



Directed Teaching Handbook for  
Teacher Education Students

# RTEC MISSION

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The mission of Rockbridge Teacher Education Consortium is to prepare University students for teaching careers through a comprehensive teacher preparation program that provides a depth and breadth of knowledge, skills, and practice, through coursework and study and fieldwork experiences.

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- Component 3a: Communicating about Purpose and Content
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### **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

- Component 4a: Engaging in Reflective Practice
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## OVERVIEW OF DIRECTED TEACHING

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### INTRODUCTION TO DIRECTED TEACHING & FRAMEWORK FOR TEACHING

Directed teaching is the capstone experience of the RTEC Teacher Education Program that typically occurs during the last semester of the teacher candidates' undergraduate program. (If a student chooses to complete the directed teaching course and seminar after graduation, the placement must be completed within one university school year. A reduced tuition will be granted for the immediate post- baccalaureate experience.) Directed teaching provides the opportunity for students to consolidate the knowledge they have acquired through their education courses and practica and make deeper connections between theory and practice. University faculty and experienced teachers in the local schools supervise the directed teaching experience, providing support as candidates work to apply their knowledge and continue to learn new skills and practices.

When completing their directed teaching requirement, candidates work full-time in the school and experience the demands of having responsibility for instruction, classroom management, and all other administrative duties involved in teaching. The goal of directed teaching is to help candidates reach a level of proficiency in core teaching skills that will enable them to be strong teachers even in their first classrooms.

RTEC strives to create a directed teaching experience that is positive and supportive through constant communication among the candidate for licensure, the college supervisor, and the classroom cooperating teacher. Both the college supervisor and the classroom cooperating teacher help candidates reflect on their behavior so that they can improve their performance. All members of the directed teaching team collaborate to determine the best way to help the candidates reach their potential as teachers.

During directed teaching, candidates are evaluated using *The Framework for Teaching: Components for Professional Practice*. *The Framework for Teaching* is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components clustered into four domains of teaching responsibility: planning and preparation (Domain 1); Learning Environments (Domain 2); Learning Experiences (Domain 3); and Principled Teaching (Domain 4). Each component defines a distinct aspect of a domain. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. A full rubric, including all domains of The Framework for Teaching, can be found in the final section of the handbook. The evaluation process is formative and assists candidates in

identifying areas of strengths and weaknesses so that they can attain proficiency in all necessary areas by the end of their directed teaching experience.

## **UNIVERSITY SUPERVISOR CONTACT INFORMATION**

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## **RESPONSIBILITIES AND TASKS**

### **TEACHER CANDIDATE**

#### **Responsibilities**

- Follow the public school calendar determined by your Directed Teaching placement for start dates, snow dates and breaks. Adhere to the academic calendar of the school division in which you are assigned and not the academic calendar for the university.
- Bring to the directed teaching experience: competency in all areas of subject matter, an understanding of human growth and development, teaching strategies and procedures that will enhance the teaching setting.
- Work with the cooperating teacher and university supervisor as a team in setting expectations, establishing goals and giving/receiving feedback.
- Comply with all of the requirements outlined in this Directed Teaching Handbook.
- Attend all Directed Teaching seminar sessions and complete all work required for successful completion, including the Cumulative Assessment Portfolio (CAP).
- Provide copies of all necessary forms to Cooperating Teacher as needed.

#### **Tasks**

- Complete Directed Teaching checklist (DT-1)
- Attend initial triad meeting with cooperating teacher and university supervisor.
- Provide university supervisor with 10 weekly progress reports created collaboratively with cooperating teacher. (DT-2)
- Provide university supervisor with 10 lesson observations forms completed collaboratively with cooperating teacher. (DT-2)
- Send university supervisor four formal lesson plans prior to supervisor's observations.
- Complete mid-term self-evaluation. (DT-3)
- Attend mid-term triad meeting with cooperating teacher and university supervisor.
- Complete final self-evaluation. (DT-3)
- Attend final triad meeting cooperating teacher and university supervisor.
- Complete final evaluations of university supervisor and cooperating teacher (DT-8/DT-9)
- Complete all exit requirements as outlined in the RTEC Program Handbook. (HB-CL)
- Provide teacher education office with final clock hours form from directed teaching.
- Successfully complete all portions of CAP (Cumulative Assessment Portfolio) including the Teacher Work Sample. Detailed instructions and rubric located in exit documents section of handbook. (A-12)

## **COOPERATING TEACHER**

### **Responsibilities**

- Plan with the teacher candidate and the university supervisor for the early induction into the teaching process and the gradual assumption of full responsibility of classroom instruction.
- Work cooperatively with the university supervisor to see that the teacher candidate is meeting university goals and expectations.
- Provide the teacher candidate with opportunities for professional growth by encouraging observations of other educators, attendance at professional meetings, and participation in the entire schools' program.
- Orient the teacher candidate to the school personnel, environment, and policies.
- Plan a term-long schedule of observations, activities, and duties.
- Review with the teacher candidate the curriculum content, including pacing guides, and the Virginia Standards of Learning that are to be taught.
- Review the teacher candidate's daily lesson plans and suggest revisions if necessary.
- Observe the teacher candidate informally and provide oral and written feedback on both classroom management skills and teaching. See forms and instructions section for details.
- Provide elementary teacher candidates with the opportunity to teach in all subject areas, when applicable.

### **Tasks**

- Return W-9 to RTEC office to receive stipend.
- Attend initial triad meeting with student teacher and university supervisor.
- Provide university supervisor with 10 weekly progress reports created collaboratively with student teacher. (DT-2)
- Provide university supervisor with 10 lesson observations forms completed collaboratively with student teacher. (DT-2)
- Complete mid-term evaluation. (DT-3)
- Attend mid-term triad meeting student teacher and university supervisor.
- Complete final evaluation. (DT-3)
- Attend final triad meeting student teacher and university supervisor.
- Complete final evaluations of university supervisor. (DT-9)
- Complete final grade recommendation form. (DT-7)

## **UNIVERSITY SUPERVISOR**

### **Responsibilities**

- Monitor the teacher candidate's schedule to ensure that she/he assumes a full teaching load during each placement.
- Communicate with the cooperating teacher to ensure that the teacher candidate is handling the roles and responsibilities of a classroom teacher.
- Arrange initial triad meeting with each cooperating teacher and teacher candidate during the first week of the student's assignment to review and clarify expectations for all participants.
- Identify and promptly report potential problems in the performance of a teacher candidate.
- Attend at least two directed teaching seminars.
- Perform at least four observations of the candidate's teaching and provide guidance on ways to improve teaching.

### **Tasks**

- Facilitate and attend initial triad meeting with student teacher and cooperating teacher.
- Provide feedback for four formal lesson plans by the student teacher prior to observations.
- Complete collaborative assessment log with student teacher following four formal observations (DT-2)
- Complete mid-term evaluation. (DT-3)
- Facilitate and attend mid-term triad meeting with student teacher and cooperating teacher.
- Ensure student teacher does a mid-term evaluation as a reflective exercise.
- Complete final evaluation. (DT-3)
- Facilitate and attend final triad meeting student teacher and cooperating teacher.
- Complete final grade recommendation form. (DT-7)
- In cooperation with RTEC faculty, support student teacher's final cumulative assessment portfolio (CAP), particularly the Teacher Work Sample (TWS) pre- and post-assessment. (A-12)

**SUGGESTED PACING GUIDE FOR RESPONSIBILITIES (12 WEEK)**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Orientation to School and Classroom Culture	Observe, Plan and Teach or Co-Teach Individual Lessons	Plan and teach/ Co-teach One Section/ Subject	Plan and Teach/Co-teach Partial Load			Plan and Teach/ Co-Teach <b>Full Load</b> Minimum of Three Weeks of Completing ALL Planning (Designated Time for Independent Teaching with Cooperating Teacher Observing)				Plan and Teach/ Co-Teach Partial Load	Plan and Teach/Co-Teach One Section	Culminating Activities: Observations of other teachers, Work on Teaching portfolio
		Observe, Plan and Teach/Co-Teach Individual Lessons								Observe, Plan and Teach Individual Lessons	Observe, Plan and Teach Individual Lessons	

**SUGGESTED PACING GUIDE FOR RESPONSIBILITIES (14 WEEK)**

PLACEMENT ONE							PLACEMENT TWO						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Orientation to School and Classroom Culture	Observe, Plan and Teach/Co-Teach Individual Lessons	Plan and teach/ Co-teach One Section/ Subject	Plan and Teach/ Co-Teach <b>Full Load</b> Minimum of Two Weeks of Completing ALL Planning (Designated Time for Independent Teaching with Cooperating Teacher Observing)		Plan and Teach/ Co-Teach Partial Load	Observe, Plan and Teach/Co-Teach Individual Lessons	Orientation to School and Classroom Culture	Observe, Plan and Teach/Co-Teach Individual Lessons	Plan and teach/ Co-teach One Section/ Subject	Observe, Plan and Teach/Co-Teach Individual Lessons	Plan and Teach/ Co-Teach <b>Full Load</b> Minimum of Two Weeks of Completing ALL Planning (Designated Time for Independent Teaching with Cooperating Teacher Observing)	Plan and Teach/ Co-Teach Partial Load	Observe, Plan and Teach/Co-Teach Individual Lessons
		Observe, Plan and Teach/ Co-Teach Individual Lessons											

# POLICIES & PROCEDURES

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## **PROFESSIONALISM**

Because directed teaching is a full-semester, full-time, full-day clinical experience, it requires full commitment and dedication from the teacher candidate. No other coursework is permitted, and we discourage you from holding jobs in order to have sufficient time for full participation as well as planning, preparation, and reflection. It is expected that you will participate in non-instructional duties such as before- and after-school meetings, bus duty, lunch duty, and other extracurricular activities deemed appropriate by the mentor teacher and university supervisor. Some specific responsibilities include:

**Communication:** Teacher candidates need to actively listen and communicate with the mentor teacher and the university supervisor. It is expected that honest and tactful discussion and reflection on experiences, accomplishments, and areas for improvement will occur, especially during the midterm and final assessment conferences.

**Commitment:** Teacher candidates need to show initiative and commitment to both the students in the classroom and to your own work as a learner of teaching. Please observe carefully to learn procedures and should volunteer for duties that you can handle, especially housekeeping duties and routine non-instructional tasks.

**Preparedness:** Teacher candidates must always be prepared to fulfill any and all expectations and obligations, with the expectation that you will arrive promptly at school each day and remain until the mentor teacher is scheduled to leave the school.

**Responsibility:** There are many tasks, assignments, and types of paperwork associated with directed teaching. Please familiarize yourself with the expectations of your cooperating teacher and complete all tasks to the best of your abilities. Maintaining a highly organized and accessible filing system to keep track of all paperwork and assignments will facilitate successful completion of assignments.

**Appearance & Behavior:** Teacher candidates communicate much about themselves through appearance, language, and behavior. Professional appearance and behavior allow you to establish credibility with students, parents, and teaching colleagues. Please remember to follow the dress policies described in the RTEC Program Handbook.

## **ATTENDANCE**

RTEC expects you to be in the classroom, working with your mentor teacher, full-time during your directed teaching placement. Some absences may be approved for interviews, illness, or emergencies. Please complete the absence form DT-4 and have it signed by your cooperating teacher and university supervisor prior to anticipated absences. In the case of an emergency, please contact your cooperating teacher immediately.

## **COURSEWORK, EMPLOYMENT, & EXTRACURRICULARS DURING DIRECTED TEACHING**

Directed teaching is a full-time commitment; however, the university recognizes that some individuals may also need to work after the school day. Individuals planning to work or participate in extracurricular activities such as sports or choir must discuss the situation with their university supervisor and receive approval prior to directed teaching.

