EDSNCT Focus Element</b>	Parent leaders, volunteers and/or paraprofessionals have few clearly defined duties and are idle most of the time.	Parent leaders, volunteers and/or paraprofessionals are productively engaged during portions of class time but require frequent direction from teacher.	Teacher provides parent leaders, volunteers and/or paraprofessionals with clear direction regarding tasks to ensure they are productively and independently engaged during the entire class.	Teacher provides parent leaders, volunteers and/or paraprofessionals with clear direction regarding tasks in advance of the class; they are productively and independently engaged during the entire class and make a substantive contribution to the classroom environment.

## Standard 2: The Classroom Environment

### Component 2d: Managing Student Behavior

A key to efficient and respectful management of student behavior lies in agreed upon standards of conduct and clear consequences for overstepping boundaries. Effective teachers successfully enlist students in both setting and maintaining standards of conduct. Active participation in setting the rules of the classroom contributes to students' feelings of safety in class. In a well-managed classroom, students themselves will be able to explain and uphold and self-manage the agreed-upon standards of conduct.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>2d1. Expectations for Behavior</b>  <i>Expectations for behavior are clear to all students and parents and respectful of students' social emotional wellness and their language and culture.</i>  <b>CO</b>	No standards of conduct have been established, or students are confused as to what the standards are. Standards do not promote students' social emotional wellness, or their language or culture. Teacher does not model expectations, self-management, or social awareness.	Standards of conduct have been established, and most students seem to understand them. Standards promote students' social emotional wellness and their language and culture. Teacher usually models expectations, self-management, or social awareness.	Standards of conduct are clear to all students and parents. Standards promote students' social emotional wellness and their language and culture. Teacher always models expectations for self-management and social awareness.	Standards of conduct are clear to all students and parents and have been developed with student participation. Standards are proactive in promoting students' social emotional wellness and their language and culture. Teacher and students always model expectations for self-management, and social awareness.
<b>2d2. Monitoring and Responding to Student Behavior</b>  <i>The teacher monitors and responds to behaviors in a way that maintains student dignity, respects the student's culture and language, and does not disrupt learning.</i>  <b>CO</b>  <b>EDST Focus Element</b>	Student behavior hinders learning. Teacher does not monitor student behavior, or teacher responds in a way that does not produce desirable results. Appropriate behaviors are not acknowledged. Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity, culture, language or social emotional well-being <sup>5</sup> .	Some student behavior may hinder learning. Teacher is generally aware of student behavior and occasionally acknowledges appropriate behaviors. Teacher attempts to address negative behavior or rule-breaking in a way that respects the student's dignity, culture, language, and social emotional well-being <sup>5</sup> , but with uneven results.	Student behavior generally supports learning. Teacher reinforces positive behaviors when appropriate. If misbehavior occurs, teacher has a clear and consistent system for addressing negative behavior or rule-breaking that respects the student's dignity, culture, language, and social emotional well-being <sup>5</sup> . Teacher's response to misbehavior produces desired results.	Student behavior supports learning. Teacher reinforces positive behaviors when appropriate. Teacher's response to misbehavior is sensitive to students' individual culture, language, and social emotional well-being <sup>5</sup> . Students monitor their own and their peers' behavior.

<sup>5</sup> Culturally Responsive Management. <https://research.steinhardt.nyu.edu/scmsAdmin/uploads/005/121/Culturally%20Responsive%20Classroom%20Mgmt%20Strat2.pdf>

## **Standard 3:**

# **Delivery of Instruction**

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**Standard 3: Delivery of Instruction**  
**Component 3a: Communicating with Students**

