

Domains 2 and 3 Critical Attributes and Possible Examples

Domain 2: The Classroom Environment

Component	2a: Creating an Environment of Respect and Rapport
<p><i>2a: Creating an environment of respect and rapport</i></p>	<p>An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.</p> <p>The elements of component 2a are:</p> <ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions <i>A teacher’s interactions with students set the tone for the classroom; without a positive tone, very little learning is possible.</i> • Student interactions with other students, including both words and actions <i>As important as a teachers treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment results in bullying, which can poison the environment of an entire school. At it’s best, positive interactions among students are mutually supportive create an emotionally healthy school environment. It’s the teacher’s responsibility to both model and teach students how to engage in respectful interactions with one another.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Respectful talk and turn taking</i> • <i>Attention to students’ background and lives outside of the classroom</i> • <i>Teacher and student body language</i> • <i>Physical proximity</i> • <i>Warmth and caring</i> • <i>Politeness and dignity</i> • <i>Encouragement</i> • <i>Active listening</i> • <i>Fairness</i>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Patterns of classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not respond to disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to maintain high levels of civility among members of the class.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher uses disrespectful talk towards students.</i> • <i>Student body language indicates feelings of hurt or insecurity.</i> • <i>Teacher does not address disrespectful interactions among students.</i> • <i>Teacher displays no familiarity with or caring about individual students' interests or personalities.</i> • <i>Students use disrespectful talk towards one another with no response from the teacher.</i> 	<ul style="list-style-type: none"> • <i>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</i> • <i>Teacher attempts to respond to disrespectful behavior, with uneven results.</i> • <i>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</i> 	<ul style="list-style-type: none"> • <i>Talk between teacher and students and among students is uniformly respectful.</i> • <i>Teacher makes connections with individual students.</i> • <i>Students exhibit respect for the teacher.</i> 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • <i>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</i> • <i>When necessary, students correct one another in their conduct towards classmates.</i> • <i>The teacher's response to a student's incorrect response respects the student's dignity.</i>
Evidence	•			
Evidence Summary				
Possible Examples	<ul style="list-style-type: none"> • <i>A student slumps in his/her chair following a comment by the teacher.</i> • <i>Students roll their eyes at a classmate's idea.</i> • <i>Many students talk when the teacher and other students are talking.</i> • <i>Some students refuse to work with other students.</i> 	<ul style="list-style-type: none"> • <i>Students listen to the teacher, but tend to not listen when other students are talking.</i> • <i>A few students do not engage with others in the classroom, even when put together in small groups.</i> • <i>Students applaud half-heartedly following a classmate's presentation to the class.</i> • <i>Teacher says: "Let's listen to your classmate's presentation" and students ignore the request.</i> 	<ul style="list-style-type: none"> • <i>Teacher greets students by name as they enter the class or during the lesson.</i> • <i>The teacher gets on the same level with students, such as kneeling beside a student working at a desk.</i> • <i>Students attend to what the teacher is saying.</i> • <i>Students wait for classmates to finish speaking before beginning to talk.</i> • <i>Students applaud politely following a classmate's presentation to the class.</i> • <i>Students help each other and accept help from each other.</i> 	<ul style="list-style-type: none"> • <i>Teacher inquires about a student's soccer game last weekend.</i> • <i>Students say "Shhh" to classmates while the teacher or another student is speaking.</i> • <i>Students clap enthusiastically for one another's presentations for a job well done.</i>

			<ul style="list-style-type: none">• <i>Teacher and students use courtesies such as "please/thank you, excuse me."</i>	
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Component	2b: Establishing a Culture for Learning
<p><i>2b: Establishing a culture for learning</i></p>	<p>“A culture for learning” refers to the atmosphere in the classroom that reflects the importance of the work undertaken by both student and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the look of the classroom, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p> <p>Elements of component 2b are:</p> <ul style="list-style-type: none"> • Importance of the content and of learning <i>In a classroom with a strong culture for learning, teachers convey the essential importance of what the students are learning.</i> • Expectations for learning and achievement <i>In classrooms with robust cultures for learning, all students receive the message that while the work is challenging, they are capable of achieving it if they are prepared to work hard.</i> • Student pride in work <i>When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. They may undertake revisions on their own, or show a visitor a recent paper or project they have produced.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Engagement in pursuits of academic value</i> • <i>Expectations are set and supported through both verbal and nonverbal behaviors</i> • <i>Quality is expected and recognized</i> • <i>Effort and persistence are expected and recognized</i> • <i>Confidence in ability as evidenced by teacher and students language and behaviors</i>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2b: Establishing a culture for learning</i>	The classroom culture is characterized by a lack of teacher or student commitment to the learning, and/or little or no investment of student energy into the task at hand. Learning is not expected or valued.	The classroom culture is characterized by little commitment to the learning by teacher or students. Student engagement in the task at hand is inconsistent. The teacher appear to be only “going through the motions, and students indicate that they are interested in completion of a task, rather than quality.”	The classroom culture is a cognitively busy place where learning is valued by all. Students understand their role as learner and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities and assignments convey high expectations for most students.	The classroom culture is characterized by a shared belief in the importance of the learning. Instructional outcomes, activities and assignments convey high expectations for all students. Classroom interactions may extend learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail and/or helping peers. High expectations are internalized by students.