## **INCLEMENT WEATHER**

If days are missed due to inclement weather, the teacher candidate will adhere to the cooperating teacher's scheduled make-up days. If more than three days are missed due to unexpected school closings, the cooperating teacher, teacher candidate, and university supervisor will devise a make-up plan.

## **STUDENT DISCIPLINE**

Teacher candidates are to attend closely to the discipline expectations and procedures established by the cooperating teacher. When assuming responsibility for the class, the candidate is expected to maintain effective discipline.

## **SUBSTITUTE TEACHING**

Teacher candidates should never be left in primary responsibility of the classroom. If the cooperating teacher is absent, the school is responsible for hiring an approved substitute. Candidates may only serve as a substitute if they have been approved by the school board office and have completed all of the necessary paperwork for that role.

## **PERFORMANCE IMPROVEMENT PLAN**

Although it is expected that all teacher candidates will be successful, there might be exceptions. If a candidate experiences major problems indicative of unsatisfactory performance, the following procedures should be used:

- The cooperating teacher notifies the university supervisor of the concern making sure s/he has communicated these concerns to the teacher candidate.
- The cooperating teacher and university supervisor schedule a special triad meeting with the teacher candidate to complete a detailed Performance Improvement Plan (DT-5).
- If the teacher candidate meets the requirements of the Performance Improvement Plan, they may be allowed to complete the directed teaching experience and an extension of the placement may be appropriate.
- If the teacher candidate's performance does not improve, the RTEC Steering Committee will review the case and make an appropriate recommendation. The decision to terminate the placement will be determined by the cooperating teacher and university supervisor, in consultation with the RTEC Steering Committee.
- If a termination decision is made the university supervisor, cooperating teacher, and member of the RTEC Steering Committee will meet with the candidate and inform him/her of the reasons for termination, providing documentation of the decision and information about next steps.
- The teacher candidate may appeal the decision to the RTEC Steering Committee

## CO-TEACHING APPROACH

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RTEC encourages cooperating teachers and teacher candidates to focus on improving PreK-12 student achievement through a variety of co-teaching strategies. Five co-teaching approaches are briefly discussed below. They include:

- One teach, one support
- Parallel Teaching
- Alternative Teaching
- Station Teaching
- Team Teaching

### **ONE TEACH, ONE SUPPORT**

With this model one teacher has the primary responsibility for planning and teaching, while the other teacher moves around the classroom helping individuals and observing particular behaviors. For example, one teacher could present the lesson while the other walks around or one teacher presents the lesson while the other distributes materials.

Some advantages of this approach are:

- Students receive individual help in a timely manner
- It's easier to keep students on task because of the proximity of the teacher.
- It saves time when distributing materials.
- As a process observer, the supporting teacher can observe behavior not seen by the teacher directing the lesson.
- The supporting teacher can walk around and still continue to observe the other teacher model appropriate teaching practices.

Some disadvantages of this approach are:

- Through the eyes of the students, one teacher has more control than the other.
- Students often relate to one person as the teacher and the other as a teacher's aide.
- Having a teacher walk around during the lesson may be distracting to some students.
- Students begin to expect immediate one-on-one assistance.

### **PARALLEL TEACHING**

In parallel teaching, the teacher and teacher candidate plan jointly but split the classroom in half to teach the same information at the same time. For example, both teachers could be explaining the same math problem-solving lesson in two different parts of the room. If the room had two computers, each teacher could use a computer to model the use of the Internet or a new piece of software to half of the class. Each half of the class could be involved in a literature study group during a novel study.

Some advantages of this approach are:

- Preplanning provides better teaching.
- It allows teachers to work with smaller groups.
- Each teacher has the comfort level of working separately to teach the same lesson.
- Splitting the class allows students to be separated who need to be.

Some disadvantages of this approach are:

- Both teachers need to be competent in the content so the students will learn equally.
- The pace of the lesson must be the same so they finish at the same time.
- There must be enough flexible space in the classroom to accommodate two groups.
- The noise level must be controlled.

### **ALTERNATIVE TEACHING**

In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson. For example, a teacher could take an individual student out to catch him/her up on a missed assignment. A teacher could work with an individual or a small group for assessment purposes or to teach social skills. A small group of students could work together for remedial or extended challenge work.

Some advantages of this approach are:

- Working with small groups or with individuals helps to meet the personal needs of students.
- Both teachers can remain in the classroom, so one teacher can informally observe the other modeling good teaching.

Some disadvantages of this approach are:

- Groups must vary with purpose and composition or the students in the group will quickly become labeled (e.g., the "smart" group).
- The students might view the teacher working with the larger group as the teacher in control.
- Noise level must be controlled if both teachers are working in the classroom.
- There must be adequate space.

### **STATION TEACHING**

Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and teacher candidate are at particular stations; the other stations are run independently by the students or by a teacher's aide. For example, three or more science stations, each containing a different experiment, could be organized with the teacher and teacher candidate working with the two stations that need the most supervision. It is also possible to use an aide or parent volunteer to supervise stations.

Some advantages of this approach are:

- Each teacher has a clear teaching responsibility.
- Students have the benefit of working in small groups.

- Teachers can cover more material in a shorter period of time.
- Fewer discipline problems occur because students are engaged in active, hands-on learning.
- It is possible to separate students who need to work away from each other.
- This approach maximizes the use of volunteers or extra adults in the room.

Some disadvantages of this approach are:

- To work effectively, this approach requires a lot of preplanning.
- All materials must be prepared and organized in advance.
- The noise level will be at a maximum.
- All stations must be paced so teaching ends at the same time.
- One or more groups must work independently of the teacher.

## **TEAM TEACHING**

Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and the teacher candidate.

Some advantages of this approach are:

- Each teacher has an active role.
- Students view both teachers as equals.
- Both teachers are actively involved in classroom organization and management.
- This approach encourages risk taking. Teachers may try things in pairs that they wouldn't try alone.

You will find suggested co-teaching planning sheet in the planning forms section of this handbook.

# FORMS & INSTRUCTIONS

## PLANNING

\*Please note – Full-size forms are available at [rteforms.academic.wlu.edu](http://rteforms.academic.wlu.edu).

You may use this form for planning key dates throughout the semester. This is an organizational tool for your personal use.

### **DIRECTED TEACHING CHECKLIST (DT-1) 12-WEEKS PLACEMENT**

<b>Initial Triad Meeting (DT-10)</b> (candidate, cooperating teacher, univ supervisor)	<b>Date:</b>									
<b>Weekly Progress Reports, informal observations- using Collaborative Assessment Log (CAL): 10 required</b> (completed cooperatively-teacher candidate, cooperating teacher)	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>
<b>Observation Feedback Form:</b> may be used as alternative to Collaborative Assessment Log for informal observations/weekly progress, for feedback completed by Cooperating Teacher after observing.	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>
<b>Ten Formal Lesson Observations</b> (by cooperating teacher) lesson plan should be submitted in advance by teacher candidate. <b>Four formal lesson observations by Univ Supervisor</b>	<b>Date:</b>		<b>Date:</b>		<b>Date:</b>			<b>Date:</b>		
<b>Mid-term Evaluation (DT-3)</b> Triad meeting - candidate, cooperating teacher, university supervisor	<b>Self-Evaluation Date:</b>			<b>By Cooperating Teacher Date:</b>			<b>By University Supervisor Date:</b>			
<b>Final Evaluation (DT-3)</b> Final Triad meeting - candidate, cooperating teacher, university supervisor	<b>Completed Collaboratively Date:</b>									
<b>Final Grade Recommendation</b> (to be completed at Final Triad)	<b>Form Completed Date:</b>									
<b>Evaluation (D-8) of Cooperating Teacher</b> (by teacher candidate)	<b>By Student Teacher Date:</b>									
<b>Evaluation (DT-9) of University Supervisor</b> (by candidate and by cooperating teacher)	<b>Date:</b>									
<b>Final Triad Meeting</b> (week of _____ )	<b>Date:</b>									

**DIRECTED TEACHING CHECKLIST – 14 WEEK PLACEMENTS**

<b>Initial Triad Meeting (DT-10)</b> (candidate, cooperating teacher, univ supervisor)	<b>Date:</b>						<b>Date:</b>					
<b>Weekly Progress Reports, informal observations- using Collaborative Assessment Log (CAL):</b> Six per 7-wks placement/12 total (completed cooperatively-teacher candidate, cooperating teacher)	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	
<b>Observation Feedback Form:</b> may be used as alternative to Collaborative Assessment Log for informal observations/weekly progress, for feedback completed by Cooperating Teacher after observing	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	
<b>Six Formal Lesson Observations (by cooperating teacher)</b> Three per 7-weeks placement; lesson plan should be submitted in advance by teacher candidate. <b>Four formal lesson observations by Univ Supervisor</b> -two per 7-weeks placement.	<b>Date:</b>		<b>Date:</b>		<b>Date:</b>		<b>Date:</b>		<b>Date:</b>		<b>Date:</b>	
<b>Triad meeting - Evaluation of First Placement (DT-3)</b> (due by the end of first 7-weeks placement)	<b>Self-Evaluation Date:</b>						<b>By University Supervisor/Cooperating Teacher Date:</b>					
<b>Final Triad - Evaluation of Second Placement (DT-3)</b> (due by the end of second 7-weeks placement)	<b>Self-Evaluation Date:</b>						<b>By University Supervisor/Cooperating Teacher Date:</b>					
<b>Final Grade Recommendation</b> (completed at Final Triad)	<b>Form Completed Date:</b>											
<b>Evaluation (D-8) of Cooperating Teacher</b> (by teacher candidate)	<b>By Student Teacher:</b>						<b>By Student Teacher:</b>					
<b>Evaluation (DT-9) of University Supervisor</b> (by candidate and by cooperating teacher)	<b>By Student Teacher:</b>				<b>By Cooperating Teacher Placement 1:</b>				<b>By Cooperating Teacher Placement 2:</b>			

**RECOMMENDED LESSON PLAN TEMPLATE (DT-11)**

\*Below is the recommended RTEC Lesson plan template. Please use the electronic version available on the Teacher Education website:



Name:

Date:

Grade Level:

Lesson Topic:

Big Idea (UbD Understandings):

SOLS:

Objectives (Should be measurable, Use Performance Verbs):

Justification/Relevant Research:

Procedures (Should include detailed description of introduction or hook, grouping patterns, PAR, 5-E, teacher questions, co-teaching tasks, closure, etc.):

Materials Needed (if handouts/worksheets are required, you should attach them here):

Plan for Differentiation (Explain one way to differentiate for above grade-level students and one plan for below grade-level students):

Evaluation/Assessment (Explain how you will gauge success on your lesson objectives):

Potential Cross Curricular Extensions:

Resources:

**CO-TEACHING PLANNING SHEET**

\*An electronic version of this form is available on the teacher education website.

**Co-Teaching Lesson Planning Sheet**

Date/Time of planning session \_\_\_\_\_

Date(s) of lesson \_\_\_\_\_

Goal(s) for this planning session:

Strategy/ies to be used:    Observe    Assist    Station    Parallel    Supplemental    Alternative/Differentiated    Team

Lead Teacher: \_\_\_\_\_ Support Teacher \_\_\_\_\_

Topic/Skills for lesson:

Roles/Responsibilities:

Space (classroom set-up) considerations:

Materials necessary and who will be responsible:

**Tips to remember:**

- bring ideas for modifications and accommodations
- bring ideas for enrichment activities
- when planning together work on what you'll be co-teaching
- focus on communication; planning/teaming takes time
- divvy up the work
- don't use co-planning time to plan what you're doing on your own for the lesson
- outline questions to be used for parallel, station, etc.
- discuss a variety of assessment strategies
- have an attitude that we're both teaching!