The presentation of a lesson impacts its outcome. In order to successfully engage students in the lesson, teachers need to clearly frame the purpose of the lesson including presenting the context. Teachers must communicate reasonable and appropriate expectations for learning, provide directions, describe procedures with clarity, model and expect the use of academic language, and use multiple strategies to explain content to meet diverse student learning needs.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>3a1. Communicating the Purpose of the Lesson</b> <i>The purpose of the lesson is communicated clearly to all students respecting the students' culture and language.</i> <b>CO</b>  <b>EDST Focus Element</b>	Teacher does not explain the purpose of the lesson, make connections to prior knowledge, culture, or language. Teacher communicates the purpose as a series of activities/directions.	Teacher attempts to explain the purpose of the lesson; however, the instructional purpose is not clear or connected to prior knowledge, culture, or language, big ideas and essential understandings. Few students understand or are able to communicate the purpose of the learning.	Teacher's explanation of the instructional purpose is clear to students, including connections to prior knowledge, culture, language or big ideas and essential understandings. Most students understand and are able to communicate the purpose of the lesson to their peers and others.	Teacher's explanation of the instructional purpose is clear to students. Students make connections to prior knowledge, culture, language, big ideas, essential understandings and/or real-world application. Students are able to communicate the purpose of the lesson to their peers and others.
<b>3a2. Directions and Procedures</b> <i>All directions and procedures are clearly communicated to students.</i> <b>CO</b>	Teacher directions and procedures are confusing to students.	The clarity of teacher directions and procedures is inconsistent. Teacher clarifies directions when prompted by student questions or confusion.	Teacher directions and procedures are clear to students. Teacher checks for student understanding of directions and attends to possible student misunderstandings.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstandings. Teacher has multiple ways to check for student understanding of directions. Students can articulate, paraphrase, and/or demonstrate directions.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>3a3. Delivery of Content</b> <i>The content is delivered in ways that can be understood by all students.</i>  <b>CO</b>	Teacher's explanation of the content is unclear, inaccurate and/or confusing, or uses inappropriate language. Teacher does not adapt content explanations to meet the needs of students.	Teacher's explanation of the content is uneven, some is done skillfully; other portions are difficult to follow at times. Few connections are made to 21 <sup>st</sup> Century Skills. Teacher sometimes adapts content explanations to meet the needs of students.	Teacher's explanation of content is clear, accurate, appropriate, and connects with students' prior knowledge, experience and 21 <sup>st</sup> Century Skills. Teacher attempts a gradual transition from teacher-directed to student-directed learning. Teacher adapts content explanations to meet the needs of all students.	Teacher's explanation of content is clear, accurate, innovative, and connects with students' prior knowledge, experience and 21 <sup>st</sup> Century Skills. Students contribute to explaining concepts to their peers. Teacher uses a variety of strategies to adapt content explanations to meet the needs of all students.
<b>3a4. Use of Academic Language</b> <i>Academic language is used to communicate and deepen understanding of the content and is inclusive of the culture and language of students.</i> <b>CO</b>  <b>EDST Focus Element</b>	Teacher and students rarely or incorrectly use academic language <sup>6</sup> . There is no effort to connect academic language to the students' culture and language.	Teacher inconsistently uses academic language <sup>6</sup> . Teacher provides limited opportunities for students to comprehend and incorporate academic language in listening, speaking, reading, and writing. Teacher makes limited connections to the students' culture and language.	Teacher correctly uses academic language <sup>6</sup> . Teacher scaffolds student learning by providing structured opportunities for subgroups of students to comprehend and use academic language in listening, speaking, reading, and writing. Teacher connects the academic language to the students' culture and language.	Teacher correctly and consistently uses academic language <sup>6</sup> . Teacher scaffolds student learning, only as needed, by providing structured opportunities to ensure that all students comprehend and use academic language in listening, speaking, reading, and writing. Teacher and students connect the academic language to the students' culture and language.

<sup>6</sup> Use of Academic Language. <https://www.edglossary.org/academic-language>