Critical Attributes	<ul style="list-style-type: none"> • The teacher conveys that the reasons for the work are external. • The teacher conveys to at least some students that the work is too challenging for them. • Teacher trivializes the learning goals and assignments. • Students exhibit little or no pride in their work. • Class time is devoted more to socializing than to learning 	<ul style="list-style-type: none"> • Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.” • The teacher conveys high expectations for only some students. • Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work. • Many students indicate that they are looking for an “easy path.” 	<ul style="list-style-type: none"> • The teacher communicates the importance of the work, and expectations that all students can be successful in it. • Student work and conduct during a lesson indicate commitment to high quality. • The teacher demonstrates a high regard for student abilities. • The teacher emphasizes the role of hard work in student learning. • Teacher expects student effort and recognizes it. • Students put forth good effort to complete work of high quality. 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • The teacher communicates a genuine passion for the subject. • Students indicate that they are not satisfied unless they have complete understanding. • Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. • Students recognize the efforts of their classmates. • Students take initiative in improving the quality of their work.
Evidence	•			
Evidence Summary				
Possible Examples	<ul style="list-style-type: none"> • The teacher tells students that they’re doing a lesson because it’s on the test; in the book, or is district- directed. • Teacher says to a student: “Why don’t you try this easier problem?” • Students turn in sloppy or incomplete work • Students don’t engage in work and the teacher ignores it • Students have not completed their homework and the teacher does not 	<ul style="list-style-type: none"> • Teacher says: “Let’s get through this.” • Teacher says: “I think most of you will be able to do this.” • Students consult with one another to determine how to fill in a worksheet, without challenging classmates’ thinking. • Teacher does not encourage students who are struggling. • Some students get to work after an assignment is given or after entering the room. 	<ul style="list-style-type: none"> • Teacher says: “This is important; you’ll need to speak grammatical English when you apply for a job.” • Teacher says: “This idea is really important! It’s central to our understanding of history.” • Teacher says: “Let’s work on this together: it’s hard, but you all will be able to do it well.” • Teacher hands a paper back to a student, saying “I know you can do a better job on this.” The student accepts 	<ul style="list-style-type: none"> • The teacher says: “It’s really fun to find the patterns for factoring polynomials.” • Student asks a classmate to explain a concept or procedure since s/he didn’t quite follow the teacher’s explanation. • Students question one another on answers • Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened. • Students work even when the teacher isn’t working with them or directing their efforts.

