

Teacher Rubric with Suggested Teacher and Student Look-fors

This document is intended to inform school communities in recognizing the performance levels for key elements defined in the Teacher Rubric and to ensure consistent interpretations across schools in BPS. While the behaviors listed represent the performance levels, they are not the only representations of possible performance, and therefore should **not be used as a checklist**. School and grade-level teams can further “unpack” these to identify teacher and student behaviors specific to their school contexts. The Office of Educator Effectiveness will continue to release look-fors for more elements over the course of the 2013-14 school year.

Sources for this document include:

- BPS Office of Curriculum & Instruction (Science Department)
- the Boston Latin School’s Unpacked Priority Elements
- Houston Independent School District’s Instructional Practice Rubric
- Education Development Center
- work of the 2012-13 Educator Effectiveness Facilitators
- Edison K-8’s Unpacked Priority Elements
- Danielson’s Framework For Teaching
- Jon Saphier’s *The Skillful Teacher*
- National Center for Learning Disabilities
- New York State United Teachers’ Teacher Practice Rubric

Teacher Rubric At-A-Glance

The elements included in this document are *italicized* below.

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum and Planning Indicator</p> <ol style="list-style-type: none"> <i>1. Subject Matter Knowledge (p. 4)</i> 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design <i>4. Well-Structured Lessons (p. 5)</i> <p>B. Assessment Indicator</p> <ol style="list-style-type: none"> <i>1. Variety of Assessment Methods (p. 6)</i> <i>2. Adjustments to Practice (p. 7)</i> <p>C. Analysis Indicator</p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students 	<p>A. Instruction Indicator</p> <ol style="list-style-type: none"> <i>1. Quality of Effort and Work (p. 8)</i> <i>2. Student Engagement (p. 9)</i> <i>3. Meeting Diverse Needs (p.10)</i> <p>B. Learning Environment Indicator</p> <ol style="list-style-type: none"> <i>1. Safe Learning Environment (p. 11)</i> <i>2. Collaborative Learning Environment (p.12)</i> 3. Student Motivation <p>C. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Respects Differences 2. Maintains Respectful Environment <p>D. Expectations Indicator</p> <ol style="list-style-type: none"> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge 	<p>A. Engagement Indicator</p> <ol style="list-style-type: none"> 1. Parent/Family Engagement <p>B. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Learning Expectations 2. Curriculum Support <p>C. Communication Indicator</p> <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication 	<p>A. Reflection Indicator</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting <p>B. Professional Growth Indicator</p> <ol style="list-style-type: none"> 1. Professional Learning and Growth <p>C. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Professional Collaboration <p>D. Decision-Making Indicator</p> <ol style="list-style-type: none"> 1. Decision-making <p>E. Shared Responsibility Indicator</p> <ol style="list-style-type: none"> 1. Shared Responsibility <p>F. Professional Responsibilities Indicator</p> <ol style="list-style-type: none"> 1. Judgment 2. Reliability and Responsibility

I-A-1. Subject Matter Knowledge

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher does not consider prerequisite relationships when planning.	1. Teacher demonstrates only a basic understanding of the discipline, or incomplete knowledge of prerequisite relationships.	1. Teacher identifies important concepts of the discipline and their relationships to one another.	1. Teacher illustrates and consistently emphasizes content relationships within and between disciplines.
2. Teacher conveys inaccurate content to students, or does not communicate the key ideas and skills necessary for mastery of unit and lesson objectives.	2. Teacher conveys accurate information to students but delivery is not consistently organized in a way that effectively facilitates learning or emphasizes key ideas and skills.	2. Teacher conveys accurate content to students, providing clear explanations that effectively guide student thinking without doing the work for the students.	2. Teacher conveys accurate content to students, providing clear explanations that extend student thinking.
3. Teacher provides incomplete or perfunctory answers to student questions.	3. Teacher answers students' questions accurately, but does not provide feedback that furthers their learning.	3. Teacher answers students' questions accurately and provides feedback that extends their thinking.	3. Teacher guides students to answer each other's questions accurately and to provide each other with useful feedback.
4. Teacher uses instructional strategies that are inconsistent with current subject area and grade-level best practices.	4. Teacher uses instructional strategies that are rarely consistent with current subject area and grade-level best practices.	4. Teacher uses instructional strategies that are consistent with current subject area and grade-level best practices.	4. Teacher uses instructional strategies that are consistent with current subject area and grade-level best practices and integrates innovative materials to support student learning.
5. Teacher rarely engages students in learning experiences focused on complex knowledge or skills, and instead relies on rote or basic activities.	5. Teacher sometimes engages students in learning experiences around complex knowledge and skills.	5. Teacher creates learning experiences that allow for multiple perspectives and correct responses and enable students to acquire complex knowledge and skills.	5. Teacher creates learning experiences that allow for multiple perspectives and correct responses and enable all students to synthesize complex knowledge and skills.
		6. Teacher emphasizes key ideas and skills necessary to master lesson objectives.	6. Teacher emphasizes key ideas and skills necessary to master lesson objectives and anticipates student misconceptions.
For STUDENTS this may look like:			
1. Students rarely ask questions related to the subject matter.	1. Students' comments and questions rarely reveal higher-order thinking.	1. Students' comments and questions reveal higher-order thinking.	1. Students ask questions that reveal higher order thinking, and have opportunities to respond to each other's questions.
2. Students spend most work time on rote or basic tasks, such as copying or filling in blanks.	2. Students may read, write, or discuss the material they are learning, but the variety of ways students engage with the content is limited or inconsistent.	2. Students frequently read, write, and discuss about the material they are learning.	2. Students consistently engage with the subject matter in a variety of ways.
3. Students are often prevented from engaging with new material due to lack of prior knowledge and skills.	3. Students are sometimes unable to engage with new material due to lack of prior knowledge and skills.	3. Students build on prior knowledge and skills to develop new understanding.	3. Students build on prerequisite knowledge and skills to develop and make connections to new understandings.