**Standard 3: Delivery of Instruction**  
**Component 3b: Using Questioning and Discussion Techniques**

Effective teachers design questions that provide cognitive challenge and engineer discussions among students to ensure all students participate. The highly effective teacher designs instruction that provides opportunities for students to develop their own cognitively challenging questions and to engage in various types of student-to-student discussions.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>3b1. Quality and Purpose of Questions</b> <i>Questions are designed to challenge students, elicit high-level thinking and to respect the students' culture and language.</i> <b>CO</b>  <b>EDST Focus Element</b>	Teacher's questions are low level or are not relevant. Questions do not reveal student understanding about the content/concept or text under discussion or are not comprehensible to most students. Questions do not respect the students' culture or language.	Teacher's questions are a combination of both high and low level or delivered in rapid succession. Only some questions invite a thoughtful response that reveals student understanding about the content/concept or text under discussion. Teacher differentiates some questions to make them comprehensible for the class as a whole. Some questions respect the students' culture and language.	Teacher's questions are predominantly high level and require rigorous student thinking. Most questions invite and reveal student understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for student subgroups. Questions respect the students' culture and language.	Teacher's questions are high level and require rigorous student thinking and invite students to demonstrate understanding through reasoning. Students themselves formulate questions to advance their understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for all students in the class. Questions by teacher and students respect each student's culture and language.
<b>3b2. Discussion Techniques and Student Participation</b> <i>Techniques are used to ensure that all students share their thinking around challenging questions including strategies that affirm students' culture and language.</i> <b>CO</b>  <b>EDST Focus Element</b> <b>EDSNCT Focus Element</b>	Teacher makes no attempt to use differentiated strategies to engage students in discussions. Strategies do not affirm the students' culture and language. Interactions between teacher and the students are characterized by the teacher generating the majority of questions and most answers, limiting student participation and intellectual challenge.	Teacher makes some attempt to use differentiated strategies to engage all students in discussion. Strategies affirm the students' culture and language with uneven results. Only some students participate in the discussion and/or the discussion is not intellectually challenging.	Teacher uses intentional, differentiated strategies to engage all students in discussions, attempting gradual release from teacher-directed to student-initiated conversation. Strategies affirm the students' culture and language. Students participate in intellectually challenging discussions.	Teacher uses intentional, differentiated strategies to engage all students in intellectually challenging student-to-student discussions. Strategies affirm and help to build understanding of each student's culture and language. Teacher creates conditions for students to assume considerable responsibility for the success of the discussions.