	<i>respond</i>		<i>it without complaint.</i> <ul style="list-style-type: none">• <i>Students get right to work when an assignment is given or after entering the room.</i>	
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Component	2c: Managing Classroom Procedures
<p><i>2c: Managing classroom procedures</i></p>	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”</p> <p>Elements of Component 2c are:</p> <ul style="list-style-type: none"> • Management of instructional groups <i>Much work in classrooms occurs in small groups; it enables students to work with their classmates, to discuss possible approaches to a problem, and to benefit from one another’s thinking. But students cannot be expected to automatically know how to work productively in small groups. These skills, like others, must be taught, and in a well-run classroom, students are able to work independently in groups, with little supervision from the teacher.</i> • Management of transitions <i>Many lessons engage students in different types of activities – large group, small group, independent work – and in a well-run classroom transitions between these different activities proceed easily and smoothly. Little time is lost as students move from one activity to another; they know the “drill” and execute it seamlessly.</i> • Management of materials and supplies <i>A clear indication of a teacher’s skill lies in the procedures for the distribution and collection of materials; experienced teachers have all necessary materials to hand, and have taught students to implement the routines with a minimum of disruption to the flow of instruction.</i> • Performance of non-instructional duties <i>Accomplished teachers are masters of multi-tasking; they take attendance, for example, while students are beginning a task that has been written on the board. Furthermore, where appropriate, students themselves contribute to the design and execution of routines for other non-instructional matters, such as the lunch count, or the return of permission slips for a class trip. Overall, little instructional time is lost in such activities.</i> • Supervision of volunteers and paraprofessionals <i>Not every teacher has the benefit of the assistance of volunteers and paraprofessionals, but those who do have recognized that it takes both organization and management to derive the maximum benefit from their presence. They must understand their duties and have the skill to carry these out; it is the responsibility of the teacher to ensure that these conditions are met.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Smooth functioning of all routines</i> • <i>Little of no loss of instructional time</i> • <i>Students playing an important role in carrying out the routines</i> • <i>Students know what to do, where to move</i> • <i>Volunteers and paraprofessionals, if present, work productively and independently</i>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2c Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies. Students do not appear to know or follow established routines. Volunteers and paraprofessionals have no clear roles.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to disruption of the learning. With regular guidance and prompting, students follow established routines. With guidance, volunteers and paraprofessionals are able to make a contribution.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies is consistent. With minimal guidance and prompting, students follow established classroom routines. Volunteers and paraprofessionals have clearly defined roles.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and engaged in consistently by students. Volunteers and paraprofessionals work independently of the teacher and take initiative.
Critical Attributes	<ul style="list-style-type: none"> • <i>Students not working with the teacher are disruptive to the class.</i> • <i>Non-instructional duties, such as taking attendance, consume much time.</i> • <i>There are no established procedures for distributing and collecting materials.</i> • <i>Procedures for other activities are confused or chaotic.</i> • <i>Volunteers and paraprofessionals appear confused as to what they are supposed to be doing</i> 	<ul style="list-style-type: none"> • <i>Procedures for transitions, materials, and non-instructional duties seem to have been established, but their operation is rough.</i> • <i>Small groups are only partially engaged while not working directly with the teacher.</i> • <i>The teacher actively supervises volunteers and paraprofessionals.</i> 	<ul style="list-style-type: none"> • <i>The students are productively engaged during small group work.</i> • <i>Teacher has established time-saving procedures for non-instructional activities.</i> • <i>Routines for distribution and collection of materials and supplies work efficiently.</i> • <i>Volunteers and paraprofessionals get on with their tasks with little or no guidance or intervention from the teacher.</i> 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • <i>Students take the initiative with their classmates to ensure that their time is used productively.</i> • <i>Students themselves ensure that transitions are accomplished smoothly.</i> • <i>Students take initiative in distributing and collecting materials efficiently</i> • <i>Paraprofessionals and volunteers take initiative in improving learning opportunities for students.</i>
Evidence	•			
Evidence Summary				