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Research Funded by a US Department of Education, Teacher Quality Enhancement Grant

# OBSERVATION

## COLLABORATIVE ASSESSMENT LOG (DT-2)

\* This form is available at <https://rtecforms.academic.wlu.edu>

Teacher Candidate \_\_\_\_\_ Date \_\_\_\_\_ Assessment Purpose (Circle: Weekly Progress or Lesson Observation) Number \_\_\_\_\_

Circle: University Supervisor or Cooperating Teacher \_\_\_\_\_ Period/Content \_\_\_\_\_

<b>What's Working</b>	<b>Current Focus - Challenges -Concerns</b>
<b>Teacher Candidate Next Steps (include dates for completion)</b>	<b>Cooperating Teacher/ University Supervisor's Next Steps (include dates for completion)</b>

Please check the specific elements under each domain that map to issues you discussed today.

<b>I. Planning &amp; Preparation</b>	<b>2. Learning Environments</b>	<b>3. Learning Experiences</b>	<b>4. Principled Teaching</b>
a. Applying knowledge of content and <u>pedagogy</u> b. Knowing and valuing <u>students</u> c. Setting instructional <u>outcomes</u> d. Using resources <u>effectively</u> e. Planning coherent instruction f. Designing and analyzing assessments	a. Cultivating respectful and affirming <u>environments</u> b. Fostering a culture for <u>learning</u> c. Maintaining purposeful <u>environments</u> d. Supporting positive student <u>behavior</u> e. Organizing spaces for <u>learning</u>	a. Communicating about purpose and <u>content</u> b. Using questioning and <u>discussion</u> techniques c. Engaging students in <u>learning</u> d. Using assessment for <u>learning</u> e. Responding flexibly to student needs	a. Engaging in reflective <u>practice</u> b. Documenting student progress c. Engaging families and <u>communities</u> d. Contributing to school community and <u>culture</u> e. Growing and developing <u>professionally</u> f. Acting in service of students

## **COLLABORATIVE ASSESSMENT LOG DIRECTIONS**

Cooperating Teachers (CT) and University Supervisors (US) must use the *Collaborative Assessment Log* (adapted from the work of the New Teacher Center, 2001) to provide written, formative feedback related to the Danielson Domains. The purpose of the Log is to focus the feedback process (hence the limited writing space) and create meaningful next steps for candidate (CA) development.

When to use the log:

1. Cooperating Teachers and Candidates should schedule a time (approximately 20 minutes) once a week to conduct a Collaborative Assessment session. (10 logs)
2. University Supervisors must use the *Collaborative Assessment Log* as a guide during each of their post-observation feedback sessions. (4 logs)

Directions for use by Cooperating Teachers and University Supervisors:

1. It is the responsibility of the CT or US to document the collaborative assessment session by writing down the key points made during the discussion. The purpose of writing down the key points is to create a record for the CA of strengths and agreed upon next steps. CAs receive a great deal of verbal feedback throughout the day and during US conversations. It is not always easy for the CA to remember all of the suggestions or discern which suggestions are most pressing. The log is a written record of progress and a contract for both the CA and mentor (CT or US) to commit to for the purpose of CA professional development.
2. Mentors (CT or US) facilitate the conversation using the guiding concepts—What’s Working, Current Focus, CA’s Next Steps, and Mentor’s Next Steps.
  - a. First, probe the CA to find out what’s working. This is the time to push the CA to examine his or her strengths. Write down what the CA finds as unique strengths. If the CA struggles, give examples of behaviors or interactions and see if they can name the skills you are referring to. It is important to use this time to help the CA define the unique talents he or she brings to the teaching profession. This section also sets the tone for the rest of the collaborative processing.
  - b. Second, ask the CA to brainstorm current challenges. The issues that the CA sees and is aware of are those that the CA will most readily be able to address. As the CA talks about what is going on, ask questions that allow you to get to the root of his or her concerns. Use the *Collaborative Assessment Log* to assist you in making explicit and well-defined statements of the current concerns. If there are many areas, select one or two to be the focus for next steps and save the others for another session.

- c. Third, plan for the CA's next steps. When determining the next steps for the CA to take to address the concerns presented or to "move to the next level" in his or her teaching, use the *Log Feedback Guide* as a reference. The suggestions provided are clear and explicit and provide the CA with a roadmap to follow for the coming days.
- d. Fourth, plan for the Mentor's next steps. The mentor's next steps are as important as the CA's. What is it the mentor can do to teach, facilitate, or support CA progress? Can you locate a resource, model a strategy, observe using a specific tool, or connect the CA with a colleague? Commit to your steps and follow up on the CA's.
- e. Finally, scan the standards section with the CA and place a check mark next to the standards that match with the types of things you discussed during your session. Once you have completed several logs, go back and see if there are standards that you have not yet discussed and consider why that is. Are there other conversations to be had?

*Collaborative Assessment Log Feedback Guide:*

1. The Log Feedback Guide was created using comments from past CTs and USs. The guide focuses on the two most challenging sections of the *Log*: the Current Focus section and the CA Next Steps section.
2. Refer to the Guide throughout the Directed Teaching, but particularly during the collaborative assessment session. The comments reflect the diversity of issues and concerns that arise during the Directed Teaching. We are continually revising and updating—feel free to send additional comments or suggestions our way!

*Log Calendars/Collection Procedures:*

1. Cooperating teachers may submit the Collaborative Assessment Log online, at which point a copy is sent to the person completing the Log (CT or US), to the candidate, and to the RTEC Director.
2. If you print and fill out a hard-copy Collaborative Assessment Log, be sure a copy goes to each- the person completing the Log (CT or US), to the candidate, and to the RTEC Director.

**SAMPLE COMPLETED COLLABORATIVE ASSESSMENT LOG**

**RTEC COLLABORATIVE ASSESSMENT LOG**

(adapted from the New Teacher Center at University of California, Santa Cruz and the University of Virginia Teaching Associates Handbook)



Teacher Candidate J. Doe Date 9/26/20 Assessment Purpose (Weekly Progress or Lesson Observation)  
 University Supervisor X Cooperating Teacher X Week/Lesson Topic Poetry

**What's Working**

- Organization
- Modeling how to write Haiku
- Team Teaching
- Attention Getting Device

**Current Focus - Challenges -Concerns**

- Helping students make connections
- Positive reinforcement using specific feedback
- Time Management.

**Teacher Candidate Next Steps (include dates for completion)**

- o Post <sup>reflection</sup> feedback on blog on today's lesson
- o work on poetry unit
- o work on pacing by setting time

**Cooperating Teacher/University Supervisor's Next Steps (include dates for completion)**

- o Bring text on positive reinforcement + sheet with example phrases to seminar.

Please check the specific elements under each domain that map to issues you discussed today.

I. Planning & Preparation	II. The Classroom Environment	III. Instruction	IV. Professional Responsibilities
<input checked="" type="checkbox"/> A. Demonstrating Knowledge of Content and Pedagogy <input type="checkbox"/> B. Demonstrating Knowledge of Students <input type="checkbox"/> C. Setting Instructional Outcomes <input checked="" type="checkbox"/> D. Demonstrating Knowledge of Resources <input checked="" type="checkbox"/> E. Designing Coherent Instruction <input type="checkbox"/> F. Designing Student Assessments	<input checked="" type="checkbox"/> A. Creating an Environment of Respect and Rapport <input type="checkbox"/> B. Establishing a Culture for Learning <input checked="" type="checkbox"/> C. Managing Classroom Procedures <input checked="" type="checkbox"/> D. Managing Student Behavior <input type="checkbox"/> E. Organizing Physical Space	<input type="checkbox"/> A. Communicating with Students <input type="checkbox"/> B. Using Questioning and Discussion Techniques <input checked="" type="checkbox"/> C. Engaging Students in Learning <input checked="" type="checkbox"/> D. Using Assessment in Instruction <input type="checkbox"/> E. Demonstrating Flexibility and Responsiveness	<input checked="" type="checkbox"/> A. Reflecting on Teaching <input type="checkbox"/> B. Maintaining Accurate Records <input type="checkbox"/> C. Communicating with Families <input type="checkbox"/> D. Participating in a Professional Community <input checked="" type="checkbox"/> E. Growing and Developing Professionally <input type="checkbox"/> F. Showing Professionalism

**EXAMPLES OF FOCUS FOR EACH DOMAIN**

Standards	Current Focus/Challenge/Concerns	Next Steps
<p><b>Domain 1: Planning and Preparation</b></p> <p>The Teacher:</p> <ul style="list-style-type: none"> <li>• designs coherent instruction</li> <li>• plans instruction to achieve objectives.</li> <li>• differentiates instruction.</li> <li>• uses materials, technology, and resources.</li> <li>• selects, evaluates, and adapts multiple methods and instructional strategies.</li> <li>• uses appropriate verbal, nonverbal, and media communication.</li> <li>• communicates specific performance expectations and uses a variety of assessment strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Questions/need to differentiate instruction for particular sub-groups of students or difficulty with range of students needs/levels</li> <li>• Difficulty with writing objectives/ benchmarks</li> <li>• Need to create a back-up plan for when an activity or technology does not work</li> <li>• Lack of structure/organization in teaching</li> <li>• Makes giant leaps from information provided to expectations of student work-need to break down the instructional sequence to ensure enough support is provided</li> <li>• Unfamiliar with grade/content SOLs</li> <li>• Time management difficulties (e.g., finishing before the period ends, sections of the lesson that take too long)</li> <li>• Need to plan earlier enough to share with CI</li> <li>• Desire to integrate technology as a natural part of instruction</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Questions about planning for next assessment (test, quiz, etc.)</li> <li>• Questions about grading (e.g., how should I grade X?)</li> <li>• Need to develop a pre-assessment prior to teaching a new unit of study</li> <li>• Questions about a particular strategy, instructional approach or technology</li> <li>• Need to reteach X concept or lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Create a detailed lesson plan that includes specific questions, examples and alternative explanations</li> <li>• Using the differentiation guide, create a lesson plan that includes at least three options for evidence of learning or create a lesson plan the same topic that includes different objectives for different students then map instructional activities to those objectives</li> <li>• When writing your lesson plans next week, write in an estimate on how long you think each section of the lesson will take (plan in intervals)</li> <li>• Plan to call on specific students-identify the specific questions you will ask during your lesson planning (e.g., identify 4 students by name that you will focus on calling on tomorrow during your teaching)</li> <li>• Over plan your lesson as an attempt to pick up the pace of the less</li> <li>• Use Bloom's Taxonomy as guide to create different level question for the content</li> <li>• Plan specific points in your lesson to check for understanding and highlight them with specific questions or strategies</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Create a rubric for next week's assignment using examples from X</li> </ul>

<p><b>Domain 2: Learning Environments</b></p> <p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Sets expectation that all children can learn and persists in helping all children achieve success.</li> <li>• Shows respect for students' varied talents, perspectives and background.</li> <li>• Demonstrates understanding of students and families within the context of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Actions are inconsistent with stated philosophy-instruction</li> <li>• Does not allow for time to understand student experience (student voice)</li> <li>• Low tolerance for students outside of the mainstream</li> <li>• Negative perception of student or community</li> <li>• Apprehensive about talking with students and/or parents</li> <li>• Lower expectations for students exhibiting challenges</li> <li>• Material is not appropriate for the age or population of students</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate journaling in order to provide time for student voice along w/content</li> <li>• Create and use feedback or exit sheets to solicit student response</li> <li>• Include a section in your lesson plan that specifically</li> <li>• addresses the prompts you will give to get target students involved</li> <li>• Within the next week, pull a student or two aside to have a private conversation for the purpose of connecting</li> <li>• Write a positive brief note home to parents on several student over the next 3 weeks in order to connect with parent</li> <li>• Review cumulative folders/IEP for students in the class</li> </ul>
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**Domain 3: Learning Experiences**

The Teacher:

- Demonstrates knowledge of content areas.
- Demonstrates an understanding of and facility in explaining and identify app. strategies for teaching the subject area(s) taught.