### Standard 3: Delivery of Instruction

#### Component 3c: Structures to Engage Students in Learning

Teachers engage students in active construction of understanding by creating intellectual challenges that result in new knowledge and skills. The ownership of learning transfers from the teacher to the students. Teacher's effective use of activities and assignments, grouping of students, available instructional materials, technologies and resources, and structure and pacing, all contribute to a classroom where students are deeply engaged in learning and mastery of grade level content standards.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>3c1. Standards-Based Projects, Activities and Assignments</b> <i>Standards-aligned learning activities cognitively engage students in the lesson.</i> <b>CO</b>  <b>EDST Focus Element</b> <b>EDSNCT Focus Element</b>	Projects, activities, and assignments do not cognitively engage students, are not culturally or linguistically relevant <sup>1</sup> , or are not aligned to the instructional standards. There is no differentiation to address the social emotional <sup>2</sup> and academic wellness of subgroups.	Some projects, activities and assignments are aligned to the instructional standards and may require higher levels of thinking with occasional reference to cultural and linguistic responsiveness <sup>1</sup> . Some learners are cognitively engaged. Some of the learning activities are differentiated, as necessary, to address the social emotional and academic wellness of some subgroups.	Instructional projects, activities and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally and linguistically relevant <sup>1</sup> , and may include real-world application. Most learners are cognitively engaged, constructing their own understanding, and exploring content. The learning activities are differentiated, as necessary, to incorporate the social emotional learning of all subgroups.	Instructional projects, activities and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally and linguistically relevant <sup>1</sup> , and include real-world application. Learners are cognitively engaged, constructing their own understanding, and exploring content. Teacher encourages and supports learners in initiating or adapting activities and projects to enhance their understanding. The learning activities are differentiated, as necessary, to incorporate the social emotional learning of individual students.
<b>3c2. Purposeful and Productive Instructional Groups</b> <i>Students are grouped in order to promote productive cognitive engagement in the lesson.</i> <b>CO</b>  <b>EDST Focus Element</b>	Instructional group structures do not support students in achieving the instructional outcomes of the lesson. Group structures, tasks or products are not differentiated with no awareness of students' culture and language.	Instructional group structures support some students in achieving the instructional outcomes of the lesson. Some students are cognitively engaged and work purposefully and productively. Group structures, tasks or products may be differentiated when needed with little awareness of students' culture and language.	Instructional group structures support most students in achieving the instructional outcomes of the lesson. Students are cognitively engaged and work purposefully and productively. Group structures, tasks or products are differentiated according to the needs of student subgroups, with some awareness of students' culture and language.	Instructional group structures support all students in achieving the instructional outcomes of the lesson. Students are cognitively engaged and work purposefully and productively, sharing responsibility for achieving the outcomes of the lesson. Group structures, tasks, or products are differentiated to meet the needs of all students with awareness of students' culture and language.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>3c3. Selection and Use of Available Instructional Materials, Technology and Resources</b>  <i>The materials and resources for the lesson promote cognitive engagement of all students.</i> <b>CO</b>	Instructional materials, technology, and resources are inappropriate for the instructional outcome, incorrectly used or do not cognitively engage students.	The selection and use of available instructional materials, technology, and resources is partially appropriate to meet the instructional outcome, meet student needs or cognitively engage some students.	The selection and use of available instructional materials, technology, and resources is appropriate to meet the instructional outcome, meet student needs, and to cognitively engage students. The teacher provides some choice in using or creating materials to enhance student learning.	The selection and use of available instructional materials, technology and resources provides multiple strategies to meet the instructional outcome, differentiating for student needs and to cognitively engage students. Students initiate the choice, use, or creation of materials to enhance student learning.
<b>3c4. Structure and Pacing</b>  <i>The lesson is logically structured and allows students the time needed to learn cognitively challenging work.</i> <b>CO</b>	The project or lesson has no clearly defined structure, or the pace of instruction is too slow, rushed, or both.	The project or lesson has a recognizable structure, although it is not uniformly maintained throughout the activities. Pacing of instruction meets the needs of some students.	The project or lesson has a clearly defined structure around which the activities are organized. Pacing of instruction is intentional, generally appropriate and meets the needs of most students.	The project's or lesson's structure is highly coherent, allowing for on-going student reflection and closure. Pacing of instruction is intentional, varied, and appropriate for each student.

**Standard 3: Delivery of Instruction**  
**Component 3d: Using Assessment in Instruction to Advance Student Learning**

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal, and informal, including goals and benchmarks that both teachers and students set and use. High quality assessment practice makes students and families fully aware of criteria and performance standards, informs teachers' instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and reflection and teacher analysis to advance learning, build self-efficacy, and inform instruction during a lesson or series of lessons.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>3d1. Assessment Criteria</b>  <i>Students know and understand the criteria by which their learning will be assessed.</i>  <b>CO</b>	Teacher does not communicate to students the criteria and performance standards by which their work will be evaluated. Teacher does not make assessment criteria comprehensible to students.	Teacher communicates to students the criteria and performance standards by which their work will be evaluated but the assessment criteria are only comprehensible to some students.	Teacher ensures that students are fully aware of and can articulate the criteria and performance standards by which their work will be evaluated. Teacher makes assessment criteria comprehensible to all students.	Teacher ensures that students are fully aware of and can accurately articulate the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Teacher makes assessment criteria comprehensible to all students. Students are able to articulate assessment criteria to their peers.
<b>3d2. Monitoring of Student Learning</b>  <i>Teacher closely monitors student work and responses to understand how students are progressing towards the learning objectives.</i>  <b>CO</b>	Teacher does not monitor student learning or check for understanding.	Teacher monitors student learning unevenly. Class is assessed as a whole. Teacher occasionally checks for understanding.	Teacher regularly monitors the learning of students and checks for understanding using a variety of strategies to elicit student thinking.	Teacher monitors the learning of individual students and may use a variety of strategies to elicit student thinking, as appropriate. Students self-assess and voluntarily communicate their understandings or misconceptions.
<b>3d3. Feedback to Students</b>  <i>Students receive specific, culturally sensitive and timely feedback that will move their learning forward.</i>  <b>CO, A</b>  <b>EDST Focus Element</b> <b>EDSNCT Focus Element</b>	Teacher's feedback to learners is non-existent, limited, infrequent, and/or inaccurate. Feedback is not aligned to the instructional outcome/ objective, not sensitive to students' culture and language, does not foster self-efficacy or a growth mindset. Students do not revise their work.	Teacher's feedback to learners may be timely, frequent, and accurate, but is limited to praise or correction. Feedback may not be aligned with the instructional outcome. It is minimally sensitive to students' culture and language. Feedback guides some students to revise work, fostering self-efficacy or a growth mindset.	Teacher's feedback to learners is timely, frequent, relevant, accurate, aligned to the instructional outcome and is sensitive to students' culture and language. Specific feedback guides learners to revise and improve their work, fostering self-efficacy and a growth mindset.	Teacher's feedback to learners is timely, frequent, relevant, accurate, aligned to the instructional outcome, and is sensitive to students' culture and language. Learners demonstrate self-efficacy and a growth mindset by making use of specific feedback to revise and improve their work. Learners work collaboratively with peers to provide each other with actionable feedback.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts; CSC: Contribution to School Community

