**Hawaii Adapted Framework for Teaching**

***Adapted from the Charlotte Danielson A Framework for***

***Teaching, 2nd Edition***

**Framework: Classroom Teacher**

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| **Classroom Teacher – 1a** | | | | |
| **1a: Demonstrating knowledge of content and pedagogy.** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Knowledge of content and the structure of the discipline.*** | In planning and practice, teacher makes content errors or does not correct errors made by students. | Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. | Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. | Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. |
| ***Knowledge of prerequisite relationships.*** | Teacher’s plans and practice display little understanding of prerequisite relationships important to student learning of the content. | Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. | Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. | Teacher’s plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. |
| ***Knowledge of content-related pedagogy.*** | Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | Teacher’s plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students. | Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |

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| **Classroom Teacher – 1b** | | | | |
| **1b: Demonstrating knowledge of students.** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Knowledge of child and adolescent development.*** | Teacher displays little or no knowledge of the developmental characteristics of the age group. | Teacher displays partial knowledge of the developmental characteristics of the age group. | Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. | In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns. |
| ***Knowledge of the learning process.*** | Teacher sees no value in understanding how students learn and does not seek such information. | Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. | Teacher’s knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students. | Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. |
| ***Knowledge of students’ skills, knowledge, and language proficiency.*** | Teacher displays little or no knowledge of students’ skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency and displays this knowledge for groups of students. | Teacher displays understanding of individual students’ skills, knowledge, and language proficiency and has a strategy for maintaining such information. |
| ***Knowledge of students’ interests and cultural heritage.*** | Teacher displays little or no knowledge of students’ interests or cultural heritage and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students’ interests and cultural heritage but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for groups of students. | Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for individual students. |
| ***Knowledge of students’ special needs.*** | Teacher displays little or no understanding of students’ special learning or medical needs or why such knowledge is important. | Teacher displays awareness of the importance of knowing students’ special learning or medical needs, but such knowledge may be incomplete or inaccurate. | Teacher is aware of students’ special learning and medical needs. | Teacher possess information about each student’s learning and medical needs, collecting such information from a variety of sources. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |

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| **Classroom Teacher – 1c** | | | | |
| **1c: Setting Instructional Outcomes** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Value, sequence and alignment.*** | Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. | Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. | All outcomes represent high expectations and rigor and important learning in the discipline. They are  connected to a sequence of learning both in the discipline and in related disciplines. |
| ***Clarity*** | Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. | Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. | All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. | All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. |
| ***Balance*** | Outcomes reflect only one type of learning and only one discipline or strand. | Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. | Outcomes reflect several different types of learning and opportunities for coordination. | Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. |
| ***Suitability for diverse learners.*** | Outcomes are not suitable for the class or are not based on any assessment of student needs. | Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning. | Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs for some individual students may not be accommodated. | Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |

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| **Classroom Teacher – 1d** | | | | |
| **1d: Demonstrating Knowledge of Resources** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Resources for classroom use.*** | Teacher is unaware of resources for classroom use available through the school or district. | Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher’s knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| ***Resources to extend content knowledge and pedagogy.*** | Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher’s knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| ***Resources for students.*** | Teacher is unaware of resources for students available through the school or district. | Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more  broadly. | Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher’s knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |

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| **Classroom Teacher – 1e** | | | | |
| **1e: Designing Coherent Instruction** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Learning activities.*** | Learning activities are not suitable to students or to instructional outcomes and are not designed  to engage students in active intellectual activity. | Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. | All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. | Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. |
| ***Instructional materials and resources.*** | Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. | Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. |
| ***Instructional groups.*** | Instructional groups do not support the instructional outcomes and offer no variety. | Instructional groups partially support the instructional outcomes, with an effort at providing some variety. | Instructional groups are varied as appropriate to the students and the different instructional outcomes. | Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. |
| ***Lesson and unit structure.*** | The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities  do not follow an organized progression, and time allocations are unrealistic. | The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. | The lesson or units has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. | The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |

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| **Classroom Teacher – 1f** | | | | |
| **1f: Designing Student Assessments** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Congruence with instructional outcomes.*** | Assessment procedures are not congruent with instructional outcomes. | Some of the instructional outcomes are assessed through the proposed approach, but many are not. | All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. | Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. |
| ***Criteria and standards.*** | Proposed approach contains no criteria or standards. | Assessment criteria and standards have been developed, but they are not clear. | Assessment criteria and standards are clear. | Assessment criteria and standards are clear; there is evidence that the students contributed to their development. |
| ***Design of formative assessments.*** | Teacher has no plan to incorporate formative assessment in the lesson or unit. | Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. | Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. | Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. |
| ***Use for planning.*** | Teacher has no plans to use assessment results in designing future instruction. | Teacher plans to use assessment results to plan for future instruction for the class as a whole. | Teacher plans to use assessment results to plan for future instruction for groups of students. | Teacher plans to use assessment results to plan future instruction for individual students. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |

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| **Classroom Teacher – 2a** | | | | |
| **2a: Creating an Environment of Respect and Rapport** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Teacher interaction with students.*** | Teacher interaction with at least some students is negative, demeaning, sarcastic or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. | Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for the teacher. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. | Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. |
| ***Student interactions with other students.*** | Student interactions are characterized by conflict, sarcasm, or put-downs. | Students do not demonstrate disrespect for one another. | Student interactions are generally polite and respectful. | Students demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting classmates respectfully when needed. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |

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| **Classroom Teacher – 2b** | | | | |
| **2b: Establishing a Culture for Learning** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Importance of the content.*** | Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. | Teacher communicates importance of the work by with little conviction and only minimal apparent  buy-in by the students. | Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. | Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. |
| ***Expectations for learning and achievement.*** | Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. | Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and  achievement. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. |
| ***Student pride in work.*** | Students demonstrates little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work. | Students minimally accept the responsibility to do good work but invest little of their energy into its quality. | Students accept the teacher’s insistence on work of high quality and demonstrate pride in that work. | Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising draft on their own or helping peers. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |

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| **Classroom Teacher – 2c** | | | | |
| **2c: Managing Classroom Procedures** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Management of instructional groups.*** | Students not working with the teacher are not productively engaged in learning. | Students in only some groups are productively engaged in learning while unsupervised by the teacher. | Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. | Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. |
| ***Management of transitions.*** | Transitions are chaotic, with much time lost between activities or lesson segments. | Only some transitions are efficient, resulting in some loss of instructional time. | Transitions occur smoothly, with little loss of instructional time. | Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. |
| ***Management of materials and supplies.*** | Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. | Routines for handling materials and supplies function moderately well, but with some loss of instructional time. | Routines for handling materials and supplies occur smoothly, with little loss of instructional time. | Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. |
| ***Performance of non-instructional duties.*** | Considerable instructional time is lost in performing non-instructional duties. | Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time. | Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time. | Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. |
| ***Supervision of volunteers and paraprofessionals.*** | Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time. | Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. | Volunteers and paraprofessionals are productively and independently engaged during the entire class. | Volunteers and paraprofessionals make a substantive contribution to the classroom environment. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |

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| **Classroom Teacher – 2d** | | | | |
| **2d: Managing Student Behavior** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Expectations*** | No standards of conduct appear to have been established, or students are confused as to what the standards are. | Standards of conduct appear to have been established, and most students seem to understand them. | Standards of conduct are clear to all students. | Standards of conduct are clear to all students and appear to have been developed with student participation. |
| ***Monitoring of student behavior.*** | Student behavior is not monitored, and teacher is unaware of what the students are doing. | Teacher is generally aware of student behavior but may miss the activities of some students. | Teacher is alert to student behavior at all times. | Monitoring by teacher is subtle and preventive. Students monitor their own and their peers’ behavior, correcting one another respectfully. |
| ***Response to student misbehavior.*** | Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the students’ dignity. | Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. | Teacher response to misbehavior is appropriate and successful and respects the student’s dignity, or student behavior is generally appropriate. | Teacher response to misbehavior is highly effective and sensitive to students’ individual needs, or student behavior is entirely appropriate. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |

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| **Classroom Teacher – 2e** | | | | |
| **2e: Organizing Physical Space** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Safety and accessibility.*** | The classroom is unsafe, or learning is not accessible to some students. | The classroom is safe, and at least essential learning is accessible to most students. | The classroom is safe, and learning is equally accessible to all students. | The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. |
| ***Arrangement of furniture and use of physical resources.*** | The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources. | Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness. | Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities. | Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |

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| **Classroom Teacher – 3a** | | | | |
| **3a: Communicating with Students** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Expectations for learning.*** | Teacher’s purpose in a lesson or unit is unclear to students. | Teacher attempts to explain the instructional purpose, with limited success. | Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. | Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. |
| ***Directions and procedures.*** | Teacher’s directions and procedures are confusing to students. | Teacher’s directions and procedures are clarified after initial student confusion. | Teacher’s directions and procedures are clear to students. | Teacher’s directions and procedures are clear to students and anticipate possible student misunderstanding. |
| ***Explanations of content.*** | Teacher’s explanation of the content is unclear or confusing or uses inappropriate language. | Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. | Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience. | Teacher’s explanation of content is imaginative and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers. |
| ***Use of oral and written language.*** | Teacher’s spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused. | Teacher’s spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is  correct but limited or is not appropriate to the  students’ ages or backgrounds. | Teacher’s spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students’ ages and interests. | Teacher’s spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students’ vocabularies. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |

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| **Classroom Teacher – 3b** | | | | |
| **3b: Using Questioning and Discussion Techniques** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Quality of questions.*** | Teacher’s questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. | Teacher’s questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. | Most of the teacher’s questions are of high quality. Adequate time is provided for students to respond. | Teacher’s questions are of uniformly high quality, with adequate time for students to respond. Student formulate many questions. |
| ***Discussion techniques.*** | Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. | Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. | Teacher creates a genuine discussion among students, stepping aside when appropriate. | Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. |
| ***Student participation.*** | A few students dominate the discussion. | Teacher attempts to engage all students in the discussion, but with only limited success. | Teacher successfully engages all students in the discussion. | Students themselves ensure that all voices are heard in the discussion. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |

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| **Classroom Teacher – 3c** | | | | |
| **3c: Engaging Students in Learning** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Activities and assignments.*** | Activities and assignments are inappropriate for students’ age or background. Students are not mentally engaged in them. | Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. | Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. | All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. |
| ***Grouping of students.*** | Instructional groups are inappropriate to the students or to the instructional outcomes. | Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. |
| ***Instructional materials and resources.*** | Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. | Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. |
| ***Structure and pacing.*** | The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both. | The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. | The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate. | The lesson’s structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |

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| **Classroom Teacher – 3d** | | | | |
| **3d: Using Assessment in Instruction** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Assessment criteria.*** | Students are not aware of the criteria and performance standards by which their work will be evaluated. | Students know some of the criteria and performance standards by which their work will be evaluated. | Students are fully aware of the criteria and performance standards by which their work will be evaluated. | Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. |
| ***Monitoring of student learning.*** | Teacher does not monitor student learning in the curriculum. | Teacher monitors the progress of the class as a whole but elicits no diagnostic information. | Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. | Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. |
| ***Feedback to students.*** | Teacher’s feedback to students is of poor quality and not provided in a timely manner. | Teacher’s feedback to students is uneven, and its timeliness is inconsistent. | Teacher’s feedback to students is timely and of consistently high quality. | Teacher’s feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. |
| ***Student self- assessment and monitoring of progress.*** | Students do not engage in self-assessment or monitoring of progress. | Students occasionally assess the quality of their own work against the assessment criteria and performance standards. | Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. | Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |

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| **Classroom Teacher – 3e** | | | | |
| **3e: Demonstrating Flexibility and Responsiveness** | | | | |
| **Element/Attributes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***Lesson adjustment.*** | Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. | Teacher attempts to adjust to a lesson when needed, with only partially successful results. | Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. | Teacher successfully makes a major adjustment to a lesson when needed. |
| ***Response to students.*** | Teacher ignores or brushed aside students’  questions or interests. | Teacher attempts to accommodate students’ questions or interests, although the pacing of the lesson is disrupted. | Teacher successfully accommodates students’  questions or interests. | Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. |
| ***Persistence*** | When a student has difficulty learning, the teacher either gives up or blames the student or the student’s home environment. | Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. | Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school. |
| ***Possible Examples of Evidence*** | *To be determined between NCT and administrator* | | | |