Possible Examples	<ul style="list-style-type: none"> • <i>When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.</i> • <i>There are long lines for materials and supplies or distributing supplies is time-consuming.</i> • <i>Students bump into one another lining up or sharpening pencils.</i> • <i>Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.</i> 	<ul style="list-style-type: none"> • <i>Some students not working with the teacher are not productively engaged in learning.</i> • <i>Transitions between large and small group activities are rough but they are accomplished.</i> • <i>Students are not sure what to do when materials are being distributed or collected.</i> • <i>Students ask some clarifying questions about procedures</i> • <i>The attendance or lunch count consumes more time than it would need if the procedure were more routinized.</i> 	<ul style="list-style-type: none"> • <i>Students get started on an activity while the teacher takes attendance.</i> • <i>Students move smoothly between large and small group activities.</i> • <i>The teacher has an established timing device, such as counting down, to signal students to return to their desks.</i> • <i>Teacher has an established attention signal, such as raising a hand, or dimming the lights.</i> • <i>One member of each small group collects materials for the table.</i> • <i>There is an established color-coded system indicating where materials should be stored.</i> • <i>In small group work, students have</i> 	<ul style="list-style-type: none"> • <i>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</i> • <i>A student reminds classmates of the roles that they are to play within the group.</i> • <i>A student re-directs a classmate to the table s/he should be at following a transition.</i> • <i>Students propose an improved attention signal.</i> • <i>Students independently check themselves into class on the attendance board.</i>

			<i>established roles, they listen to one another, summarize g different views, etc</i> <ul style="list-style-type: none">• <i>Clean-up at the end of a lesson is fast and efficient,</i>	
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Component	2d: Managing Student Behavior
	<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p> <p>Elements of Component 2d are:</p> <ul style="list-style-type: none"> • Expectations <i>It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented</i> • Monitoring of student behavior <i>Experienced teachers seem to have eyes “in the backs of their heads;” they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe.</i> • Response to student misbehavior <i>Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions are an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content, are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Clear standards of conduct, possibly posted, and possibly referred to during a lesson</i> • <i>Absence of acrimony between teacher and students concerning behavior</i> • <i>Teacher awareness of student conduct</i> • <i>Preventive action when needed by the teacher</i> • <i>Fairness</i> • <i>Absence of misbehavior</i>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2d Managing Student Behavior</i>	There is little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Teacher tries with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate and respectful to students and is successful.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and receives a positive reaction.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • <i>The classroom environment is chaotic, with no apparent standards of conduct.</i> • <i>The teacher does not monitor student behavior.</i> • <i>Some students violate classroom rules, without apparent teacher awareness.</i> • <i>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</i> 	<ul style="list-style-type: none"> • <i>Teacher attempts to maintain order in the classroom but with uneven success.</i> • <i>Classroom rules are posted, but neither teacher nor students refer to them.</i> • <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i> • <i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</i> 	<ul style="list-style-type: none"> • <i>Student behavior is generally appropriate.</i> • <i>Upon a non-verbal signal from the teacher, students correct their behavior.</i> • <i>The teacher frequently monitors student behavior,</i> 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • <i>Student behavior is entirely appropriate; no evidence of student misbehavior.</i> • <i>The teacher monitors student behavior without speaking – just moving about.</i> • <i>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i>
Evidence	•			
Evidence Summary				
Possible Examples	<ul style="list-style-type: none"> • <i>Students are talking among themselves, with no attempt by the teacher to silence them.</i> • <i>A pencil flies through the air without apparent teacher notice</i> • <i>Students are running around the room, resulting in a chaotic environment.</i> 	<ul style="list-style-type: none"> • <i>The teacher repeatedly asks students to take their seats; they ignore him/her.</i> • <i>To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</i> 	<ul style="list-style-type: none"> • <i>The teacher reviews the standards of conduct and emphasizes a "rule of the day."</i> • <i>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</i> • <i>The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.</i> 	<ul style="list-style-type: none"> • <i>A student suggests a revision in one of the classroom rules.</i> • <i>The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.</i> • <i>The teacher asks to speak to a student privately about misbehavior.</i> • <i>A student reminds his/her classmates of the class rule about chewing gum.</i>

Component	2e: Organizing Physical Space
	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> • Safety and accessibility <i>Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.</i> • Arrangement of furniture and use of physical resources. <i>Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used students can engage with the content in a rich manner. At the highest levels of performance, the students themselves contribute to the physical environment.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Pleasant, inviting atmosphere</i> • <i>Safe environment</i> • <i>Accessibility for all students</i> • <i>Furniture arrangement suitable for the learning activities</i> • <i>Effective use of physical resources, including computer technology, by both teacher and students</i>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	<ul style="list-style-type: none"> • <i>There are physical hazards in the classroom, endangering student safety.</i> • <i>Many students can't see or hear the teacher or the board.</i> • <i>Available technology is not being used, even if available and its use would enhance the lesson.