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>3d4. Student Self-Assessment and Monitoring of Progress</b>  <i>Students have opportunities to assess their own work against the established criteria and monitor their own progress towards achieving the learning outcomes.</i>  <b>CO, A</b>	Teacher does not provide students opportunities to engage in self-assessment or monitoring of progress against assessment criteria or performance standards.	Teacher provides inconsistent or limited opportunities for students to self-assess or monitor their progress and the results of their work against the assessment criteria and performance standards.	Teacher provides students with frequent opportunities to self-assess and monitor their progress and the results of their own work against the assessment criteria and performance standards. Teacher directs students to set learning goals.	Teacher provides students with frequent opportunities to reflect on their learning, self-assess and monitor their progress and the results of their own work against the assessment criteria and performance standards. Students independently set and modify learning goals and identify methods for achieving their goals based on their self-assessment.



**Standard 3: Delivery of Instruction**  
**Component 3e: Demonstrating Flexibility and Responsiveness**

Effective practitioners demonstrate flexibility and responsiveness in their classroom. They capitalize on opportunities for student learning by making adjustments to lessons based on assessment of student learning needs, building on students' interests, and employing multiple strategies and resources to meet diverse learning needs.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>3e1. Responds and Adjusts to Meet Student Needs</b> <i>The teacher adjusts the lesson or project in response to the learning needs of the students.</i> <b>CO</b>	Teacher does not acknowledge students' questions or interests and/or adheres rigidly to an instructional plan even when a change is clearly needed.	Teacher attempts to address students' questions or interests, or to adjust the lesson, although the pacing of the lesson is disrupted. Teacher does not adjust the instruction to address student needs.	Teacher successfully addresses students' questions, interests or learning styles, while maintaining the learning objective of the lesson or adjusts the lesson to enhance student learning.	Teacher skillfully and comfortably adjusts the lesson to address students' questions, interests and learning styles while still maintaining the learning objective. Teacher takes advantage of spontaneous events or teachable moments to adjust instruction in order to enhance learning.
<b>3e2. Persistence</b> <i>The teacher does not give up on students who may be having difficulty meeting the established learning outcomes.</i> <b>CO</b>	Teacher gives up or places blame on other factors when students are having difficulty learning.	Teacher accepts responsibility for students' learning and attempts to address student learning challenges but strategies are limited or ineffective.	Teacher persists in seeking approaches for student learning challenges, drawing on a broad repertoire of strategies. Teacher consistently supports students in achieving learning outcomes.	Teacher persists in seeking effective approaches for student learning challenges, using an extensive repertoire of strategies. Students show persistence in achieving learning outcomes.