- In accuracy or lack of depth of knowledge on X topic or unit
- Needs to improve content knowledge of X
- Questions about how to present challenging materials
- Instructional approaches not resulting in students learning the materials
- Lack of materials for topic or skill instruction
- Need to adjust plan while teaching
- Not providing explicit instruction
- Asks multiple questions at once or does not scaffold when questioning
- Need to ask higher level questions to prompt deeper class discussions
- Need to increase student responses
- Difficulty with responding to students who answer incorrectly or do not understand the material
- Pacing too slow or too fast; Need to vary instructional activities
- Difficulty engaging all students (e.g., particular students always called on or groups of students with very low teacher interaction)
- Need to provide specific academic feedback

- Use curriculum guide or SOL to guide lesson planning
- Refer to text and outside resources when planning instruction
- Observe X teacher teaching
- Consult with X teacher to assist with planning and gathering materials
- Discuss next lesson with CI to firm up knowledge base and understanding
- Review resources for lesson/content ideas that are grade specific
  
- Try X strategy with sixth period on Thursday
  
- Use a strategy such as check marks on the class roll or Popsicle sticks to ensure all students are being called on
- Conduct a review at the end of class (plan for this in your lesson plan)
- Practice increasing wait time by counting to 3 after each question
- Video tape next week's lesson and then review it to see X (pacing questioning, movement, etc.); then come up with a plan to address
- When given an incorrect student response, practice identifying what the response was incorrect and then provide the correct information be sure to have t he student give the correct information back to you (immediate and delayed)

<p><b>Domain 4: Principled Teaching</b></p> <p>The Teacher:</p> <ul style="list-style-type: none"> <li>models professional and ethical standards as well as personal integrity in all interactions</li> <li>continually reflects on, evaluates, and seek to improve his/her practice (e.g. incorporates past feedback to enhance current practices).</li> <li>takes responsibility for and participates in a meaningful and continuous process of professional development</li> <li>works in partnership with families to promote student learning (e.g., notes, meetings, phone calls).</li> </ul>	<ul style="list-style-type: none"> <li>Too “friendly” or casual with students; need to establish TA as authority figure</li> <li>Difficulty getting to class on time and/or having all materials ready to go when the students arrive</li> <li>Needing to incorporate more feedback into teaching practice</li> <li>Need to use correct grammar when speaking and spell-check all work to be handed out</li> <li>Difficulty with “seeing” the big picture—how class is responding as a whole and as individuals</li> <li>Focusing on content, but difficulty relaxing and having fun teaching—showing personal enthusiasm for teaching</li> <li>Need to take on more responsibility</li> <li>Difficulty balancing all of the roles and responsibilities</li> <li>Desire to find out more about X</li> <li>Difficulty directing the assistant (paraprofessional) or collaborative teacher</li> <li>Need to communicate with collaborative teacher</li> <li>Insecure about interactions with other grade</li> <li>Concerns about contacting parents</li> <li>Need to plan for Open House/Back to School Night/Parent conferences</li> <li>Need to communicate with staff about X</li> <li>Not communicating needs or wants with CI level or department level teachers</li> <li>Does not seek out additional resources</li> </ul>	<ul style="list-style-type: none"> <li>Video tape X lesson and then use X form to evaluate your teaching</li> <li>Remind students to lesson focus when they try to take you on side tangents, particularly personal ones</li> <li>Wear professional attire</li> <li>Set up the classroom and have all materials copied and ready the day before for all of next week’s lessons</li> <li>Include how you will address specific feedback suggestions in your lesson plan, highlight these to give to CI or US</li> <li>Video tape your lesson with X period next week</li> <li>Smile! Remind yourself to smile and make positive statements to the class</li> <li>Lay out a general plan for new sections, periods of topics you will teach</li> <li>Leave school by 4:30 all next week! Make time for your personal life. ☺</li> <li>Create a list of the biggest challenges and then CI and TA can discuss them</li> <li>Follow up on CI connection with a colleague or conference company</li> <li>Plan to call 3-4 parents next week regarding at least 2 students who are doing well and 1-2 students who are having difficulty</li> <li>Create a letter of introduction to parents</li> <li>Establish a postcard to parents system for communication</li> <li>Script out the presentation or information to be shared with parents or other teachers</li> <li>Create a list of roles or specific tasks you would like to have the cooperating teacher do as a way to help you to articulate the support you would like</li> <li>Seek out at least one new teacher or staff contact in the building next week</li> <li>Keep a journal for jotting down questions, thoughts or ideas for the CI to respond to (verbal or written)</li> </ul>
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**BLANK OBSERVATION FEEDBACK FORM**

This form is available at <https://rtecforms.academic.wlu.edu/>

**OBSERVATION FEEDBACK FORM**

*Used for Lesson Observation Notes*



Teacher Candidate \_\_\_\_\_ Observer \_\_\_\_\_ Lesson Date \_\_\_\_\_ Period/Content \_\_\_\_\_

Large empty rectangular area for writing observation notes, enclosed in a dashed border.

Please check the specific elements under each domain that map to issues you discussed today.

1. Planning & Preparation	2. Learning Environments	3. Learning Experiences	4. Principled Teaching
a. Applying knowledge of content and <u>pedagogy</u> b. Knowing and valuing <u>students</u> c. Setting instructional <u>outcomes</u> d. Using resources <u>effectively</u> e. Planning coherent instruction f. Designing and analyzing assessments	a. Cultivating respectful and affirming <u>environments</u> b. Fostering a culture for <u>learning</u> c. Maintaining purposeful <u>environments</u> d. Supporting positive student <u>behavior</u> e. Organizing spaces for <u>learning</u>	a. Communicating about purpose and <u>content</u> b. Using questioning and <u>discussion</u> techniques c. Engaging students in <u>learning</u> d. Using assessment for <u>learning</u> e. Responding flexibly to student needs	a. Engaging in reflective <u>practice</u> b. Documenting student progress c. Engaging families and <u>communities</u> d. Contributing to school community and <u>culture</u> e. Growing and developing <u>professionally</u> f. Acting in service of students

## EVALUATION

### **MID-TERM & FINAL EVALUATION (DT-3) \*FULL RUBRIC IN APPENDIX**

This form is available at <https://rteforms.academic.wlu.edu/>

### **DIRECTED TEACHING MID-TERM AND FINAL EVALUATION**

Teacher Candidate:

University:

Directed Teaching Placement:

Supervisor/Cooperating Teacher:

Grade Level(s):

Subject(s) :

Evaluation Type (Mid-Term/Final):

Date :

Please refer to the Framework for Teaching Rubric provided in your Directed Teaching Handbook and at <https://rteforms.academic.wlu.edu/> for information on scoring constructs.

\*You may use N/A as an option at the mid-term evaluation if you have not been able to observe candidate in that area.

<b>Domain 1: Planning and Preparation</b>	Unsatisfactory	Basic	Proficient	Distinguished	Comments
1a: Applying Knowledge of Content and					
1b: Knowing and Valuing Students					
1c: Setting Instructional Outcomes					
1d: Using Resources Effectively					
1e: Planning Coherent Instruction					
1f: Designing and Analyzing Assessments					
<b>Overall Planning &amp; Preparation (based on score of majority of items)</b>					

<b>Domain 2: Learning Environments</b>	Unsatisfactory	Basic	Proficient	Distinguished	Comments
2a: Cultivating Respectful and Affirming Environments					
2b: Fostering a Culture for Learning					
2c: Maintaining Purposeful Environments					
2d: Supporting Positive Student Behavior					
2e: Organizing Spaces for Learning					
<b>Overall Learning Environments</b> (based on score of majority of items)					

<b>Domain 3: Learning Experiences</b>	Unsatisfactory	Basic	Proficient	Distinguished	Comments
3a: Communicating about Purpose and Content					
3b: Using Questioning and Discussion Techniques					
3c: Engaging Students in Learning					
3d: Using Assessment for Learning					
3e: Responding Flexibly to Student Needs					
<b>Overall Instruction</b> (based on score of majority of items)					

<b>Domain 4: Principled Teaching</b>	Unsatisfactory	Basic	Proficient	Distinguished	Comments
4a: Engaging in Reflective Practice					
4b: Documenting Student Progress					
4c: Engaging Families and Communities					
4d: Contributing to School Community and Culture					
4e: Growing and Developing Professionally					
4f: Acting in Service of Students					

<b>Overall Professional Responsibilities</b> (based on score of majority of items)					
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Overall Comments on Performance of Teacher Candidate:

Areas of Strength:

Areas of Growth

Signatures/Date

University Supervisor:

Cooperating Teacher Signature:

Teacher Candidate Signature:

**PERFORMANCE IMPROVEMENT PLAN (DT-5)**

THIS FORM IS AVAILABLE AT: [HTTPS://RTECFORMS.ACADEMIC.WLU.EDU](https://rtecfirms.academic.wlu.edu)



**DIRECTED TEACHING PERFORMANCE IMPROVEMENT PLAN**

Teacher Candidate:  
Cooperating Teacher:  
University Supervisor:  
Meeting Date:

Define the Problem:

Possible Solutions:

Agreed Upon Solution(s):

Teacher Candidate Will:

Cooperating Teacher Will:

University Supervisor Will:

Date Plan will Start:

Follow-up Date:

Signatures:

Teacher Candidate

Cooperating Teacher

University Supervisor

# PROGRAM EXIT

## **DIRECTED TEACHING ABSENCE FORM (DT-4)**

\* This form is available at <https://rtecforms.academic.wlu.edu/>



### **DIRECTED TEACHING ABSENCE REPORT FORM**

The teacher candidate must submit the completed form to the university supervisor within one week of the absence. The college supervisor will place the report in the candidate's directed teaching file. Failure to report absences may lead to a failing grade or an "Incomplete" in directed teaching. A planned absence must be requested in advance. Please type or print neatly below.

Teacher Candidate	
Email	
Cooperating Teacher	
School	
Date(s) of absence	
Reason for absence	
Signature: Teacher Candidate	
Signature: Cooperating Teacher	
Signature: University Supervisor	

**DIRECTED TEACHING CLOCK HOURS FORM (DT-6A/6B)**

\* This form may be found at <https://rtecfoms.academic.wlu.edu/>



**RECORD OF DIRECTED TEACHING HOURS**

Name \_\_\_\_\_ Date \_\_\_\_\_

As a student participating in Directed Teaching, you are responsible for keeping accurate records of the clock hours you spend in the directed teaching classroom and for submitting this form to the RTEC Director at the conclusion of your student teaching. Students participating in Directed Teaching are required by the Virginia Department of Education to complete a minimum of 150 hours working with directly with students. They are required to have a minimum 300 total hours of fieldwork. Please use the chart below to calculation your responsibilities during directed teaching. You should review this weekly with your cooperating teacher. Please keep in mind that you must complete a minimum of 12 weeks of student teaching.

WEEK	Observation	Routine Duties in School	Co-Teaching/Team Teaching	Primary Responsibility
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				
Week 11				
Week 12				
Total Hours in Each Task				
Total Hours of Direct Contact				
Total Hours				

Student Signature \_\_\_\_\_

Cooperating Teacher Signature \_\_\_\_\_

## RECORD OF DIRECTED TEACHING HOURS (14 Weeks)

As a student participating in Directed Teaching, you are responsible for keeping accurate records of the clock hours you spend in the directed teaching classroom and for submitting this form to the RTEC Director at the conclusion of your directed teaching. Students participating in Directed Teaching are required by the Virginia Department of Education to complete a minimum of 150 hours working directly with students and to have 300 total hours of fieldwork. Please use the chart below to calculate your responsibilities during directed teaching. You should review this weekly with your cooperating teacher. Please keep in mind that you must complete a minimum of 14 weeks of student teaching.