</i> 	<ul style="list-style-type: none"> • <i>The physical environment is safe, and most students can see and hear.</i> • <i>The physical environment is not an impediment to learning, but does not enhance it.</i> • <i>The teacher makes limited use of available technology and other resources.</i> 	<ul style="list-style-type: none"> • <i>The classroom is safe, and all students are able to see and hear.</i> • <i>The classroom is arranged to support the instructional goals and learning activities.</i> • <i>The teacher makes appropriate use of available technology.</i> 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • <i>Modifications are made to the physical environment to accommodate students with special needs.</i> • <i>There is total alignment between the goals of the lesson and the physical environment.</i> • <i>Students take the initiative to adjust the physical environment.</i> • <i>Teacher makes extensive and imaginative use of available resources and technology</i> • <i>Students make productive use of technology.</i>
Evidence	•			
Evidence Summary				
Possible Examples	<ul style="list-style-type: none"> • <i>There are electrical cords running around the classroom.</i> • <i>There is a pole in the middle of the room; some students can't see the board.</i> • <i>A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.</i> 	<ul style="list-style-type: none"> • <i>The teacher ensures that dangerous chemicals are stored safely.</i> • <i>The classroom desks remains in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.</i> • <i>The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.</i> 	<ul style="list-style-type: none"> • <i>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</i> • <i>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</i> • <i>The use of an Internet connection enriches the lesson.</i> 	<ul style="list-style-type: none"> • <i>Students ask if they can shift the furniture to better suit small group work, or discussion.</i> • <i>A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.</i> • <i>A student suggests an application of the white board for an activity.</i>

Component	3a: Communicating With Students
	<p>Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what it is that they are to do. When they present concepts and information, those presentations are made with clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. And the teacher's use of language is vivid and rich, affording the opportunity for students to hear language well used and to extend their own vocabularies.</p> <p>Elements of Component 3a are:</p> <ul style="list-style-type: none"> • Expectations for learning <i>Classrooms are business-like places, with important work taking place. This is not to suggest that they are somber; indeed, they may be joyful, but business-like. What students are learning is communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science) by the end of the lesson students are clear about what they have been learning.</i> • Directions and procedures <i>Students must be clear about what they are expected to do during a lesson, particularly if students are working independently or with classmates without direct teacher supervision. These directions and procedures for the lesson activities may be provided orally, in writing, or in some combination of the two. Some teachers use a board or projection device to good effect since students can refer to it without requiring the teacher's attention.</i> • Explanations of content <i>Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions.</i> • Use of oral and written language <i>For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Clarity of lesson purpose</i> • <i>Absence of content errors and clear explanations of concepts</i> • <i>Clear directions and procedures</i> • <i>Correct and imaginative use of language</i>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with students</i>	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose is only partially successful, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors. Teacher's explanation consists of a monologue, with no attempt to engage students intellectually. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Critical Attributes	<ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to the students what they will be learning. • Students indicate through their questions that they are confused as to the learning task. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through body language or questions that they don't understand the content being presented. • Teacher's communications include errors of vocabulary or usage. • Vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> • The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. • Teacher clarifies the learning task so students are able to complete it. • The teacher makes no serious content errors, although may make a minor error. • The teacher's explanation of the content consists of a monologue, with minimal participation by students. • Vocabulary and usage are correct but unimaginative. • Vocabulary may be too advanced or juvenile for the students. 	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students are learning. • When asked by an observer, students can state what they are learning • Students engage with the learning task, indicating that they understand what they are to do. • If appropriate, the teacher models the process to be followed in the task. • The teacher makes no content errors. • Teacher's explanation of content is clear, and invites student participation and thinking. • Vocabulary and usage are correct and completely suited to the lesson. • Vocabulary is appropriate to the students' ages and levels of development. 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • The teacher points out possible areas for misunderstanding. • Teacher explains content clearly, using metaphors and analogies to bring content to life. • All students seem to understand the presentation. • The teacher invites students to explain the content to the class, or to classmates. • Teacher uses rich language, offering brief vocabulary lessons where appropriate.