# **Standard 4:**

## **Additional Professional Responsibilities**

**Standard 4: Additional Professional Responsibilities**  
**Component 4a: Maintaining Accurate Records**

Accurate records inform interactions with parents, students, and administrators. They inform practice and make teachers more responsive to individual student needs by tracking student growth over time. Instructional records include student assignments, skill lists, records of competencies, grades, portfolios etc. Non-instructional records include attendance registers, field trip permission slips, picture money, supply orders, book orders, lunch records, discipline referrals, etc. Teachers should use available technology for record keeping. Efficiency of operation in record keeping is a key to success. Well-designed and implemented systems require very little ongoing maintenance.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>4a1. Tracks Progress Towards Identified Learning Outcomes</b> <i>Teacher monitors how students are progressing toward the identified learning outcomes.</i> <b>PC, A</b> <b>EDSNCT Focus Element</b>	Teacher has no system for maintaining information on student progress in learning. Student progress cannot be tracked.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective. Student progress is inconsistently or randomly tracked.	Teacher system for maintaining information on student progress is well organized and tracks student progress towards learning outcomes. System allows for tracking student growth over time.	Teacher system for maintaining information on student progress is well organized, efficient, and tracks student progress towards learning outcomes. System allows for tracking individual student growth over time. Students contribute information and participate in maintaining records indicating their own progress in learning.
<b>4a2. Tracks Completion of Student Assignments in Support of Student Learning</b> <i>Teacher keeps track of student assignments in support of student learning.</i> <b>PC, A</b>	Teacher has no system for maintaining information on student completion of assignments.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially organized.	Teacher's system for maintaining information on student completion of assignments is current and organized.	Teacher's system for maintaining information on student completion of assignments is highly organized and efficient. Students participate in maintaining the records.
<b>4a3. Manages Non-Instructional Records</b> <i>Teacher accurately manages records such as health records, book inventories, field trip permission slips, lunch counts, etc.</i> <b>PC, A</b>	Teacher has no system of maintaining records for non-instructional activities, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher maintains an organized system for managing information on non-instructional activities.	Teacher maintains a highly organized system for managing information on non-instructional activities, and students contribute to its management.
<b>4a4. Submits Records on Time</b> <i>Teacher submits records within the expected timeliness.</i> <b>PC, A</b> <b>EDSNCT Focus Element</b>	Teacher's submission of documents is late, incomplete, or absent.	Teacher's submission of documents is usually on time and complete, but reminders may be necessary.	Teacher's submission of documents is always accurate, timely, and complete.	Teacher's submission of documents is always accurate, timely, complete, and provides contextual details when appropriate.

**Standard 4: Additional Professional Responsibilities**  
**Component 4b: Communicating with Families**

Parents/guardians care deeply about the progress of their child and appreciate meaningful communication regarding their child's progress and achievement. Communication should include personal contact that will establish positive and on-going two-way communications.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>4b1. Information About the Instructional Program</b> <i>The teacher informs families about the instructional program in order to be clear about the learning expectations.</i> <b>PC, A</b>	Teacher provides little or no information about the instructional program to families. Teacher does not utilize technology, or any other communication means to enhance parent teacher communication.	Teacher provides required information but offers little additional information about the instructional program to families. Teacher uses technology minimally and/or other communication means to enhance parent-teacher communication.	Teacher provides required and additional information on a regular basis to families about the instructional program. Teacher uses technology and other communication means to enhance parent-teacher communication.	Teacher provides required and on-going additional information to families about the instructional program. Students participate in preparing materials for their families. Teacher regularly uses technology and other communication means to enhance two-way parent-teacher communication.
<b>4b2. Information About Individual Students</b> <i>The teacher is able to respond to families about the academic and social emotional progress of their own child(ren) respecting the family's language and culture..</i> <b>PC, A</b>	Teacher provides minimal information to families about individual student's academic or social emotional progress, or the communication is inappropriate to the language and cultures of the families. Responses to family concerns are not handled with professional and cultural sensitivity.	Teacher adheres to the school's required procedures for communicating with families about individual student's academic and social emotional progress. Responses to family concerns are minimal or may reflect occasional insensitivity to language or cultural norms.	Teacher communicates with families about individual student's academic and social emotional progress on a regular basis, beyond report cards and parent conferences, demonstrating sensitivity to language and cultural norms. Teacher is available as needed to respond to family concerns. Teacher communicates available resources or interventions.	Teacher frequently communicates with families about individual student's academic and social emotional progress, beyond report cards and parent conferences, demonstrating sensitivity to language and cultural norms. Responses to family concerns are handled expeditiously. Teacher is proactive in communicating with families regarding resources, interventions, and enrichment opportunities.
<b>4b3. Engagement of Families in the Instructional Program</b> <i>The teacher communicates with families, respectful of their language and culture, to create a partnership around student learning and social emotional wellness.</i> <b>PC, A</b> <b>EDSNCT Focus Element</b> <b>*EDST CSC Element</b>	Teacher makes no attempt to engage families in their student's instructional program or social emotional wellness. Teacher's attempts are insensitive to language and cultural norms.	Teacher makes limited attempts to engage families in their student's instructional program or social emotional wellness. Teacher inconsistently demonstrates sensitivity to language and cultural norms.	Teacher engages families in their student's instructional program and social emotional wellness in multiple ways, using technology and/or assignments that invite family input. Teacher demonstrates sensitivity to language and cultural norms.	Teacher frequently engages families in their student's instructional program and social emotional wellness in multiple ways, using technology and/or assignments that invite family input. Teacher encourages families to contribute ideas that enhance family participation in support of student learning and wellness. Teacher demonstrates sensitivity to language cultural norms.

