CURRICULUM AND PLANNING STANDARD (CP): *The teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and GPS or State-approved curriculum implementation by appropriately planning for what students are expected to know, understand, and be able to do.*

STANDARD ELEMENT 1 (CP1): *The teacher uses an organizing framework for instructional planning to support standards-based instruction.*

NOT EVIDENT: There is no evidence that the teacher uses an organizing framework to plan teaching and learning activities. Teaching and learning activities appear to be disorganized and random.	EMERGING: There is evidence that the teacher uses an organizing framework to align curriculum, assessments, and instruction; however, the framework guides only some teaching and learning activities.	PROFICIENT: There is evidence that the teacher consistently uses an organizing framework for teaching and learning activities in order to align curriculum, assessment, and instruction. The framework is used to plan and implement high quality teaching and learning.
Examples of Evidence **Lesson Plans/Curriculum Units** ★ Does not use an organizing framework for planning ★ Creates lessons that are not connected to one another, to standards, or to assessments ★ Over-uses textbook as the major organizing framework ★ Does not always provide lesson plans or only plans day-by-day ★ Plans activities that are strung together rather than being based on student learning needs or standards ★ Employs activities that do not help students achieve standards, but are more likely entertaining or a way to keep students busy or controlled	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Reviews and uses the GPS/Cobb curriculum as instructional guides, but may fall back to textbooks as a way to organize instruction ★ Selects, organizes, and identifies standards in some lessons and unit plans ★ Implements components of an instructional framework with a sequence for lessons (e.g., opening, work session, closing, etc.) ★ Plans units and lessons, usually starting with required GPS/Cobb curriculum and then moving to logically connected activities and assessments	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Bases plans on an organizing framework such as "backward design" ★ Uses aspects of "backward design" (or other framework) for some planning by considering students' prior knowledge in relation to standards, then creating appropriate assessments and strategies ★ Aligns standards, instruction, and assessments logically for lessons and units ★ Plans from a consistent, coherent instructional framework that provides for student learning ★ Plans for student engagement in learning through a standards-based classroom

CURRICULUM AND PLANNING STANDARD (CP): *The teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and GPS or State.*

STANDARD ELEMENT 2 (CP2): *The teacher plans instruction that reflects strong knowledge of both content and effective instructional delivery.*

NOT EVIDENT: There is no evidence that the teacher is able to plan instruction that demonstrates adequate knowledge of the assigned content area(s), or the teacher is unable to teach content using effective instructional methodology.	EMERGING: There is evidence that the teacher plans instruction based on knowledge of the assigned content area; however, the teacher may lack depth of content knowledge or in the ability to organize or present content for learners	PROFICIENT: There is evidence that the teacher plans instruction that consistently demonstrates knowledge of major concepts and assumptions in the assigned content area. The teacher also organizes and presents content effectively so that students learn.
Examples of Evidence **Lesson Plans/Curriculum Units** ★ Covers content superficially around topics rather than standards ★ Identifies materials to be covered by the teacher, but rarely thinks about how students will learn it ★ Provides no opportunities for students to engage creatively with content either independently or with peers **Observations** ★ Asks students for facts with no expectation in achieving deeper understanding ★ Overlooks incorrect or confused student responses by moving on to another student or changing topics ★ Limits students interactions with one another and controls class discussions	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Strives to design plans to help students grasp factual knowledge and to make sense of and use content knowledge ★ Creates strategies that will engage students in content, but strategies are isolated and/or may lack coherence or depth across lessons **Observations** ★ Uses current and accurate content knowledge in teaching ★ Explains content in more than one way ★ Relies on teacher-student-teacher response pattern that keeps students dependent on teacher for approval/disapproval of their ideas ★ Asks simple questions of fact or interpretation but rarely higher level questions to get deeper concepts in the field	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Provides a rich content base in all plans, including major concepts and assumptions, as well as, facts ★ Designs opportunities for students to learn content in ways that support their learning styles, multiple intelligences, etc. **Observations** ★ Uses students' prior knowledge and/or misconceptions to guide instruction ★ Expects and encourages students to learn and reason about problems in the content area ★ Arranges opportunities for students to explore content knowledge in complex ways and report discoveries to others

CURRICULUM AND PLANNING STANDARD (CP): *The teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and GPS or State.*

STANDARD ELEMENT 3 (CP3): *The teacher plans assessments to measure student progress toward and mastery of the GPS.*