	WEEK	Observation	Routine Duties in School	Co-Teaching/Team Teaching	Primary Responsibility
First Placement	Week 1				
	Week 2				
	Week 3				
	Week 4				
	Week 5				
	Week 6				
	Week 7				

Cooperating Teacher Signature \_\_\_\_\_

Second Placement	Week 8				
	Week 9				
	Week 10				
	Week 11				
	Week 12				
	Week 13				
	Week 14				

Cooperating Teacher Signature \_\_\_\_\_

Totals	Total Hours in Each Task				
	Total Hours of Direct Contact				
	Total Hours				

Student Teacher Signature \_\_\_\_\_

## Directed Teaching Final Grade Recommendation Form (DT-7)

\*This form can be completed at: <https://rtecforms.academic.wlu.edu>



### DIRECTED TEACHING RECOMMENDATION OF FINAL GRADE

The college supervisor is ultimately responsible for assigning directed teaching grades. In doing so, the supervisor solicits the input of the cooperating teacher and bases their evaluations on student teachers' demonstrated abilities at the conclusion of the directed teaching assignment. The following criteria are used for final performance assessment:

- **Pass:** To receive a (P) passing grade in Directed Teaching, a teacher candidate must receive a **minimum** of a **proficient** score on the overall ratings on The Framework for Teaching **final evaluation** including:
  - Planning and Preparation
  - Classroom Environment
  - Instruction
  - Professional Responsibilities
  
- **Fail:** Any teacher candidate receiving an unsatisfactory or basic rating for any of the four main domains of The Framework for Teaching, shall receive a failing (F) grade in Directed Teaching.

Recommended Directed Teaching Grade: \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_

College Supervisor \_\_\_\_\_ Date \_\_\_\_\_

## **EVALUATION OF COOPERATING TEACHER (DT-8)**

This form can be completed at: <https://rtecforms.academic.wlu.edu>



Date \_\_\_\_\_  
Home Institution \_\_\_\_\_

### **EVALUATION OF COOPERATING TEACHER by TEACHER CANDIDATE**

This form should be completed at the end of directed teaching by the teacher candidate and sent to the Teacher Education Program office at the student's home college.

Name of Cooperating Teacher \_\_\_\_\_ Name of School \_\_\_\_\_ Grade Level \_\_\_\_\_

#### **Rating Scale:**

**1= Unsatisfactory      2= Basic      3= Proficient      4= Distinguished**

The Cooperating Teacher:

		Rating
1.	Provided a warm, accepting atmosphere throughout my directed teaching	
2.	Provided me with an adequate work area	
3.	Planned and organized meaningful experiences	
4.	Made professional and instructional expectations clear	
5.	Set aside a regular time to discuss lesson plans and teaching performance	
6.	Provided adequate, frequent and informative feedback in a positive, helpful manner	
7.	Varied presentation of material to maintain interest of students	
8.	Demonstrated enthusiasm for teaching	
9.	Allowed me to practice innovative teaching strategies	
10.	Used effective classroom management skills	
11.	Used classroom time wisely	
12.	Created a positive learning environment in the classroom	
13.	Exercised professional judgment	
14.	Challenged me to do my best	
15.	Completed 20 Collaborative Assessment Logs, DT-2 (10 lesson observations and 10 weekly progress)	Yes/No

Comments:

**EVALUATION OF COLLEGE SUPERVISOR (DT-9)**

\*This form can be completed at: <https://rtecfoms.academic.wlu.edu>



Date \_\_\_\_\_  
Home Institution \_\_\_\_\_

**EVALUATION OF COLLEGE SUPERVISOR  
by TEACHER CANDIDATE & COOPERATING TEACHER**

Following the completion of directed teaching, both the teacher candidate and cooperating teacher should complete the following form and return it to the teacher education program office at the home university.

Name of Supervisor \_\_\_\_\_

**Rating Scale:**

**1= Unsatisfactory    2= Basic    3= Proficient    4= Distinguished**

The University Supervisor:

		Rating
1.	Provides information as to expectations of cooperating teacher and teacher candidate	
2.	Is available when needed for consultation	
3.	Acts as resource to cooperating teacher and teacher candidate	
4.	Provides adequate and informative feedback in a positive, helpful manner	
5.	Maintains a professional relationship with teacher candidate clinical faculty, and other school personnel	
6.	Exercises professional judgment	
7.	Challenges teacher candidate to do his/her best	
9.	Completed the four required classroom visits to observe teacher candidate	Yes/No

Comments:

Completed by (please circle one): Teacher Candidate/ Cooperating Teacher

## CUMULATIVE ASSESSMENT PORTFOLIO RUBRIC (CAP) (A-12)

\*This form can be completed at: <https://rtecfoms.academic.wlu.edu>

### CUMULATIVE ASSESSMENT PORTFOLIO RUBRIC (CAP)

Candidate Name \_\_\_\_\_ Endorsement Area \_\_\_\_\_ Date Reviewed \_\_\_\_\_

All portfolios should be organized electronically on our web-based system with the provided template prior to submission. Candidates **must have a rating of Proficient on each component** of the CAP as one requirement to be recommended for certification. If any student receives a rating of Unsatisfactory or Basic on any category, they should revise and resubmit to their University Supervisor.

	Contents	Requirements for Proficiency	Unsatisfactory	Basic	Proficient	Distinguished	Comments	
I.	Philosophy	Includes a well-written, thoughtful single page philosophy of teaching statement that demonstrates their approaches to teaching and learning. Rubric on Second Page of this document.						
II.	Teacher Work Sample	Includes a well-written, complete Teacher Work Sample. The TWS should demonstrate the candidate's ability to understand and assess student learning. A rubric for evaluation is provided. <b>The TWS should provide evidence of student learning through a pre/post assessment</b> and include the following components:						
		a. Teaching Contextual Factors (School Quality Profile)						
		b. Learning Goals & Objectives						
		c. Assessment Plan						
		d. Design for Instruction & Instructional Sequence						
		e. Analysis of Student Learning						
		f. Evaluation and Reflection						
		<b>OVERALL TWS RATING</b>						
III.	Reflection & Synthesis of Personal Growth	Includes narrative statements of personal growth for each of the four Charlotte Danielson Framework for Teaching Domains. Each section should be at least one-page in length and should demonstrate thoughtful reflection on candidate growth.  Each narrative should make reference to and include at least two artifacts. Each artifact should include a well written paragraph-long reflective statement explaining why the artifact proves growth or proficiency in the domain. (A list of suggested artifacts is provided in the Directed Teaching Seminar.)	Artifacts should be checked if they demonstrate evidence of understanding in the defined domain: <b>(✓) Artifact meets criteria</b> <b>(X) Artifact does not meet criteria</b>	Unsatisfactory	Basic	Proficient	Distinguished	Comments
		Domain 1: Planning & Preparation	Artifact 1:					
			Artifact 2:					
		Domain 2: Learning Environments	Artifact 1:					
			Artifact 2:					
		Domain 3: Learning Experiences	Artifact 1:					
			Artifact 2:					
		Domain 4: Principled Teaching	Artifact 1:					
			Artifact 2:					

Reviewer Signature (University Supervisor) \_\_\_\_\_ Date Reached Proficiency \_\_\_\_\_

The narrative statements in Sections I & III should be evaluated with the following rubric:

<b>Unsatisfactory</b>  <b>(1)</b>	<b>Basic</b>  <b>(2)</b>	<b>Proficient</b>  <b>(3)</b>	<b>Distinguished</b>  <b>(4)</b>
<p>Student performance at this level <b>demonstrates lack of understanding, effort and/or implementation</b> of the concepts underlying the component and aligned elements. The Unsatisfactory level represents professional practice that is <b>below the licensing standard of “do no harm.”</b></p>	<p>Student performance at this level demonstrates <b>basic understanding and attempts of implementation of the concepts underlying the component and aligned elements.</b> However, implementation is <b>sporadic, intermittent, or otherwise not entirely successful due to lack of experience, expertise or commitment.</b></p>	<p>Student performance at this level demonstrates <b>commitment, deep understanding and successful implementation</b> of the concepts underlying the component and aligned elements. The Proficient level of performance represents <b>successful and effective</b> professional practice at pre-service level while at the same time providing opportunities to improve practice in support of student learning. <b>This is the expected rating of a proficient pre-service teacher.</b></p>	<p>Student performance at this level demonstrates evidence of <b>high expertise and commitment beyond the proficient level</b> in the concepts underlying the component and aligned elements. The Distinguished level of performance represents <b>exceptional initiative, responsibility and skilled professional practice.</b> This rating should be used sparingly.</p>

**TEACHER WORK SAMPLE (TWS)**

You are required to teach a comprehensive unit. For your TWS, you will describe contextual factors, identify learning goals based on your state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning. Essentially, you will add a narrative to your lesson plans that explains your thinking and modifications to your lessons as you teach the unit.

**Format**

**Ownership.** Using the online Digication portfolio system, create welcome page that introduces a) your name, b) grade level taught, c) subject taught, d) your university, and e) other relevant information to introduce yourself as a teaching professional and your portfolio/CAP.

**Attachments.** Charts, graphs, and assessment instruments are required as part of the TWS document. You may also want to provide other attachments, such as student work. However, you should be very selective and make sure your attachments provide clear, concise evidence of your performance related to TWS standards and your students' learning progress. These attachments can be embedded into any module on Digation.

**Narrative length.** You have some flexibility of length across components, but the total length of your written narrative (excluding charts, graphs, attachments, and references) should not exceed twenty (20) word-processed pages, double-spaced in 11-point font, with 1-inch margins.

**References and Credits** (not included in total page length). If you referred to another person's ideas or material in your narrative, you should cite these in a separate section at the end of your narrative under *References and Credits*. You may use any standard form for references; however, the American Psychological Association (APA) style is a recommended format (explained in the manual entitled "Publication Manual of the American Psychological Association"). (See APA website.)

**INSTRUCTIONS:** Use the following six sections as a guideline to plan and create a TWS for a two or three-week long unit you teach in collaboration with your cooperating teacher.

### **1. Teaching Contextual Factors (School Quality Profile)**

The teacher uses information about the learning-teaching context and students' individual differences to set learning objectives and plan instruction and assessment. Detailed information on the school characteristics can be found at the VaDOE website in the form of School Report Cards:

- Knowledge of community, school, and classroom factors:
- Knowledge of characteristics of student(s):
- Knowledge of students' varied approaches to learning:
- Knowledge of students' skills and prior knowledge:
- Implications for instructional planning and assessment

### **2. Learning Goals & Objectives**

The teacher sets significant, challenging, and appropriate objectives.

- Alignment with state standards (SOLs)
- Significant, challenging
- Clear and specific with criteria for success identified
- Appropriateness for students

### **3. Assessment Plan**

The teacher uses assessment modes and approaches **aligned with objectives** to assess student learning before, during, and after instruction.

- Alignment with objectives and instruction
- Clarity of criteria for student performance and success (grading system and/or rubrics)
- Consider multiple modes and approaches; Adaptations based on the individual needs of students
- Technical soundness – make sure you are assessing what you mean to be assessing

- Samples of student work

#### **4. Instructional Sequence**

The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.

- Alignment of instruction and assessment with objectives
- Accurate representation of content
- Sound lesson structure (Hunter, 4MAT, Inquiry, Multiple Intelligences, etc.)
- Use of a variety of strategies, activities, assignments, and resources
- Use of contextual information and student data to select appropriate and relevant activities, assignments and resources.
- Integration of appropriate technology

The teacher uses ongoing analysis of student learning to make instructional decisions.

- Utilizes sound professional practices
- Adjustments based on analysis of student learning and incorporation of correctives and extensions.
- Congruence between modifications and objectives

#### **5. Analysis of Student Learning (Assessment)**

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

- Clarity and accuracy of presentation (charts, graphs, and other data displays)
- Alignment with learning goals
- Interpretation of data (Compares pre- and post-test performance and offers a rationale for the quality of student performance.)
- Evidence of impact on student learning

#### **6. Reflection and Self-Evaluation**

The teacher reflects on his or her instruction and student learning to improve teaching practice.