**Standard 4: Additional Professional Responsibilities**  
**Component 4c: Demonstrating Professionalism**

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure that every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>4c1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations</b>  <i>The teacher exhibits integrity and ethical conduct in all interactions with the school and community and complies with all rules and regulations of the profession.</i> <b>PC, A</b>  <b>EDSNCT Focus Element</b>	Teacher displays dishonesty in interactions with colleagues, students, parents, the school community, and the public or teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, parents, the school community, and the public. Teacher partially complies with school and district regulations or is inconsistent in modeling a professional demeanor.	Teacher displays high standards of honesty, integrity, discretion, and confidentiality in interactions with colleagues, students, parents, the school community, and the public. Teacher supports and fully complies with school and district regulations and models professional demeanor.	Teacher displays high standards of honesty, integrity, discretion, and confidentiality, and takes a leadership role with colleagues, students, parents, the school community, and the public. Teacher supports and fully complies with school and district regulations, models professional demeanor, and takes a leadership role in establishing and articulating such regulations.
<b>4c2. Advocacy for Students</b>  <i>The teacher is aware of students' needs and advocates for all students, particularly those who may be underserved.</i> <b>PC, A</b>  <b>EDSNCT Focus Element</b>	Teacher is not alert to student needs and contributes to school practices that result in some students being ill-served by the school.	Teacher is partially aware of student needs and attempts to address practices that result in some students being ill-served by the school.	Teacher is aware of student needs and actively works to ensure that all students receive an opportunity to succeed.	Teacher is aware of student needs and is highly proactive in challenging negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school, seeking out resources as needed.
<b>4c3. Decision-Making</b>  <i>The teacher is comfortable making informed decisions related to the wellbeing of students and student learning.</i> <b>PC, A</b>	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 collaborates in team or departmental decision-making. Teacher's decisions are based on thorough, genuinely professional, considerations.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.

# **Standard 5: Professional Growth**

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**Standard 5: Professional Growth**  
**Component 5a: Reflecting on Practice**