NOT EVIDENT: There is no evidence that the teacher plans assessment strategies that are related to mastery of the GPS.	EMERGING: There is evidence that the teacher plans assessments based on desired student outcomes; however, assessments do not always reflect progress toward and mastery of the GPS.	PROFICIENT: There is evidence that the teacher consistently plans assessments based on desired student outcomes that reflect progress toward and mastery of the GPS.
Examples of Evidence **Lesson Plans/Curriculum Units** ★ Does not plan, develop, or use assessments based on GPS/Cobb curriculum ★ Does not use common assessment available through curriculum guides or designed by colleagues (when available) ★ Does not use the language of the standards in planning assessments ★ Does not use state-, district-, or school-designed assessments when available ★ Plans, develops, and/or uses assessments that do not match the standards ★ Plans and uses only simplistic types of assessments (recall) that do not align with or represent the high quality required by the standards ★ Plans from and primarily uses the assessments that accompany the textbook	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Plans standards-based assessments prior to planning lessons ★ Uses state-, district-, or school-designed assessments when available, but only as required by school ★ Includes some common assessments, when available, that are designed by colleagues and aligned to the GPS ★ Plans assessments that are aligned with GPS language, but do not necessarily lead to or measure mastery of the GPS ★ Plans formative and summative assessments	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Includes GPS-based assessments in creating all short-term and some long-term plans ★ Plans, develops, and/or uses assessments that appropriately measure student progress toward mastery of the GPS ★ Incorporates state-, district-, or school-designed assessments, when available, as part of a balanced assessment system ★ Works with colleagues to develop, use, and evaluate common assessments for grade level/course ★ Plans for a variety of assessments that lead to mastery of the GPS

CURRICULUM AND PLANNING STANDARD (CP): *The teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and GPS or State.*

STANDARD ELEMENT 4 (CP4): *The teacher plans for appropriate use of differentiation.*

NOT EVIDENT: There is no evidence of planning for differentiated instruction. Plans reflect a single plan for all learners with content presented in the same way to all students regardless of readiness levels, learning styles, and/or student interest.	EMERGING: There is evidence that the teacher plans modified instruction to accommodate student needs; however, a majority of instruction tends to be teacher-centered and whole-group in approach, marginalizing some students or groups.	PROFICIENT: There is evidence that the teacher plans appropriately for student differences and needs. Plans reveal classroom instruction is tailored for students' readiness levels, learning styles, and interests.
Examples of Evidence **Lesson Plans/Curriculum Units** ★ Plans the same instruction and assessment delivered the same way for all students ★ Makes a single plan for whole class instruction, or does not plan ★ Plans for all students to use the same materials without consideration for reading levels, interests, or learning styles ★ Does not plan the incorporation of accessible technology tools and resources to differentiate instruction	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Modifies planning as needed for some students, but tends to be teacher-centered and whole-group in approach ★ Sometimes differentiates lessons while maintaining challenge for all students	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Plans for student differences ★ Creates lessons that address multiple levels to meet developmental and individual needs of diverse learners ★ Plans lessons, units, and assessments designed so that students can succeed ★ Plans in advance, but sometimes adapts plans as knowledge of specific students evolves

STANDARDS-BASED INSTRUCTION STANDARD (SBI): *The teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning as defined by GPS or State-approved curriculum.*

STANDARD ELEMENT 1 (SBI1): *The teacher effectively communicates learning expectations using both the language of the standards and strategies that reflect a standards-based classroom.*

NOT EVIDENT: There is no evidence that the teacher communicates learning expectations to students using language of the standards or strategies that reflect a standards-based classroom.	**EMERGING:** There is evidence that the teacher attempts to communicate learning expectations to students; however, the teacher does not always explicitly state the standard being addressed during lessons or uses limited standards-based strategies to communicate expectations.	**PROFICIENT:** There is evidence that the teacher communicates GPS-aligned learning expectations to students by using the language of the standards and employing a variety of standards-based strategies that help students understand the standards meaning.
Examples of Evidence **Observations** ★ Does not explain the purposes of the lessons or articulate expectations for student work ★ Makes assignments without explaining lesson goals or expectations ★ Does not identify or display work samples to demonstrate levels of performance toward mastery of the GPS ★ Does not use rubrics or other strategies to communicate levels of performance including mastery of the GPS ★ Displays only commercial or teacher-generated materials in the classroom that are not explicitly connected to the standards(s). ★ Does not clearly communicate standards to students	**Examples of Evidence** **Observations** ★ Mentions standards orally at the beginning of class but does not refer back to them ★ Posts standards in the classroom but rarely discusses with students what they mean or how they relate to instruction and assessment ★ Helps students with work by pointing out what is wrong but without consistently connecting to the standards ★ Uses rubrics or other strategies to communicate levels of performance; however, they may not be descriptive or related to the standard ★ Uses strategies occasionally, such as paraphrasing, repetition, visual cues, essential questions, etc, to interpret standards to students	**Examples of Evidence** **Observations** ★ Uses the language of the standards during instruction as well as when providing feedback or commentary to students ★ Uses exemplary work, benchmarks, or examples of student work to illustrate various levels of achievement frequently during instruction ★ Teaches students how to compare their work to the benchmark work to identify the next steps ★ Posts and routinely refers to the standards and supporting materials (e.g., word walls, essential questions, etc.) during instruction ★ Provides students with models and specific examples of how their work can meet standards ★ Uses strategies consistently, such as paraphrasing, repetition, visual cues, essential questions, etc, to interpret standards to students

STANDARDS-BASED INSTRUCTION STANDARD (SBI): *The teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning as defined by GPS or State-approved curriculum.*

STANDARD ELEMENT 2 (SBI2): *The teacher demonstrates research-based practices that engage students in learning.*

NOT EVIDENT: There is no evidence that the teacher is using research-based instructional strategies or processes that might engage students in learning.	EMERGING: There is evidence that the teacher experiments with research-based practices in classroom instruction with some positive impact on student learning and engagement.	PROFICIENT: There is evidence that the teacher consistently uses classroom instruction that reflects many aspects of research-based practices, and as a result, students are engaged in learning.
Examples of Evidence	**Examples of Evidence**	**Examples of Evidence**