- Interpretation of student learning related learning theories and Danielson framework
- Insights on effective instruction and assessment
- Alignment among objectives, instruction, and assessment
- Implications for future teaching
- Implications for professional development

# RTEC Teacher Work Sample Rubric

Section	Elements Included	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>Teaching Contextual Factors</b>	<p>The teacher uses information about the learning-teaching context and students' individual differences to set learning objectives and plan instruction and assessment.</p> <ul style="list-style-type: none"> <li>• Knowledge of community, school, and classroom factors:</li> <li>• Knowledge of characteristics of student(s):</li> <li>• Knowledge of students' varied approaches to learning:</li> <li>• Knowledge of students' skills and prior knowledge:</li> <li>• Implications for instructional planning and assessment</li> </ul>	Description is incomplete and/or missing key information.	Description includes basic information about the school site and students	Description includes relevant information about the school site and students.	Description consists of a full, detailed description of the school site and student body.

Section	Elements Included	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>Learning Goals and Objectives</b>	<p>The teacher sets significant, challenging, varied and appropriate objectives.</p> <ul style="list-style-type: none"> <li>• Alignment with national or state standards</li> <li>• Significant, challenging, and variety</li> <li>• Clarity</li> <li>• Appropriateness for students</li> </ul>	<p>Unit objectives fail to address subject-specific P-12 student standards. Alignment to national and/or state standards not included. Objectives not clearly written and/or not developmentally appropriate. Critical thinking skills are not evident.</p>	<p>Unit objectives address required subject-specific P-12 student standards, partial alignment to national and/or state standards provided. Objectives mostly clear and developmentally appropriate. Critical thinking is minimally addressed in the unit.</p>	<p>Unit objectives address required subject-specific P-12 student standards and are aligned to national and/or state standards. Objectives clearly written and developmentally appropriate. Critical thinking plays a key role in the unit.</p>	<p>Unit objectives address required subject-specific P-12 student standards and are aligned to national and state standards. Objectives are clearly written, developmentally appropriate, and include degrees of performance. Interdisciplinary connections and technology goals are embedded. Critical thinking plays a major role in the unit.</p>

Section	Elements Included	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>Assessment Plan</b>	<p>The teacher uses multiple assessment modes and approaches aligned with objectives to assess student learning before, during, and after instruction.</p> <ul style="list-style-type: none"> <li>• Alignment with objectives and instruction</li> <li>• Clarity of criteria for performance</li> <li>• Multiple modes and approaches</li> <li>• Technical soundness</li> <li>• Adaptations based on the individual needs of students</li> </ul>	<p>Ineffective design of pre and/or post-assessments. Assessments fail to evaluate targeted objectives and/or are not contextualized, meaningful, or learner-centered. Rubrics are either not included or are ineffective. Grading system may be unsatisfactory. Samples of student work may not be included.</p>	<p>The design of pre- and post-tests is satisfactory. Assessments evaluate targeted objectives. The majority of assessments are contextualized, meaningful, and learner-centered. Grading system and rubrics are satisfactory. Samples of student work are included.</p>	<p>The design of pre- and post-tests is effective. Assessments effectively evaluate targeted objectives. All assessments are contextualized, meaningful, and learner-centered. Grading system and rubrics are effectively designed. Samples of student work are included.</p>	<p>Creative and highly effective design of pre- and post-assessments is evident. Assessments are standards-based and effectively evaluate targeted objectives. All assessments are contextualized, meaningful, and learner centered. Grading system and rubrics are creatively and effectively designed. Samples of student work are included.</p>

Section	Elements Included	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Instructional Sequence	<p>The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.</p> <ul style="list-style-type: none"> <li>• Alignment with objectives</li> <li>• Accurate representation of content</li> <li>• Sound lesson structure (Hunter, 4MAT, Inquiry, Multiple Intelligences, etc.)</li> <li>• Use of a variety of strategies, activities, assignments, and resources</li> <li>• Use of contextual information and data to select appropriate and relevant activities, assignments and resources.</li> <li>• Integration of appropriate technology</li> </ul> <p>The teacher uses ongoing analysis of student learning to make instructional decisions.</p> <ul style="list-style-type: none"> <li>• Utilizes sound professional practices</li> <li>• Adjustments based on analysis of student learning and incorporation of correctives and extensions.</li> <li>• Congruence between modifications and objectives</li> </ul>	<p>Lesson plans do not follow required format and/or do not address required subject-specific P-12 student standards. Some lesson objectives may not be learner-centered and measurable. Critical thinking skills are not addressed. Some lesson activities may not address objectives, may not be learner-centered and may not be appropriate to all learners in inclusive settings. Instructional activities lack variety or creativity.</p>	<p>Lesson plans follow required format and address required subject-specific P-12 student standards. Lesson objectives are learner-centered and measurable. Some attention is given to critical thinking skills. Most lesson activities address objectives that are appropriate to learners in inclusive settings. Instructional activities lack variety or creativity.</p>	<p>Lesson plans follow required format and effectively address required subject-specific P-12 student standards. All lesson objectives are learner centered and measurable. Critical thinking skills are evident in the lesson plans. All activities address objectives that are appropriate to all learners in inclusive settings. There is some variety of creative instructional activities. Technology is integrated into the unit.</p>	<p>Lesson plans are detailed, follow required format, and effectively address required subject-specific P-12 student standards. Interdisciplinary connections and technology are evident in the unit. All lesson objectives are learner-centered and measurable. Critical thinking skills are integrated throughout all lesson plans. All lesson activities address objectives appropriate to all learners in inclusive settings. There is a wide variety of creative instructional activities.</p>

Section	Elements Included	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>Analysis of Student Learning</b>	<p>The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.</p> <ul style="list-style-type: none"> <li>• Clarity and accuracy of presentation</li> <li>• Alignment with learning goals</li> <li>• Interpretation of data</li> <li>• Evidence of impact on student learning</li> </ul>	<p>Pre-/Post-assessment results do not provide evidence of student learning. Data do not confirm that the majority of students learned as a result of instruction.</p> <p>Analysis of all assessment data lacks details and/or is not effectively presented. Comparison of pre- and post-test performance may be incomplete. Reflection may fail to justify the quality of student performance.</p>	<p>Pre-/Post-assessment results provide evidence of student learning. Data confirm that at least 50% of students learned as a result of instruction.</p> <p>Analysis of all assessment data is complete but not effectively presented. Comparison of pre- and post-test performance either lacks details and/or offers a partial rationale for the quality of student performance</p>	<p>Pre-/Post-assessment results provide evidence of student learning. Data confirm that the majority of students learned as a result of instruction.</p> <p>Analysis of all assessment data is complete and effectively presented. Compares pre- and posttest performance and offers a rationale for the quality of student performance.</p>	<p>Pre-/Post-assessment results provide convincing evidence of student learning. Data confirm that all students learned as a result of instruction.</p> <p>A thorough, detailed analysis of all assessment data is effectively presented. Comparison of pre- and post-test performance is detailed and reflection on student performance is thoughtful and insightful.</p>

Section	Elements Included	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>Evaluation &amp; Reflection</b>	<p>The teacher reflects on his or her instruction and student learning in order to improve teaching practice.</p> <ul style="list-style-type: none"> <li>• Interpretation of student learning related learning theories and Danielson framework</li> <li>• Insights on effective instruction and assessment</li> <li>• Alignment among objectives, instruction, and assessment</li> <li>• Implications for future teaching</li> <li>• Implications for professional development</li> </ul>	<p>Reflection on teaching effectiveness is superficial and/or does not relate to the Danielson Framework. Commentary does not adequately analyze teaching practices and/or does not link learning theories to practice.</p>	<p>Reflection on teaching effectiveness makes tenuous connections to the Danielson Framework, and/or does not address issues that should have been discussed. Commentary links theories to practice. Candidate discusses general ideas for improving student performance but does not use the data to address issues relevant to specific students and/or does not address some of the obvious issues raised by the results of this work sample.</p>	<p>Reflection on teaching effectiveness is satisfactory and includes connections to the Danielson Framework. Commentary links learning theories to practice. Candidate offers several effective ideas for improving students' performance based on results of this work sample.</p>	<p>Reflection on teaching effectiveness is detailed and includes connections to the Danielson Framework. Commentary is based on learning theories and how they relate to and inform classroom practice. Candidate proposes a systematic, effective plan for improving students' performance based on results of this work sample.</p>

**RTEC components alignment.** Because the Danielson Framework for Teaching (FFT) is threaded throughout our program, alignment of the FFT domains with CAEP and InTASC standards demonstrates that the standards are being addressed consistently throughout RTEC coursework, practicum, and student teaching.

CAEP standards	InTASC standards	Danielson Framework for Teaching
1. Content and Pedagogical Knowledge		
R1.1 The Learner and Learning	1. Learner Development 2. Learning Differences 3. Learning Environment	<b>Domain 1: Planning and Preparation</b> 1b. Knowing and valuing students 1c. Setting instructional objectives 1e: Planning coherent instruction <b>Domain 2: Learning Environments</b> all components a-e. <b>Domain 3: Learning Experiences</b> 3c: Engaging students in learning
R1.2 Content	4. Content Knowledge 5. Application of Content	<b>Domain 1: Planning and Preparation</b> 1a. Applying knowledge of content and pedagogy 1e: Planning coherent instruction <b>Domain 3: Learning Experiences</b> 3a. Communicating about purpose and content 3c: Engaging students in learning 3e. Responding flexibly to student needs
R1.3 Instructional Practice	6. Assessment 7. Planning for Instruction 8. Instructional Strategies	<b>Domain 1: Planning and Preparation</b> 1b. Demonstrating knowledge of students.

		<p>1c. Setting instructional outcomes</p> <p>1e. Planning coherent instruction</p> <p>1f. Designing and analyzing assessments</p> <p><b>Domain 3: Instruction</b></p> <p>3b. Using questioning and discussion techniques</p> <p>3c. Engaging students in learning</p> <p>3d. Using assessment for learning</p>
<p>R1.4 Professional Responsibility</p>	<p>9. Professional Learning and Ethical Practice</p> <p>10. Leadership and Collaboration</p>	<p><b>Domain 4. Principled Teaching</b></p> <p>4a. Engaging in reflective practice</p> <p>4c. Engaging families and communities</p> <p>4d. Contributing to school and community culture</p> <p>4e. Growing and developing professionally</p>

The Framework for Teaching: Components of Professional Practice	
<b><i>Domain 1: Planning and Preparation</i></b>	<b><i>Domain 2: Learning Environments</i></b>
1a. Applying knowledge of content and pedagogy 1b. Knowing and valuing students 1c. Setting instructional outcomes 1d. Using resources effectively 1e. Planning coherent instruction 1f. Designing and analyzing assessments	2a. Cultivating respectful and affirming environments 2b. Fostering a culture for learning 2c. Maintaining purposeful environments 2d. Supporting positive student behavior 2e. Organizing spaces for learning
<b><i>Domain 4: Principled Teaching</i></b>	<b><i>Domain 3: Learning Experiences</i></b>
4a. Engaging in reflective practice 4b. Documenting student progress 4c. Engaging families and communities 4d. Contributing to school community and culture 4e. Growing and developing professionally 4f. Acting in service of students	3a. Communicating about purpose and content 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using assessment for learning 3e. Responding flexibly to student needs

*We think of Domains 1 and 4 as “off-stage” work; Domains 2 and 3 are “on-stage” work.*

# CHARLOTTE DANIELSON FRAMEWORK FOR TEACHING - RUBRIC FOR ASSESSMENT

from The Danielson Group, April 2022 updates, <https://danielsongroup.org/the-framework-for-teaching/>