Evidence	•			
Evidence Summary				
Possible Examples	<ul style="list-style-type: none"> • A student asks: "What are we supposed to be doing?" but the teacher ignores the question. • The teacher states that to add fractions, they must have the same numerator. 	<ul style="list-style-type: none"> • The teacher mis-pronounces ".." • The teacher says: "And oh, by the way, today we're going to factor polynomials." • A student asks: "What are we supposed to be doing?" and the 	<ul style="list-style-type: none"> • "By the end of today's lesson, you're all going to be able to factor different types of polynomials." • The teacher asks a student to explain the task to other students. • In the course of a presentation of 	<ul style="list-style-type: none"> • The teacher says: "Here's a spot where some students have difficulty: ...be sure to read it carefully" • When needed, a student offers clarification about the learning task to classmates. • The teacher explains passive solar energy

	<ul style="list-style-type: none"> • <i>Students have a quizzical look on their faces; some may withdraw from the lesson.</i> • <i>Students become disruptive, or talk among themselves in an effort to follow the lesson.</i> • <i>The teacher uses technical terms with an elementary class without explaining their meanings.</i> • <i>The teacher uses “ain’t.”</i> 	<p><i>teacher clarifies the task.</i></p> <ul style="list-style-type: none"> • <i>Students ask “What do I write here?” in order to complete a task.</i> • <i>The teacher says: “Watch me while I show you how to” with students asked only to listen.</i> • <i>A number of students do not seem to be following the explanation.</i> • <i>Students are inattentive during the teacher’s explanation of content.</i> 	<p><i>content, the teacher asks of students: “Can anyone think of an example of that?”</i></p>	<p><i>by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has been sitting in the sun.</i></p> <ul style="list-style-type: none"> • <i>The teacher says: “Who would like to explain this idea to us?”</i> • <i>The teacher pauses during an explanation of the civil rights movement to remind students that the prefix “in” as in “inequality” means “not.” The prefix “un” also means the same thing.</i>
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Component	3b: Using Questioning and Discussion Techniques
	<p>Questioning and discussion is the only instructional strategy specifically referred to in the framework for teaching; this reflects its central position in teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz" Good questions tend to be divergent rather than convergent, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously-held views. High-quality questions, in other words, promote thinking by students, encouraging them to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important content and using the discussion format as a technique to deepen and extend knowledge, and frequently using questions formulated by the students themselves.</p> <p>Of course, not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component.</p> <p>Elements of component 3b are:</p> <ul style="list-style-type: none"> • Quality of questions/prompts <i>Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding.</i> • Discussion techniques <i>Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with recitation, in which students provide answers to a teacher's (usually low-level) questions in a type of verbal quiz. Rather, in a true discussion, a teacher enables all students' views to be heard on a topic, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.</i> • Student participation <i>In some classes a few students tend to dominate the discussion,; other students, recognizing this pattern, hold back their contributions. Experienced teachers use a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Questions of high cognitive challenge, formulated by both students and teacher</i> • <i>Questions with multiple correct answers, or multiple approaches even when there is a single correct response</i> • <i>Discussion with the teacher stepping out of the central, mediating role</i> • <i>High levels of student participation in discussion</i>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>3b: Using questioning and discussion</i>	Teacher's questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	Most of teacher's questions/prompts are of high quality and support the lesson objectives, with adequate time for students to respond. A variety or series of questions / prompts are used to challenge students cognitively, and advance high level thinking and discourse. Teacher creates a genuine discussion among students, stepping aside when appropriate. Teacher successfully engages all students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher's questions/prompts are of uniformly high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety or series of questions / prompts are used to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	<ul style="list-style-type: none"> • Questions are rapid-fire, and convergent, with a single correct answer. • Questions do not invite student thinking. • Many questions are unrelated to the lesson outcomes. • All discussion is between teacher and students; students are not invited to speak directly to one another. • The teacher only calls on students who have their hands up. 	<ul style="list-style-type: none"> • Questions are a mix of higher-order and questions with a single correct answer. • Some questions are unrelated to the learning outcomes. • The teacher invites students to respond directly to one another's ideas, but few students respond.. • Teacher calls on many students, but only a small number actually participate in the discussion. 	<ul style="list-style-type: none"> • Most questions are open-ended, inviting students to think. • Most questions have multiple possible answers. • Questions are related to the lesson objectives. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another, without ongoing mediation by the teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion.
Evidence	•			
Evidence Summary				
Possible Examples	<ul style="list-style-type: none"> • All questions are of the "recitation" type, such as "What is 3 x 4?" • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher only calls on students who have their hands up. 	<ul style="list-style-type: none"> • Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" • In a lesson on plot structure in a Dickens novel, the teacher asks: "Where was Shakespeare born?" • The teacher asks: "Who has an idea about this?" but the same three students offer comments. • The teacher asks: "Michael, can 	<ul style="list-style-type: none"> • The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?" • The teacher uses plural the form in asking questions, such as: "What are some things you think might contribute to...?" • The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary. 	<ul style="list-style-type: none"> • A student asks "How many ways are there to get this answer?" • A student says to a classmate: "I don't think I agree with you on this, because...". • A student asks of other students: "Does anyone have another idea as to how we might figure this out?" • A student asks "What if...?"