Examples of Evidence

Lesson Plans/Curriculum Units
★ Focuses lesson on coverage of material rather than on understanding
★ Does not include motivating strategies that engage students in learning
★ Does not provide opportunities for choice or student decision-making, but instead regulates all aspects of assignments
★ Engages primarily in teacher-centered, whole-group, and worksheet/textbook driven instruction
★ Does not use research-driven strategies, processes, and delivery modes
★ Does not plan for the use of accessible technology tools and resources to engage students in learning

Observations
★ Explains content in one way only
★ Provides no logical purpose for selected strategies
★ Attends to teacher concerns more than student concerns
★ Teaches all students in the same way, not adapting lessons for students needs
★ Ignores students' attempts to contribute prior knowledge or experience

Examples of Evidence

Lesson Plans/Curriculum Units
★ Plans for students to learn with understanding, beyond acquisition of facts and skills
★ Selects activating strategies (anticipation guides, demonstrations, games, etc.) to motivate learners
★ Includes a limited number of research-based strategies in lessons that address goals required by the school improvement plan
★ Occasionally plans for the use of accessible technology tools and resources periodically to engage students in learning

Observations
★ Adjusts instruction to use alternative strategies when whole class struggles in learning
★ Demonstrates a working knowledge of characteristics of recognized exceptionalities, multiple intelligences, and learning styles but is not always sure how to adapt lessons for special needs
★ Tries various instructional strategies but limits student engagement
★ Uses mostly teacher-centered strategies
★ Demonstrates superficial coverage of the curriculum
★ Uses technology tools and resources to engage students, but the majority of the time the use is by the teacher – not the student

Examples of Evidence

Lesson Plans/Curriculum Units
★ Selects a wide range of research-based strategies that provide multiple perspectives on concepts and problems of the content area(s) and standards
★ Utilizes knowledge of research-based strategies, such as brain-based learning and multiple intelligences, as the basis for planning and teaching decisions
★ Collects data about students as diverse learners (e.g., identifying their prior knowledge, background, potential problems, misconceptions, etc.) in order to select appropriate strategies
★ Uses accessible technology tools and resources on a regular basis to engage students in learning

Observations
★ Explains content in multiple ways until students demonstrate understanding
★ Adjusts instruction to use alternative strategies when students struggle in learning
★ Provides appropriate scaffolding, coaching, and modeling to support students as they learn new skills or learn new concepts, removing supports and students are ready to continue and expand on their own
★ Demonstrates a working knowledge of recognized exceptionalities, multiple intelligences, and learning styles, and makes appropriate adaptations as needed to meet identified learning needs
★ Students consistently use technology tools and resources to engage in learning

STANDARDS-BASED INSTRUCTION STANDARD (SBI): *The teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning as defined by GPS or State-approved curriculum.*

STANDARD ELEMENT 3 (SBI3): *The teacher consistently demonstrates high expectations for all learners.*

NOT EVIDENT: There is no evidence that the teacher consistently demonstrates high expectations for all learners. The majority of instruction reflects low expectations for learners.	EMERGING: There is evidence that the teacher holds high expectations for some students, but not all.	PROFICIENT: There is evidence that the teacher consistently demonstrates high expectations for students.
Examples of Evidence **Lesson Plans/Curriculum Units** ★ Does not reflect high expectations for learners ★ Creates low-level activities and plans (e.g., worksheets, factual recall type assessments, etc.) that promote only acquisition of disconnected sets of facts and skills **Observations** ★ Does not communicate or use strategies that engender high expectations for all learners ★ Uses instructional strategies that only require students to recall facts ★ Engages students in learning activities that are textbook- and worksheet-driven ★ Uses strategies that foster low expectations for students ★ Does not encourage students to "set the bar high" or demonstrate what successful work looks like ★ Incorporates low-level expectations in most tasks ★ Does not engage students in using accessible technology tools and resources	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Expects most students to achieve at the same level; however, the expected level is not always high enough to ensure mastery of the GPS ★ Focuses goal setting activities on whole class data rather than addressing individual needs **Observations** ★ Focuses questioning techniques and instructional strategies at the knowledge/recall and comprehension levels ★ Demonstrates high expectations only for the most gifted and talented students in the classroom ★ Uses scoring rubrics that demonstrate expectations for learners; however, the top level is not always consistent with mastery of the GPS ★ Engages some students in using accessible technology tools and resources to set and reach high expectations	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Includes in plans activities designed to help students learn with understanding ★ Plans for the use of self-assessment instruments to determine strengths and weaknesses for goal-setting activities ★ Selects benchmarks of student or expert work to demonstrate expectations **Observations** ★ Uses questioning strategies that require students to use higher-order thinking skills ★ Demonstrates high expectations for students in the classroom, regardless of ability level ★ Provides learners with benchmarks or examples of student work that illustrate various levels of achievement on each goal ★ Uses scoring rubrics that reflect high expectations for most activities ★ Engages all students in using accessible technology tools and resources to set and reach high expectations

STANDARDS-BASED INSTRUCTION STANDARD (SBI): *The teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning as defined by GPS or State-approved curriculum.*

STANDARD ELEMENT 4 (SBI4): *The teacher uses accessible technology effectively to enhance student learning.*

NOT EVIDENT: There is no evidence that the teacher is using accessible technology to enhance student learning.	EMERGING: There is evidence that the teacher uses accessible technology; however, technology is used primarily with whole class, select students, or as a tool for tutorials and drill.	PROFICIENT: There is evidence that the teacher routinely uses accessible technology to enhance student learning and support their achievement.