## Domain 1: Planning and Preparation

### 1a. Applying Knowledge of Content and Pedagogy

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teachers' understanding of content and pedagogy partially supports student learning of the content.	The teachers' understanding of content and pedagogy supports student learning of the content.	The teachers' understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
CRITICAL ATTRIBUTES	Disciplinary Expertise			
	<i>Planning and preparation include content errors or demonstrate a lack of understanding of the content.</i>	<i>Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another.</i>	<i>Planning and preparation reflect solid understanding of content and the structure of the discipline being taught.</i>	<i>Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline.</i>
	Pedagogical Content Knowledge			
	<i>Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.</i>	<i>Lesson and unit plans include Instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content.</i>	<i>Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.</i>	<i>In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking.</i>
	Knowledge of Interdisciplinary Relationships and Skills			
<i>No interdisciplinary relationships are identified in plans or preparation.</i>	<i>Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.</i>	<i>Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills to be explored and their real-world application.</i>	<i>Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.</i>	

Domain 1: Planning and Preparation  
1b. Knowing and Valuing Students

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs partially supports learning and development.	The teacher's knowledge of students supports learning and development, and enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success.
CRITICAL ATTRIBUTES	<b>Respect for Students' Identities</b>			
	The teacher is not aware of or pays little attention to students' race, culture, or identity.	The teacher applies knowledge of students' race, culture, and identities to planning and preparation with limited success.	The teacher successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.	The teacher recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.
	<b>Understanding of Students' Current Knowledge and Skills</b>			
	The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets.	The teacher applies an understanding of students' varied knowledge and skill levels, as well as mindsets related to learning, with limited success.	The teacher successfully applies an understanding of students' levels of knowledge and skill, as well as their mindsets about learning, in planning and preparation.	The teacher's deep understanding of each student's knowledge, skills, and mindsets ensures that students receive appropriate scaffolds when necessary, meet rigorous outcomes, and are challenged to do their best work.
	<b>Knowledge of Whole Child Development</b>			
	The teacher does not attend to or understand students' cognitive, social, emotional, and character development.	The teacher's understanding of students' cognitive, social, emotional, and character development in planning and preparation with limited success.	The teacher successfully incorporates an understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.	The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.
<b>Knowledge of the Learning Process and Learning Differences</b>				
The teacher displays insufficient understanding of how students learn and develop in general or of individual differences for students in the class.	The teacher has limited understanding of the learning process and of individual learning differences.	The teacher's accurate understanding of how students learn and learn differently is evident in planning and preparation.	In lessons planned or adapted, the teacher uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.	

Domain 1: Planning and Preparation  
1c. Setting Instructional Outcomes

	Unsatisfactory	Basic	Proficient	Distinguished
	Instructional outcomes are not identified, are not rigorous, or are inappropriate.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking.
CRITICAL ATTRIBUTES	Value and Relevance			
	<i>Instructional outcomes are not relevant or meaningful or do not reflect important learning.</i>	<i>Instructional outcomes are somewhat relevant and partially reflect important learning and development.</i>	<i>Instructional outcomes are mostly relevant and reflect important learning and development.</i>	<i>Instructional outcomes consistently reflect important, meaningful, and relevant learning for students.</i>
	Alignment to Grade-Level Standards			
	<i>Instructional outcomes do not reflect grade-level standards.</i>	<i>Instructional outcomes partially reflect grade-level standards.</i>	<i>Instructional outcomes mostly reflect grade-level standards.</i>	<i>Instructional outcomes consistently reflect grade-level standards that challenge all students in the class and encourage intellectual risk taking.</i>
	Clarity of Purpose			
	<i>Instructional outcomes are unclear or are stated as activities.</i>	<i>Instructional outcomes are somewhat clear and partially describe what students will learn.</i>	<i>Instructional outcomes are mostly clear and specific, likely to ensure that students understand what they will learn and how.</i>	<i>Instructional outcomes are uniformly clear and specific and support students to extend their learning.</i>
Integration of Multiple Aspects of Student Development				
<i>Instructional outcomes do not reflect a range of purposes.</i>	<i>Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.</i>	<i>Instructional outcomes represent a range of high-priority, developmentally appropriate purposes, including academic, social-emotional, and character development goals.</i>	<i>Instructional outcomes integrate academic, social-emotional, and character development goals rather than treating them separately.</i>	

Domain 1: Planning and Preparation  
1d. Using Resources Effectively

Unsatisfactory	Basic	Proficient	Distinguished
The teacher is not aware of, or does not appropriately or effectively use instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
<b>Instructional Materials</b>			
<p>When instructional materials <b>are provided</b>, the teacher does not use or learn to effectively implement them.</p> <p>When instructional materials <b>are not provided</b>, the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement.</p>	<p>When instructional materials <b>are provided</b>, the teacher implements them with some success, is developing understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials.</p> <p>When instructional materials <b>are not provided</b>, the teacher selects and uses materials that are partially aligned to standards to serve as the core of instruction and support student learning and development.</p>	<p>When instructional materials <b>are provided</b>, the teacher's understanding of the materials supports appropriate choices based on the specific needs of students in the class that increase the effectiveness of the curriculum.</p> <p>When instructional materials <b>are not provided</b>, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of students in the class that increase the effectiveness of those materials.</p>	<p>When instructional materials <b>are provided</b>, the teacher uses them wisely, integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy.</p> <p>When instructional materials <b>are not provided</b>, the teacher relies on a strong core set of instructional materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning and development, and deep intellectual engagement.</p>
<b>Technology and Digital Resources</b>			
The teacher does not appropriately access digital resources to support student learning and development.	The teacher uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources.	Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development.	Technology and other digital resources support intellectual engagement, personalized instructional pathways for student learning and development.
<b>Supports for Students</b>			
The teacher does not inquire about or seek out resources to support individual student needs.	The teacher seeks some additional resources and supports aligned to the individual needs of students.	The teacher provides resources and supports aligned to their individual needs and learning differences, allowing each student to access the curriculum and meet the learning outcomes.	Resources and supports provided or suggested by the teacher promote student agency and increase efficacy in utilizing resources to support their own learning and development.

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.
<b>Tasks and Activities</b>			
Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes.	Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge.	Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking.	Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content.
<b>Flexible Learning</b>			
There is only a single approach or activity planned for students to learn the content.	There are multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson.	Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success.	Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with students to co-design learning experiences.
<b>Student Collaboration</b>			
Student groupings are not used or do not support learning.	Students are in groups that are only partially appropriate to the learning activities or goals.	Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.	Collaboration through teacher-designed and student-chosen instructional groups is an essential component of learning and development.
<b>Structure and Flow</b>			
Plans for learning are not well structured or sequenced.	Plans for learning are partially well structured but may not be realistic about time expectations.	Plans for learning are well structured and have a flow that allows for student learning and reflection.	Plans for learning are well structured and have a flow that supports student autonomy in the learning process.

Unsatisfactory	Basic	Proficient	Distinguished
There is no plan for assessment or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the teacher determine whether students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and feedback to students.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.
<b>Congruence with Instructional Outcomes</b>			
Assessments are not aligned to the instructional outcomes.	Assessments are partially aligned to instructional outcomes but may not assess them completely.	Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings.	Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred.
<b>Criteria and Standards</b>			
Assessments lack criteria by which student performance can be accurately assessed.	Assessment criteria and standards have been developed, but they are unclear or too vague.	Assessment criteria and standards are established, clear, and fully understood by students.	Assessment criteria and standards are clear, and students have contributed to their development.
<b>Planning Formative Assessments</b>			
There are no formative assessments planned.	Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson.	Formative assessments will give an accurate picture of student learning, and plans for lessons indicate possible adjustments based on formative assessment data.	Formative assessments will provide accurate and timely information to teachers and students, allowing students to adjust course with minimal teacher guidance.
<b>Analysis and Application</b>			
Assessment results are not relevant or used for future planning.	Assessment results are used in future planning for some students, groups of students, or the class as a whole.	Assessment results from prior lessons and units are a key tool used by the teacher in planning future instruction.	Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.

Unsatisfactory	Basic	Proficient	Distinguished
Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
<b>Positive Relationships</b>			
Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.	Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
<b>Sense of Belonging</b>			
Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.	Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.
<b>Cultural Responsiveness</b>			
Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.
<b>Positive Conflict Resolution</b>			
Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	Conflict and disrespectful interactions are addressed by the teacher, with uneven results.	The teacher and students effectively use a clear and culturally competent approach to conflict resolution to resolve conflicts and restore trust.	Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
The culture of the class is not conducive to learning and does not support development.	The culture of the class is somewhat conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.
<b>Purpose and Motivation</b>			
There is little or no sense of purpose for the work or the reasons for doing it are external demands.	The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success.	The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish.	The teacher and students display dedication to learning the content and a sense of purpose for their learning; both content mastery and personal growth are valued by the teacher and students.
<b>Dispositions for Learning</b>			
The teacher ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect.	The teacher occasionally encourages student curiosity, critical thinking, reasoning, and reflection.	The teacher encourages and intentionally develops student curiosity, critical thinking, reasoning, and reflection.	Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct effect on instruction, student learning, and development.
<b>Student Agency and Pride in Work</b>			
Students have little or no agency in learning experiences or classroom life.	Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent.	Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated.	Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.
<b>Support and Perseverance</b>			
The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	The teacher encourages confidence, resilience, persistence, and teamwork, promoting a conviction that with hard work and perseverance all students can master the content.	The teacher intentionally develops and celebrates confidence, resilience, persistence, and teamwork that support student perseverance.	Students encourage one another to persevere and use strategies to support each other through challenging work.

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures, established or managed primarily by the teacher, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.
<b>Purposeful Collaboration</b>			
Students are not engaged during group work.	Students are partially engaged in group work.	Students are productively engaged during small group work, working purposefully and collaboratively with their peers.	Students play an active role in ensuring their time in groups is used purposefully and meets their individual and group needs.
<b>Student Autonomy and Responsibility</b>			
Routines do not support student autonomy or assumption of responsibility.	Routines and procedures partially support student autonomy and assumption of responsibility.	Routines and procedures allow students to operate autonomously and take responsibility for their learning.	Students take responsibility for routines and procedures and take initiative to suggest adjustments that would further support their learning and development.
<b>Equitable Access to Resources and Supports</b>			
Resources and supports are not deployed efficiently, effectively, or equitably.	Resources and supports are managed somewhat efficiently and effectively, though students may not have equitable access.	Resources and supports are deployed efficiently and effectively; all students are able to access what they need.	Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need.
<b>Non-Instructional Tasks</b>			
Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional time or potential danger to students.	Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Most non-instructional tasks are completed efficiently, with little loss of instructional time.	Non-instructional tasks are completed seamlessly with no loss of instructional time.

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior.	Positive behavior is modeled by the teacher and occasionally taught explicitly.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.
<b>Expectations for the Learning Community</b>			
The teacher does not communicate expectations or address negative behavior.	The teacher establishes expectations to promote positive behavior but with uneven success.	The teacher and students have successfully established and agreed upon expectations.	Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.
<b>Modeling and Teaching Habits of Character</b>			
The teacher does not explicitly model or teach habits of character.	The teacher models and teaches habits of character but with uneven success.	The teacher models, explicitly teaches, and reinforces habits of character to promote learning, ethical behavior, and citizenship.	Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment.
<b>Self-Monitoring and Collective Responsibility</b>			
Students take no responsibility for their own behavior and do not display awareness of their impact on others.	The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students successfully monitor their own behavior and attend to their impact on other students.	Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.