		<i>you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.</i>	<ul style="list-style-type: none">• <i>The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class.</i>	
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Component	3c: Engaging Students in Learning
	<p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it and support it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, the tasks or prompts with which they are involved are those that require them to use their minds: to think at high levels, for example to formulate and test hypotheses, to compare and contrast different elements. Furthermore, not only are the learning tasks those that require student thinking and engagement, but all students are so involved, and, at the highest level, the students themselves take initiative in the learning.</p> <p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it and support it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what <i>they</i> do. That is, the tasks or prompts with which they are involved are rigorous, and don’t lend themselves to rote responses; instead, students are required to use their minds: to think at high levels, for example to formulate and test hypotheses, to compare and contrast different elements. Furthermore, not only are the learning tasks those that require student thinking and engagement, but all students are so involved, and, at the highest level, the students themselves take initiative in the learning. Such activities don’t typically consume fill an entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.</p> <p>Elements of Component 3a are:</p> <ul style="list-style-type: none"> • Activities and assignments <i>The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are those that require student thinking, that emphasize depth over breadth, and that may allow students to exercise some choice.</i> • Grouping of students <i>How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.</i> • Instructional materials and resources <i>The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. While some teachers are obliged to use a school or district’s “officially sanctioned” materials, many teacher use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.</i> • Structure and pacing <i>No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.</i> <p>Indicators include:</p>

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| | <ul style="list-style-type: none">• <i>Student thinking, problem-solving, etc</i>• <i>Learning tasks that require high-level student thinking</i>• <i>Student choice in learning activities</i>• <i>Students actively “working,” rather than watching while their teacher “works.”</i>• <i>A beginning, a middle, and an end to the lesson</i> |
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	Unsatisfactory	Basic	Proficient	Distinguished
<i>3c: Engaging students in learning</i>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however the pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another
Critical Attributes	<ul style="list-style-type: none"> • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The materials used clash with students' cultures. • Few students are engaged in the lesson. 	<ul style="list-style-type: none"> • Learning tasks are a mix of those requiring thinking and recall. • Students have no choice in how they complete tasks. • The instructional groups partially serve the instructional purpose. • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. • There is a discernable structure to the lesson, but it's not completely successful. • Some students are intellectually engaged in the lesson. 	<ul style="list-style-type: none"> • Most learning tasks demand higher-order thinking • Students have limited choice in how they complete learning tasks. • Learning tasks have multiple correct responses or approaches. • There is a productive mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and students' cultures. • The lesson has a clear structure. • Most students are intellectually engaged in the lesson. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Students have extensive choice in how they complete tasks. • Students modify a learning task to make it more meaningful or relevant to their needs • Students suggest modifications to the grouping patterns used. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson. • All students are highly engaged in the lesson.
Evidence	•			
Evidence Summary				
Possible Examples	<ul style="list-style-type: none"> • The lesson assignment is to fill out a worksheet using an established procedure. • The lesson drags, or feels rushed. 	<ul style="list-style-type: none"> • Some students complain about their group assignment. • Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle, and end to the lesson. • Parts of the lesson have a suitable pace; other parts drag or feel rushed. 	<ul style="list-style-type: none"> • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. • Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. • There is a clear beginning, middle, and end to the lesson. 	<ul style="list-style-type: none"> • Students are asked to write an essay "in the style of Hemmingway." • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson.

			• <i>The lesson is neither rushed nor drags.</i>	
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Component	3d: Using Assessment in Instruction
	<p>Assessment of student learning plays an important role in instruction; no longer does it signal the <i>end</i> of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding offering feedback to students, and, where appropriate, making minor adjustments to the lesson.</p> <p>Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. Indeed, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class.</p> <p>Elements of Component 3d are:</p> <ul style="list-style-type: none"> • Assessment Criteria <i>Teachers can't incorporate assessment strategies into their teaching, nor can students monitor their own learning, if the criteria for assessment are not publicly known by students. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.</i> • Monitoring of student learning <i>A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but must be planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.</i> • Feedback to students <i>Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback should be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.</i> • Student self-assessment and monitoring of progress <i>The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of self-monitoring of progress.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Teacher paying close attention to evidence of student understanding</i> • <i>Teacher posing specifically-created questions to elicit evidence of student understanding</i> • <i>Teacher circulating to monitor student learning and to offer feedback</i> • <i>Students assessing their own work against established criteria</i>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>3d: Using Assessment in Instruction</i>	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of the assessment criteria and do not engage in self-assessment.	Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions / prompts / assessments are not used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions / prompts / assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students are aware of and may contribute to the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning and instruction is adjusted and differentiated to address individual student misunderstandings.