Examples of Evidence

Lesson Plans/Curriculum Units
- ★ Does not reference the use of technology to support instruction in lesson plans
- ★ Does not utilize school productivity tools (e.g., grading software programs, data analysis programs, etc.)
- ★ Selects and uses technology and instructional media that is not related to the GPS

Observations
- ★ Does not use accessible technology tools and resources to support instruction (presentation systems, instructional media, tools that require student participation, and assessment tools, etc.)
- ★ Fails to use technology tools and resources to teach the GPS

Examples of Evidence

Lesson Plans/Curriculum Units
- ★ Uses technology for whole group presentation of information
- ★ Discovers technology tools and resources via professional learning opportunities, Internet resources, and collaborative learning communities
- ★ Utilizes the school and district provided technology resources only for managing information, creating materials, etc. (e.g., record-keeping tools such as grading programs, productivity tools, etc.)
- ★ Incorporates instructional media and technology into some lessons; however, does not always choose materials connected to the GPS

Observations
- ★ Uses technology tools and resources for whole classroom instruction (video projector connected to teacher's workstation)
- ★ Uses technology as practice (tutorial and drill) with some students
- ★ Uses technology as a tool for play, reward, remediation, or enrichment

Examples of Evidence

Lesson Plans/Curriculum Units
- ★ Uses technology tools and resources to support instruction with strategies selected to meet individual student differences
- ★ Integrates instructional technology tools and resources that align with the GPS into lesson plans
- ★ Builds a repertoire of appropriate technology tools and resources found on the Internet and incorporates these in planning for instruction

Observations
- ★ Uses technology tools to support instruction that actively involve learners (e.g., student response systems, interactive whiteboards, etc.)
- ★ Assures that students have physical access, support, and time to use classroom and school resources, including technology
- ★ Helps students see the connections between the GPS and the technology and instructional media used to support instruction
- ★ Cooperates with special needs teachers to use assistive technology to support special needs learners
- ★ Provides students with opportunities to use technology in higher order thinking activities

STANDARDS-BASED INSTRUCTION STANDARD (SBI): *The teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning as defined by GPS or State-approved curriculum.*

STANDARD ELEMENT 5 (SBI5): *The teacher differentiates instruction to meet students' readiness levels, language proficiency, and interests.*

NOT EVIDENT: There is no evidence of differentiated instruction. The teacher uses a single plan for all learners with content presented in the same way to all students regardless of readiness levels, learning styles, and/or student interest.	EMERGING: There is evidence that the teacher modifies instruction to accommodate student needs; however, a majority of instruction tends to be teacher-centered and whole group in approach, marginalizing some students or groups.	PROFICIENT: There is evidence that the teacher plans appropriately for student differences and needs. Classroom instruction is tailored for students' readiness levels, learning styles, and interests and monitored to ensure that students meet the same standards.
Examples of Evidence **Lesson Plans/Curriculum Units** ★ Plans to teach and assess all students in the same way ★ Makes a single plan for whole class instruction or does not plan **Observations** ★ Is not aware of or rejects student attempts to provide input about their needs ★ Follows plans as prepared without consideration for student needs or frustration ★ Expects all students to use the same materials without consideration for reading levels, interests, or learning styles ★ Does not incorporate the use of accessible technology tools and resources to differentiate instruction	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Modifies planning sometimes for some students, but tends to be teacher-centered and whole-group in approach ★ Plans to use only minimally demanding strategies with students who are identified as struggling **Observations** ★ Has not developed a systematic way of observing all students, but reacts to them as a large group or attends to only a few students ★ Relies on a few instructional strategies, more for their own comfort level than for student needs ★ Uses some materials including technology to support diverse learners	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Plans for student differences ★ Creates lessons that operate at multiple levels to meet developmental and individual needs of diverse learners ★ Plans, delivers, and assesses lessons and units so that learners can succeed ★ Plans in advance, but sometimes adapts plans as knowledge of specific students evolves **Observations** ★ Observes students in routine, habitual ways, collecting data both formally and informally in order to reflect on and adapt instruction ★ Makes a wide variety of resources available that are appropriate for specific learners ★ Uses a variety of resources, including accessible technology tools and resources, to support equitable engagement of diverse learners.