Reflecting on teaching is the mark of a true professional. The importance of reflection on practice is governed by the belief that teaching can never be perfect, yet it can be continually improved. With practice and experience in reflection, teachers become more discerning and can evaluate both their successes and errors. Reflective practice enhances both teaching and learning. Skilled reflection is characterized by accuracy, specificity and ability to use the analysis of their reflection in future teaching as well as the ability to consider multiple perspectives. Other perspectives include practices such as videotaping, journaling, action research, student work, etc.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>5a1. Accurate Reflection</b> <i>The teacher can analyze practice and student work, to determine what went well in the lesson.</i> <b>PC, A</b>	Teacher misjudges the success of a lesson.	Teacher has a general impression of a lesson's effectiveness and uses that impression to determine the extent to which instructional goals were met.	Teacher uses criteria to assess a lesson's effectiveness and the extent to which it achieved its instructional goals; the teacher cites evidence to support the judgment.	Teacher uses specific criteria to assess a lesson's effectiveness and the extent to which it achieved its instructional goals. The teacher cites specific examples from the lesson to support the judgment and provides rationales for instructional choices.
<b>5a2. Use of Reflection to Inform Future Instruction</b> <i>The teacher uses reflection to inform and plan culturally and linguistically responsive future lessons.</i> <b>PC, A</b>  <b>EDST Focus Element</b> <b>EDSNCT Focus Element</b>	Teacher does not consider evidence from the lesson delivery and has no suggestions for what could be improved for next steps in subsequent lessons.	Teacher uses minimal evidence from the lesson delivery and/or offers general suggestions for what could be improved to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried.	Teacher uses evidence from the lesson delivery to identify and describe specific next steps to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried.	Teacher uses multiple evidence sources from the lesson delivery to identify and describe intentional teaching practices to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried. The teacher provides a rationale for instructional options, describing anticipated impact on learning.



Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>5a3. Selection of Professional Development Based on Reflection and Data</b> <i>The teacher uses reflection, feedback, and various forms of student data to determine professional development needs</i> <b>PC, A</b>	Teacher does not use information from self-assessment, feedback, data on student achievement, social emotional wellness, or language, and cultural heritage to determine professional development needs.	Teacher uses minimal information from self-assessment and feedback, data on student achievement, social emotional wellness, language, and cultural heritage to determine professional development needs.	Teacher uses information from self-assessment and feedback, along with data on student achievement, social emotional wellness, language, and cultural heritage to determine professional development needs.	Teacher continually uses information from self-assessment and feedback, along with data on student achievement, social emotional wellness, language, and cultural heritage to determine and prioritize professional development needs.
<b>5a4. Implementation of New Learning from Professional Development</b> <i>The teacher implements new learning into the classroom setting and monitors progress towards deep implementation.</i> <b>PC, A</b>  <b>EDSNCT Focus Element</b>	Teacher engages in no professional development activities to enhance knowledge or skill or does not implement new learning in the classroom.	Teacher participates in professional activities to a limited extent. Teacher attempts to implement new learning from professional development, with limited success.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher implements new learning from professional development and tracks the degree to which student achievement is positively impacted.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher implements new learning from professional development and tracks the degree to which individual student achievement is positively impacted. Teacher works with peers to deepen implementation.

**Standard 5: Professional Growth**  
**Component 5b: Participating in a Professional Community**

Participation in a professional community requires active involvement, the promotion of a culture of collaboration and inquiry that improves the culture of teaching and learning. Relationships with colleagues are an important aspect of creating a culture where expertise, materials, insights, and experiences are shared. The goal of the professional community is improved teaching and learning.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<b>5b1. Relationships with Colleagues</b> <i>The teacher supports and cooperates with colleagues in order to promote a professional school culture.</i> <b>PC, A</b>	Teacher's relationships with colleagues are often negative or disruptive.	Teacher maintains cordial relationships with some colleagues.	Relationships with colleagues are supportive and cooperative.	Relationships with colleagues are supportive and cooperative. Teacher takes initiative in promoting positive relationships among colleagues.
<b>5b2. Promotes a Culture of Professional Inquiry and Collaboration</b> <i>The teacher promotes a culture of inquiry for the purpose of improving teaching and learning and collaborates with colleagues to do so.</i> <b>PC, A</b>  <b>EDSNCT Focus Element</b> <b>*EDST CSC Element</b>	Teacher resists attendance at required department, grade-level, school-wide or district-sponsored professional development meetings.	Teacher attends only required department, grade-level, school-wide or district-sponsored professional development meetings.	Teacher actively participates in department, grade-level, school-wide or district-sponsored professional development meetings. Teacher promotes a culture of professional inquiry and collaboration by actively participating in professional learning communities, peer observations, lesson study, teaming, or other inquiry models with colleagues.	Teacher actively participates in and contributes to the design or facilitation of department, grade-level, school-wide or district-sponsored professional development meetings. Teacher initiates or takes a leadership role in professional learning communities, lesson study, teaming, or other inquiry models with colleagues.