Critical Attributes	<ul style="list-style-type: none"> • The teacher gives no indication of what high quality work looks like. • Assessment is used only for grading. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific, not oriented towards future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer-assessment. 	<ul style="list-style-type: none"> • Students clearly understand the characteristics of high-quality work. • Teacher monitors student learning through a variety of means, including using specifically-formulated questions to elicit evidence of student understanding, for at least groups of students. • Feedback includes specific and timely guidance on how students can improve their performance. • The teacher elicits evidence of individual student understanding during the lesson, • Students are invited to assess their own work and make improvements. 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is obtained from many sources, including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
Evidence	•			
Evidence Summary				
Possible Examples	<ul style="list-style-type: none"> • A student asks: "How is this assignment going to be graded?" • A student asks "Does this quiz count towards my grade?" • The teacher forges ahead with a presentation without checking for understanding. • The teacher says: "good job, everyone" 	<ul style="list-style-type: none"> • Teacher asks: "does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept. 	<ul style="list-style-type: none"> • The teacher circulates during small group or independent work, offering suggestions to groups of students. • The teacher uses a specifically-formulated question to elicit student understanding (or one other technique.) • The teacher asks students to look over their papers to correct their errors. 	<ul style="list-style-type: none"> • The teacher reminds students of the characteristics of high-quality work, (the assessment criteria), suggesting that the students themselves helped develop them. • While students are working, the teacher circulates providing substantive feedback to individual students. • The teacher elicits evidence of individual student understanding multiple times during the lesson, for example, using colored cups, popsicle sticks, exit tickets, etc.

				<ul style="list-style-type: none">• <i>Students offer feedback to their classmates on their work.</i>• <i>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</i>
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Component	3e: Demonstrating Flexibility and Responsiveness
	<p>“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find that either a lesson is not going as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p> <p>Elements of component 3e are:</p> <ul style="list-style-type: none"> • Lesson adjustment <i>Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher’s store of alternate instructional strategies, and the confidence to make a shift when needed.</i> • Response to students <i>Occasionally during a lesson an unexpected event will occur which presents a true “teachable moment.” It is a mark of considerable teacher skill to be able to capitalize on such opportunities.</i> • Persistence <i>Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Incorporation of student interests and events of the day into a lesson</i> • <i>Visible adjustment in the face of student lack of understanding</i> • <i>Teacher seizing on a “teachable moment”</i>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully makes a major adjustment to a lesson when needed. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Critical Attributes	<ul style="list-style-type: none"> • Teacher ignores indications of student boredom or lack of understanding. • Teacher brushes aside student questions. • Teacher makes no attempt to incorporate student interests into the lesson. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students. 	<ul style="list-style-type: none"> • Teacher's efforts to modify the lesson are only partially successful. • Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so. 	<ul style="list-style-type: none"> • Teacher successfully makes a minor modification to the lesson. • Teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.. 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • Teacher successfully executes a major lesson readjustment when needed. • Teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.
Evidence	•			
Evidence Summary				
Possible Examples	<ul style="list-style-type: none"> • The teacher says: "We don't have time for that today." • The teacher says: "If you'd just pay attention, you could understand this." 	<ul style="list-style-type: none"> • The teacher says: "I'll try to think of another way to come at this and get back to you." • The teacher says: "I realize not everyone understands this, but we can't spend any more time on it." • The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson. 	<ul style="list-style-type: none"> • The teacher says: "That's an interesting idea; let's see how it fits." • The teacher illustrates a principle of good writing to a student using his interest in basketball as context. • The teacher says: "Let's try this way, and then uses another approach." 	<ul style="list-style-type: none"> • The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it." • The teacher incorporates the school's upcoming championship game into an explanation of averages. • The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."