STANDARDS-BASED INSTRUCTION STANDARD (SBI): *The teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning as defined by GPS or State-approved curriculum.*

STANDARD ELEMENT 6 (SBI6): *The teacher delivers instruction which fosters the development of higher-order thinking/reasoning skills.*

NOT EVIDENT: There is no evidence that the teacher emphasizes and/or encourages students to use higher-order thinking skills and processes.	EMERGING: There is evidence that the teacher encourages students to use higher-order thinking skills and processes; however, the teacher does not fully understand or guide the use of higher-order thinking or only infrequently uses these techniques.	PROFICIENT: There is evidence that the teacher emphasizes and consistently encourages students to use higher-order thinking skills and processes.
Examples of Evidence **Lesson Plans/Curriculum Units** ★ Writes lesson plans that focus on factual knowledge alone ★ Does not plan for or teach strategies for learning ★ Does not vary processes for learning beyond simple recall or recitation ★ Creates assignments that ask students only to provide lower level answers **Observations** ★ Cannot explain complex concepts and assumptions in the context area(s) to students ★ Becomes confused or defensive when students ask questions or seem frustrated ★ Asks only low level factual questions ★ Responds to oral student responses with a correct answer rather than challenging the speaker or others to find answers ★ Shuts down student discussion with limited or limiting responses to their input ★ Does not use accessible technology tools and resources to develop higher-order thinking skills	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Creates lesson plans that include some higher level thinking strategies but is not always able to carry these out fully (e.g., doesn't know how to build high level answers, grades projects in limited ways, cannot support students' independent investigations, etc.) ★ Plans and uses some higher-order thinking strategies (comprehension, application, analysis), but usually as short-term lessons or projects without extending the skills to other work **Observations** ★ Invites students to share their own knowledge and interpretations, but does not always provide appropriate responses ("That's correct." "Tell us more.") ★ Experiments with strategies, processes, and "habits of mind" that will encourage higher order thinking ★ Uses accessible technology tools and resources periodically, but not in a way to maximize and promote higher order thinking	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Plans strategies for remembering, understanding, solving problems, analysis, and synthesis ★ Selects strategies to provide multiple perspectives on standards and key concepts and problems of the content area(s) ★ Incorporates frequent learning opportunities that require students to analyze and synthesize **Observations** ★ Helps students learn with understanding rather than just promoting acquisition of disconnected sets of facts and skills ★ Teaches memory skills to develop coherent structures of information (e.g., mnemonic devices, mental maps, etc.) ★ Facilitates learning by regulating the difficulty of tasks ★ Uses a variety of accessible technology tools and resources in project-based lessons to encourage higher order thinking skills

ASSESSMENT OF STUDENT LEARNING STANDARD (AL): *The teacher uses a balanced variety of assessment techniques that are systematically implemented, resulting in appropriate interventions that foster continuous improvement for all.*

STANDARD ELEMENT 1 (AL1): *The teacher uses formative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement on the GPS or State-approved curriculum.*

NOT EVIDENT: There is no evidence that the teacher uses formative assessment strategies either to monitor student progress or to adjust instruction to meet student needs.	EMERGING: There is evidence that the teacher uses some formative assessment tasks and tools to guide adjustments of whole-class instruction; however, formative assessment is rarely used at the individual level or may be inconsistently implemented.	PROFICIENT: There is evidence that the teacher consistently uses formative assessment tasks and tools to monitor student progress over the course of all units and to adjust instruction to meet students' individual learning needs relative to the GPS.
Examples of Evidence **Lesson Plans/Curriculum Units** ★ Does not use formative assessments to guide instruction ★ Makes a single plan for all learners **Observations** ★ Does not adjust instruction to meet the needs of students who are having difficulty understanding the lesson	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Plans for some formative assessment, but does not know how to use data to adjust instruction to meet individual student needs ★ Re-teaches rarely and then primarily to the whole class in areas identified as weaknesses ★ Assesses student learning typically at the end of a unit (summative evaluation) to determine student achievement rather than to identify students in need of support **Observations** ★ Adjusts instruction at the whole class level and does not address individual needs ★ Demonstrates limited skill in making adjustments abased on formative assessment data ★ Notices consciously how students respond to teaching strategies, but is not comfortable adjusting instruction in the middle of a lesson	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Uses formative assessments to guide adjustments to instruction ★ Adapts plans as he/she develops knowledge of specific students ★ Experiments with a variety of formative assessment measures including student notes and reflections, assignments, quizzes, demonstrations, concept maps, etc. **Observations** ★ Adjusts instruction to address the needs of students who are having difficulty understanding the lesson ★ Encourages student questions and talk in the classroom and uses student input for spontaneous planning and adjustments ★ Provides alternative explanations and seeks effective approaches when students questions reveal lack of understanding ★ Blends classroom-based assessment methods into the instructional process in unobtrusive ways

ASSESSMENT OF STUDENT LEARNING STANDARD (AL): *The teacher uses a balanced variety of assessment techniques that are systematically implemented, resulting in appropriate interventions that foster continuous improvement for all.*

STANDARD ELEMENT 2 (AL2): *The teacher uses diagnostic assessment strategies to identify individual and class strengths, misconceptions, and areas of weakness in order to inform planning.*