2e. Organizing Spaces for Learning

	Unsatisfactory	Basic	Proficient	Distinguished
	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially supports student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.
CRITICAL ATTRIBUTES	<b>Safety and Accessibility</b>			
	<i>The space endangers student safety or is not accessible to all students.</i>	<i>The space is generally safe and accessible with some issues that need to be addressed.</i>	<i>The space is safe and accessible to all students.</i>	<i>Modifications are made to the environment as necessary by students and teachers to accommodate individual needs.</i>
	<b>Design for Learning and Development</b>			
	<i>The design of the space is an impediment to learning and development.</i>	<i>The design of the space is not an impediment to learning but does not enhance it.</i>	<i>The design of the space supports student learning and development and is appropriate for the goals and activities.</i>	<i>The design of the space optimizes learning and development and is appropriately adjusted to align to goals and activities.</i>
	<b>Co-Creation and Shared Ownership</b>			
<i>Students do not help create or arrange the space for learning and demonstrate little pride or ownership in the space.</i>	<i>Students have some voice in creating the space and demonstrate some ownership of it.</i>	<i>Students have a voice in creating the space and demonstrate shared ownership of it.</i>	<i>Students take initiative in designing the space, demonstrate a sense of pride and ownership, and adjust the space as necessary to create a more beautiful and joyful environment.</i>	

3a. Communicating about Purpose and Content

	Unsatisfactory	Basic	Proficient	Distinguished
	Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.
CRITICAL ATTRIBUTES	<b>Purpose for Learning and Criteria for Success</b>			
	The teacher does not convey to students what they will be learning.	The teacher partially explains the purpose of learning but with little elaboration or specificity.	The teacher clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like.	Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.
	<b>Specific Expectations</b>			
	The teacher's unclear or incomplete explanation of the learning activities hinders student engagement.	Expectations for the learning activities are somewhat clear to students.	The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement.	The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning.
	<b>Explanations of Content</b>			
	The teacher makes significant content errors or fails to provide clear explanations, affecting student understanding of the content.	The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and only invite minimal participation or engagement by students.	The teacher's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding.	Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking, curiosity, and understanding of its purpose and relevance.
	<b>Use of Academic Language</b>			
The teacher's communications include incorrect or imprecise use of academic language.	The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	The teacher's content-specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to support student development.	Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students	

3b. Using Questioning and Discussion Techniques

	Unsatisfactory	Basic	Proficient	Distinguished
	Questioning and discussion are absent or do not support learning and development.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.
CRITICAL ATTRIBUTES	<b>Critical Thinking and Deeper Learning</b>			
	Questioning and discussion do not invite student thinking, are of little cognitive challenge, and often have a single correct response.	The teacher frames questions to promote critical thinking and deeper understanding but with uneven success.	Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.	Students initiate higher-order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding.
	<b>Reasoning and Reflection</b>			
	Questioning and discussion do not invite or require students to explain their thinking.	Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so.	Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so.	Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry.
<b>Student Participation</b>				
Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.	The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.	The teacher successfully engages students in discussion; students actively participate and ask questions of one another.	Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.	

Unsatisfactory	Basic	Proficient	Distinguished
Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance.
<b>Rich Learning Experiences</b>			
Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.	All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.	Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging.
<b>Collaboration and Teamwork</b>			
Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities.	Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.	Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful.
<b>Use of Instructional Materials and Resources</b>			
Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available.	Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them.	Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content.	Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.
<b>Opportunities for Thinking and Reflection</b>			
The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.	The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.	Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.

Domain 3: Learning Experiences  
3d. Using Assessment for Learning

	Unsatisfactory	Basic	Proficient	Distinguished
	Formative assessment is not used during instruction or does not support student learning and development.	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.
	<b>Clear Standards for Success</b>			
	<i>The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful.</i>	<i>Students partially understand how they will know they are progressing successfully and how their work will be evaluated.</i>	<i>The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment.</i>	<i>Students and those who support them clearly understand how their progress is being assessed; they have an active voice in establishing standards for success that are relevant and ambitious.</i>
	<b>Monitoring Student Understanding</b>			
	<i>The teacher does not determine whether students are progressing toward mastery of the goals and provides no structured opportunities for students to monitor their own progress.</i>	<i>The teacher's attempts to monitor student understanding and support self-assessment are limited or only partially effective.</i>	<i>The teacher uses questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals.</i>	<i>Students take initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals.</i>
	<b>Timely, Constructive Feedback</b>			
	<i>Students receive no feedback, or the only feedback given is global or for only a few students.</i>	<i>The teacher provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.</i>	<i>Students receive timely, constructive feedback from the teacher or others that advances learning.</i>	<i>Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.</i>

CRITICAL ATTRIBUTES

Domain 3: Learning Experiences  
 3e. Responding Flexibly to Student Needs

	Unsatisfactory	Basic	Proficient	Distinguished
CRITICAL ATTRIBUTES	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.
	Evidence-Based Adjustments			
	The teacher does not recognize, or ignores, evidence of low engagement or lack of student understanding.	The teacher attempts to adjust learning experiences based on evidence but is only partially successful.	The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs.	Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the teacher.
	Receptiveness and Responsiveness			
	The teacher brushes aside or does not fully address students' questions or difficulties.	The teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.	The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy.	Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the teacher or others in the school and beyond.
	Determination and Persistence			
The teacher does not convey a level of responsibility for student learning and success or is uncertain about how to assist students.	The teacher conveys responsibility and commitment to efficacy but lacks certainty or is only partially successful in responding to student difficulties.	Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.	Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.	

Domain 4: Principled Teaching  
4a. Engaging in Reflective Practice

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of instruction.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration of new ideas and approaches, and ongoing changes to practices and mindsets focused on supporting students who need it most.
CRITICAL ATTRIBUTES	Self-Assessment of Teaching			
	The teacher does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.	The teacher has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development.	The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.	The teacher's assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice, and addresses the specific impact of the design or execution of elements of instruction on student learning and development.
	Analysis and Discovery			
	The teacher does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement.	The teacher analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindsets or beliefs, and/or be willing to explore new strategies or ideas.	The teacher analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.	The teacher critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it the most.
Application and Continuous Improvement				
The teacher does not plan for or consider opportunities to improve practice.	Based on reflection, the teacher has some plans for future action that will better support student learning and development.	Based on reflection, the teacher considers multiple paths forward, communicates a commitment to the success of all students, and plans, practices, and implements improvements.	Based on reflection, the teacher focuses on the best course of action for student success, demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect on and analyze the results.	

Domain 4: Principled Teaching  
4b. Documenting Student Progress

	Unsatisfactory	Basic	Proficient	Distinguished
	There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them.	The teacher documents some aspects of student progress in a manner that is accessible to students and those who support them.	The teacher documents and celebrates student progress toward mastery, focusing on the attainment of learning and developmental goals; students and those who support engage in reflection on their progress.	Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the teacher and those who support them.
	<b>Student Progress Toward Mastery</b>			
	The teacher does not adequately track student progress or the approach is not focused on mastery or aligned to goals.	The teacher tracks student progress toward mastery but it is not comprehensive or may not be useful to students and those who support them.	There is a clear system for tracking progress toward mastery and the teacher communicates understandable and useful information to students and those who support them.	Students are consistently aware of their own progress toward mastery of their goals; they are able to identify, reflect on, and discuss their strengths and needs based on clear evidence of progress.
CRITICAL ATTRIBUTES	<b>Shared Ownership</b>			
	The teacher does not engage students or those who support them in setting, understanding, or monitoring progress toward goals.	The teacher makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success.	The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.	Students and those who support them are engaged as full partners in setting goals, monitoring progress, and evaluating and celebrating success.
	<b>Maintaining Reliable Records</b>			
	The teacher does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	The teacher has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	The teacher has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	The teacher's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.

4c. Engaging Families and Communities

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher's engagement of families and communities is culturally responsive, demonstrates a clear value for the role they play in student learning, and furthers students' academic and personal success.	The teacher's engagement of students, families, and communities focuses on supporting the academic and personal success of each student, especially students who have been marginalized.
CRITICAL ATTRIBUTES	Respect and Cultural Competence			
	The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias.	The teacher's efforts to engage families and communities are respectful and demonstrate some cultural awareness and an attempt to learn more.	The teacher engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds.	The teacher, students, and families partner together to support student success in a manner that honors the contributions of all focuses on meeting the needs of all students.
	Community Values			
	The teacher does not take the values of families into account when planning learning experiences or designing learning environments.	The teacher makes some efforts to engage families and communities in contributing to the ethos and values of the learning community.	The teacher engages families in co-creating elements of the learning community that reflect the values of the community.	The teacher, students, and families partner together to establish a learning community that honors the ethos and values of all members.
	Instructional Program			
	Little or no information about the standards, curriculum, or learning expectations is available to parents.	The teacher shares basic information about the standards, curriculum, or learning expectations; the information is limited, inaccessible, or incomplete.	The teacher frequently shares accessible, informative updates about the standards, curriculum, and/or learning expectations and seeks input from families.	The teacher partners with families to ensure that everyone who supports students understands the instructional program and has opportunities to engage thoughtfully in its development.
Engagement in Learning Experiences				
The teacher provides no opportunities for families to engage in learning experiences with students.	The teacher invites families to engage in learning experiences with limited success.	The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.	The teacher views and incorporates families as essential partners in learning experiences.	

4d. Contributing to School Community and Culture

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The teacher makes some contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families who have been marginalized.
CRITICAL ATTRIBUTES	Relational Trust and Collaborative Spirit			
	The teacher's relationships with colleagues are characterized by negativity or combativeness.	The teacher has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues.	The teacher has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.	The teacher actively builds relational trust with colleagues and models collaboration focused on student success.
	Culture of Inquiry and Innovation			
	The teacher avoids activities promoting professional inquiry or only participates when required, making few or negative contributions.	The teacher participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success.	The teacher regularly and actively participates in and contributes thoughtfully to professional inquiry.	The teacher takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school.
Service to the School				
The teacher avoids involvement in school events, projects, and initiatives.	The teacher participates in school events, projects, and initiatives as expected.	The teacher makes a substantial contribution to school events, projects, and initiatives.	The teacher takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.	

4e. Growing and Developing Professionally

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is often determined or directed by others.	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The teacher appropriately exercises autonomy to direct professional learning for themselves and their colleagues, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.
CRITICAL ATTRIBUTES	<b>Curiosity and Autonomy</b>			
	The teacher demonstrates little or no interest in professional learning and takes no initiative to improve.	The teacher engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth.	The teacher regularly seeks out and identifies high-quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.	The teacher takes a leadership role in the school, directing their own and others' learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students.
	<b>Developing Cultural Competence</b>			
	The teacher demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences.	The teacher has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally competent.	The teacher accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.	The teacher demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities.
	<b>Enhancing Knowledge and Skills</b>			
	The teacher does not stay current on content and pedagogical knowledge.	The teacher engages in activities designed specifically strengthen content and pedagogical knowledge and deeper understanding of curriculum.	The teacher takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues.	The teacher is an expert and leader in understanding and continuously improving and refining their knowledge of content, pedagogy, and curriculum.
<b>Seeking and Acting on Feedback</b>				
The teacher resists discussing feedback on their practice or ignores feedback that is given.	The teacher invites, accepts, and acts on feedback given by colleagues.	The teacher invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The teacher takes a leadership role in supporting a school culture of growth and modeling a process for seeking, providing, and acting on feedback.	

4f. Acting in Service of Students

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The teacher models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The teacher is a leader in the school in defining, modeling, and upholding high standards of ethical practice and wise decision making that prioritize the needs of all students, especially those who have been marginalized or underserved.
Acting with Care, Honesty, and Integrity			
The teacher's actions are uncaring or dishonest.	The teacher acts honestly and with care and integrity.	The teacher is known for and looked to as a model of care, honesty, and integrity.	The teacher is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and teachers to seek opportunities to develop these qualities.
Ethical Decision Making			
The teacher makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	The teacher seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical.	The teacher makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.	The teacher is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.
Deliberate Action			
The teacher fails to act on behalf of students when deliberate action is warranted.	The teacher addresses the needs of students through their actions but may do so inconsistently or with partial success.	The teacher is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular or comply with policy.	The teacher serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.