NOT EVIDENT: There is no evidence the teacher uses diagnostic assessment data to determine student or class strengths and weaknesses or to plan for instruction. The teacher does not identify student or class strengths or weaknesses.	EMERGING: There is evidence that the teacher uses some diagnostic strategies to identify student strengths, weaknesses, and prior knowledge to guide planning for instruction; however, diagnostic assessment is not an integral part of unit planning.	PROFICIENT: There is evidence that the teacher uses a variety of diagnostic assessment strategies to identify individual and class strengths, misconceptions, and areas of weakness. Diagnostic assessment is a regular part of planning.
Examples of Evidence **Lesson Plans/Curriculum Units** ★ Does not include diagnostic assessments in plans ★ Is not guided by diagnostic data when planning for differentiation ★ Does not consider students' prior knowledge to determine starting points for instruction **Observations** ★ Does not use informal or formal diagnostic assessments at he beginning of a lesson or unit ★ Does not probe for prior knowledge during a lesson ★ Does not match the instruction to the prior knowledge of the learners	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Includes diagnostic assessments at the beginning of some instructional units ★ Plans for differentiation based on the diagnostic data **Observations** ★ Uses at least one formal or informal diagnostic assessment at the beginning of a lesson or unit ★ Asks questions to determine prior knowledge during a lesson	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Uses a variety of diagnostic activities at the beginning of most lessons and units to determine the specific needs of the class and of individual students ★ Identifies students' prior knowledge in the content area(s) and plans to link it to new learning **Observations** ★ Differentiates the lesson to address the needs of students who start the lesson at a lower level of understanding ★ Uses a variety of diagnostic strategies (e.g., initial writing prompts, informal reading assessments, pre-tests, anticipation guides, etc.

ASSESSMENT OF STUDENT LEARNING STANDARD (AL): *The teacher uses a balanced variety of assessment techniques that are systematically implemented, resulting in appropriate interventions that foster continuous improvement for all.*

AL ELEMENT 3 (AL3): *The teacher uses a variety of summative strategies to evaluate student status relative to the mastery of GPS or State-approved curriculum.*

NOT EVIDENT: There is no evidence that the teacher uses summative assessment tasks or tools to evaluate students' status relative to the GPS.	EMERGING: There is evidence that the teacher uses some summative assessment tasks and tools to evaluate mastery of the GPS. The teacher aligns assessments with the GPS but does not always include details at the element level in the assessments.	PROFICIENT: There is evidence that the teacher uses a variety of summative assessments tasks and tools to evaluate student achievement. The teacher aligns assessments with the GPS in order to reflect student understanding at the element level.
Examples of Evidence **Lesson Plans/Curriculum Units** ★ Does not use common assessments established by the school as measures of the GPS ★ Does not design and/or use summative assessments that are aligned with the GPS or state assessments ★ Does not plan for review of material prior to summative assessments, or includes only brief lower-order review ★ Does not include time for review of summative assessment results with students **Observations** ★ Does not explain how summative assessments match with lesson content ★ Does not link prior formative assessment to summative assessments	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Uses summative assessments solely for the purpose of assigning grades ★ Aligns summative assessment with the GPS at the standard level, but not necessarily at the element level ★ Concentrates on lower levels of thinking (recall-based) in summative assessment strategies ★ Uses grade level/department summative assessments but is not involved in the development of assessments so might not understand the purpose and use **Observations** ★ Matches summative assessment(s) with lesson content ★ Informs students about the content and skills that are assessed by summative assessments ★ Gives students some feedback about he results from a summative assessment	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Develops units of instruction that reveal clear connections between formative and summative assessments ★ Uses summative assessments that align closely with the GPS at all levels ★ Uses common assessments created by collaborating with other teachers ★ Uses a variety of summative assessments that are valid and reliable measures of student achievement ★ Uses summative assessment results to plan next units and redeliver instruction **Observations** ★ Provides students with choices of ways to demonstrate learning ★ Reviews summative assessment results with students

ASSESSMENT OF STUDENT LEARNING STANDARD (AL): *The teacher uses a balanced variety of assessment techniques that are systematically implemented, resulting in appropriate interventions that foster continuous improvement for all.*

AL ELEMENT 4 (AL4): *The teacher provides effective and timely commentary/feedback regarding students' writing and oral performances.*

NOT EVIDENT: There is no evidence that the teacher provides adequate feedback/commentary on student work, including grades, on student work, or the feedback/commentary and/or grades that are given do not align with the GPS.	EMERGING: There is evidence that the teacher provides feedback/commentary, including grades, on student performances; however, feedback/commentary or grades may not be consistently equitable or may not be aligned with the GPS.	PROFICIENT: There is evidence that the teacher provides GPS-based feedback/commentary on student performances, including, but not limited to, fair and equitable grades.
Examples of Evidence **Lesson Plans/Curriculum Units** ★ Uses assessments solely to assign grades and not to provide feedback/commentary or inform future instruction ★ Does not identify or display exemplary work samples to demonstrate levels of performance toward mastery of the GPS. ★ Does not use rubrics to communicate levels of expected performance. ★ Bases grading on things other than learning (e.g., behavior, motivation, etc.) **Observations** ★ Limits feedback to evaluative judgments ★ Does not provide oral or written feedback/commentary on student work beyond a grade ★ Does not make connections between the GPS and the assessments administered ★ Assigns grades but does not discuss grades and what they mean with individual students	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Prepares students for summative assessments based on the GPS through review and practice ★ Creates opportunities for students to be assessed on their current knowledge and skills relative to the GPS ★ Responds to student work, although not in depth and not always in a timely manner to affect instruction ★ Uses rubrics to communicate possible levels of performance, but highest levels of rubrics do not consistently reflect mastery of the GPS **Observations** ★ Give corrective feedback/commentary but doesn't always connect it to the standards ★ Informs students about the importance of content and skills that are to be assessed	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Plans time and guidance for students to reflect on and assess progress ★ Identifies a repertoire of benchmarks of student work that show various levels of achieving standards ★ Responds to student work in relation to the GPS, providing time to remediate for success before final grading **Observations** ★ Explains and demonstrates the purposes and procedures of assessment to students, using benchmarks and standards ★ Listens to student feedback about grades to determine how to clarify grading processes and reporting ★ Provides specific oral or written commentary on student work and connects the comments to the elements within the standards

INSTRUCTIONAL ENVIRONMENT STANDARD (IE): *The teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning.*

STANDARD ELEMENT 1 (IE1): *The teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.*

NOT EVIDENT: There is no evidence that the teacher establishes classroom rules and procedures to support a positive, productive learning environment. The teacher does not adequately monitor students and/or respond to inappropriate behavior.	EMERGING: There is evidence that the teacher establishes classroom rules and procedures; however, these do not consistently support a positive, productive learning environment.	PROFICIENT: There is evidence that the teacher establishes classroom rules and procedures focusing on a positive, productive learning environment. The teacher clearly communicates rules and procedures so that students can work within them.
Examples of Evidence **Observations** ★ Does not consistently demonstrate or model respect and acceptance in interactions with students (e.g., use of sarcasm, limited interactions with individual students, inappropriate classroom management techniques/discipline, excessively loud voice) ★ Provides a physical environment with components that may be a safety hazard or limit access for some students (e.g., resource placement, arrangement of furniture) ★ Fails to use practices to enhance acceptance of al students (e.g., teacher directed activities with limited opportunity for students to learn from and about classmates) ★ Does not monitor student activities ★ Does not respond to inappropriate student behavior in productive ways ★ Does not have classroom/school rules/procedures posted in the classroom	**Examples of Evidence** **Observations** ★ Greets and talks individually with many students ★ Maintains a physically safe environment that is for the most part orderly and inviting ★ Monitors student activities ★ Responds fairly, but not always consistently, to inappropriate student behavior ★ Arranges classroom furniture, space, and resources appropriately to support some activities ★ Posts rules and procedures in the classroom, but does not refer to them at appropriate times ★ Implements required school management plans and procedures for classrooms and school areas	**Examples of Evidence** **Observations** ★ Models respect and acceptance through interactions and classroom management ★ Reinforces positive interactions by consistent monitoring and correction of behaviors when needed ★ Provides a physically safe and inviting environment where materials/technology are accessible ★ Posts rules/procedures prominently and refers to them at appropriate times ★ Creates a versatile classroom layout that facilitates movement, communication, and quiet spaces appropriate to planned activities ★ Has classroom rules/procedures that clearly define the expectation of respect and acceptance of others

INSTRUCTIONAL ENVIRONMENT STANDARD (IE): *The teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning.*

STANDARD ELEMENT 2 (IE2): *The teacher maximizes instructional time.*

NOT EVIDENT: There is no evidence that the teacher maximizes instructional time. Time is frequently interrupted as a result of discipline and classroom management issues. Non-instructional tasks often detract from the time spent on learning.	EMERGING: There is evidence that the teacher attempts to maximize instructional time through classroom procedures; however, classroom instruction is sometimes interrupted as a result of classroom management issues or inconsistent implementation of procedures.	PROFICIENT: There is evidence that the teacher maximizes instructional time by being ready to teach and having in place procedures that are consistently followed. Instruction is rarely interrupted as a result of discipline and classroom management issues.
Examples of Evidence **Observations** ★ Does not begin or end class on time ★ Does not have appropriate materials ready for instruction ★ Does not clearly describe what students are to do, how they are to move, behave, or interact so that time is lost in repetition or disciplinary actions ★ Assigns students to small groups or independent work without guidance or clear expectations ★ Does not facilitate easy access to teacher or student materials in the classroom ★ Does not intervene when students are off-task, or intervenes in ways that disrupt the learning of others ★ Has no plan for and allows students to remain off-task when they complete their work	**Examples of Evidence** **Observations** ★ Begins and ends class on time, but instruction is sometimes interrupted by classroom management issues ★ Has appropriate materials ready for instruction for most lessons ★ Creates some routines for non-instructional duties, managing materials and time, and transitioning between learning segments; however, routines are not consistently utilized ★ Observes and provides constructive feedback to improve student work habits and relationships, but does not always reinforce improvements ★ Communicates expectations for productive behaviors in small group, large group, and independent work settings, but does not consistently monitor and intervene to reinforce these productive behaviors ★ Has minimal plans for and is uncertain what to do when some students finish work early	**Examples of Evidence** **Observations** ★ Provides bell-to-bell instruction that is rarely interrupted by management issues ★ Has appropriate materials/resources consistently ready for instruction ★ Monitors activities to make sure students are using resources and time efficiently and effectively ★ Creates a well-planned and versatile classroom layout that facilitates movement, communication, and quiet spaces appropriate to individual needs and to planned activities ★ Assures that students have physical access, support, and time to use classroom and school resources, including technology ★ Keeps students on task throughout and across lessons ★ Plans for and clearly articulates what students are to do if they complete work earlier than others

INSTRUCTIONAL ENVIRONMENT STANDARD (IE): The teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning.

STANDARD ELEMENT 3 (IE3): *The teacher fosters a sense of community and belonging by acknowledging diversity, achievements, and accomplishments of all learners in the classroom.*

NOT EVIDENT: There is no evidence that the teacher fosters an inclusive learning community, celebrates diversity, or acknowledges the achievements of students in the classroom. The teacher does not demonstrate an awareness of and/or appreciation for cultural differences.	EMERGING: There is evidence that the teacher is beginning to take steps to make most individuals and groups feel a part of the learning community by demonstrating an awareness of and appreciation for cultural differences; however, the teacher appears to be selective as to who receives, or fails to receive, acknowledgement for achievements and accomplishments.	PROFICIENT: There is evidence that the teacher consistently encourages a climate of inclusion by building on the experiences and perspectives of diverse students in creating a culturally responsive classroom and by frequently celebrating the achievements of groups and individual students with the classroom.
Examples of Evidence **Lesson Plans/Curriculum units** ★ Does not incorporate activities or information in lesson or unit plans that are representative of diverse cultures ★ Does not plan activities geared toward understanding and working productively with people from other cultures ★ Does not plan any recognition of student achievement **Observations** ★ Exhibits behaviors that demonstrate a lack of acceptance of students as unique learners ★ Marginalizes some students or groups of students or allows them to be marginalized by other students ★ Does not display student work in the classroom or beyond in a manner that acknowledges achievement (e.g., no student work on display or all student work is displayed without regard to quality) ★ Does not provide positive verbal and/or non-verbal reinforcement or recognitions of students achievements	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Incorporates activities and information in lesson unit plans that are representative of diverse cultures ★ Plans some activities geared toward understanding and working productively with people form other cultures ★ Plans for end of unit celebrations of student work and accomplishments **Observations** ★ Uses pertinent examples and analogies from learners' cultures in some lessons to introduce or clarify new concepts ★ Uses techniques to foster better acceptance of some individual students ★ Celebrates the success of certain students and/or class as a whole ★ Displays only certain students work	**Examples of Evidence** **Lesson Plans/Curriculum Units** ★ Uses classroom strategies to promote students' respect for others who are different from themselves ★ Uses cultural characteristics, experiences, and perspectives of diverse students to create culturally rich lessons ★ Routinely plans for students to share and celebrate one another's accomplishments **Observations** ★ Develops classroom strategies, as needed, to address students' lack of respect for others who are different from themselves ★ Uses a variety of resources to support engagement of diverse learners ★ Displays a variety of successful student work prominently in the classroom to represent multiple perspectives and ways of knowing ★ Recognizes individual students and groups for accomplishments ★ Offers praise and positive reinforcement consistently, even for small gains

INSTRUCTIONAL ENVIRONMENT STANDARD (IE): *The teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning.*

STANDARD ELEMENT 4 (IE4): *The teacher helps students take responsibility for their own behavior and learning.*

NOT EVIDENT: There is no evidence that the teacher expects, encourages, or allows students to be responsible for their own learning or behavior.	EMERGING: There is evidence that the teacher expects and encourages students in engage in self-monitoring and self-improvement of behavior and achievement; however, the teacher provides limited guidance to students on how to monitor their own learning and behavior.	PROFICIENT: There is evidence that the teacher establishes a learning environment that encourages, guides, and supports students' self-monitoring and self-improvement of behavior.

Examples of Evidence **Observations** ★ Does not plan activities that will lead students to self-monitor behavior or progress (e.g., self checks, reflections, rubrics) ★ Monitors classroom inconsistently resulting in students being off-task ★ Directs learning activities with no opportunity for students to make learning choices ★ Does not encourage or reinforce students to be self-governing or self-improving ★ Does not expect or model active listening when people work together ★ Does not demonstrate respectful behavior to others ★ Does not allow students to solve problems or teach them how to do so ★ Ignores students' attempts to provide feedback on their learning or frustrations	**Examples of Evidence** **Observations** ★ Expects students to self-monitor behaviors, but is not always able to show them how to do so ★ Incorporates some opportunities for students to learn how to self-monitor behavior and progress ★ Provides some opportunities for students to make learning choices ★ Monitors and responds to most of-task behaviors, but interventions do not often lead to students taking responsibility ★ Uses verbal and non-verbal cues to address both positive and negative student behaviors ★ Hears, but does not know how to use student feedback on their learning or frustrations ★ Listens to students' input and tries to get them to listen to one another, but not always successfully	**Examples of Evidence** **Observations** ★ Involves students in record-keeping for self-assessment and self-monitoring ★ Teaches students how to accept responsibility for their own learning and for the productivity of the class ★ Provides many opportunities for students to practice self-monitoring of learning and behavior ★ Expects and models active listening when people work together ★ Teaches students how to monitor their own behaviors in relation to learning expectations, classroom configurations, and individual and group learning needs ★ Provides time and guidance for students to reflect on their progress, express their frustrations, and think about how they can change behaviors to be more successful, if needed