I-A-4.Well-Structured Lessons

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher fails to display and/or communicate objectives to students.	1. Teacher presents objectives are either not in clear and student accessible language, not aligned to lesson content and activities, or are too challenging or not challenging enough for students.	1. Teacher displays and communicates student accessible, lesson-aligned objectives.	1. Teacher explicitly refers to student accessible, lesson-aligned, objectives that are designed to address specific student needs and interests.
2. Teacher plans or delivers lessons that lack a clear structure with reasonable time allocation.	2. Teacher plans or delivers lessons with either too much or insufficient time allocated to activities, or timing and content that is not suitably differentiated.	2. Teacher plans and delivers lessons that are logically structured, well-scaffolded, reasonably paced, with differentiated content and timing, as necessary.	2. Teacher consistently plans and delivers lessons that are logically structured, well-scaffolded, reasonably paced, with differentiated content and timing, to meet student needs.
3. Teacher may use student groups, however groupings do not appear to be designed to support student learning.	3. Teacher may use student groups, however groupings rarely appear to be designed to support student learning.	3. Teacher divides students into groups that support student learning and build on students' strengths.	3. Teacher regularly divides students into groups that maximize student-to-student interaction, facilitate collaboration, and support student learning.
4. Teacher provides minimal learning activities, which are not challenging or well aligned to instructional goals.	4. Teacher provides only a few challenging learning activities, which may not be fully aligned to lesson objectives.	4. Teacher provides challenging learning activities and materials that prompt higher-level thinking.	4. Teacher routinely provides a variety of challenging learning activities and materials that prompt higher-level thinking and connect to other subjects.
5. Teacher offers insufficient materials, or materials are not prepared, engaging, or matched to lesson objectives.	5. Teacher provides materials, however materials are inadequate or poorly organized.		
For STUDENTS this may look like:			
1. When prompted, students are unable to summarize or describe lesson objectives.	1. When prompted, students may be able to partially describe lesson objectives.	1. When prompted, students identify and explain lesson objectives.	1. Students identify lesson objectives and explain their relevance to unit learning objectives.
2. When prompted, students are unable to explain expectations or rationale for lesson activities.	2. When prompted, students may be able to partially describe how to complete the learning task.	2. When prompted, students describe how to complete the learning task, and identify relationships to real-world knowledge or skills.	2. Students detail how to complete the learning task, and identify relationships to real-world knowledge or skills.
3. Students are off-task and display minimal effort for most of the lesson.	3. Students display low levels of focus, effort, or participation during the lesson.	3. Students are focused and display high levels of effort the majority of lesson.	3. Students consistently are focused and display high levels of effort.
4. If placed in groups, students do not work collaboratively or equitably with peers.	4. If placed in groups, students rarely work collaboratively or equitably with peers.	4. If placed in groups, students work collaboratively and equitably.	4. If placed in groups, students work collaboratively and equitably while respectfully monitoring each other's focus and participation.

I-B-1: Variety of Assessment Methods

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher plans and administers only MCAS or other point-in-time school-wide assessments.	1. Teacher plans and administers too few informal and/or formal assessments, or informal and/or formal assessments are not aligned to standards.	1. Teacher plans and administers a variety of standards aligned informal and formal assessments that include baseline, formative, and summative assessments.	1. Teacher plans and administers an integrated, comprehensive set of standards aligned informal and formal assessments that include baseline, formative, and summative assessments.
2. Teacher plans and administers informal and/or formal assessments that do not assess student understanding in multiple formats, or do not assess student understanding at varied levels of difficulty.	2. Teacher plans and administers informal and/or formal assessments that assess student understanding in a few formats, or rarely assess student understanding at varied levels of difficulty.	2. Teacher plans and administers informal and formal assessments that assess student understanding in multiple formats and varied levels of difficulty.	2. Teacher plans and administers informal and formal assessments that assess student understanding in multiple formats, including real world application and at varied levels of difficulty.
3. Teacher never or rarely checks for student understanding, or checks for student understanding are inaccurate assessments of student understanding.	3. Teacher may check for student understanding at the end of lessons, but rarely does so during instruction.	3. Teacher frequently checks for student understanding using quick, on-the-spot assessments during instruction.	3. Teacher consistently checks for student understanding using quick, on-the-spot assessments throughout instruction that do not disrupt lesson flow.
4. Teacher rarely offers assessment feedback, or feedback is often incomplete or perfunctory.	4. Teacher may offer assessment feedback, but feedback is general and does not further student learning.	4. Teacher provides frequent assessment feedback that is specific and extends student thinking.	4. Teacher provides and guides students to provide each other with assessment feedback that is specific, actionable, and extends student thinking.
5. Teacher does not maintain accurate records of student formal or informal assessment data.	5. Teacher maintains a basic record of student formal assessment data, but does not track growth toward students' learning goals or progress on standards.	5. Teacher maintains records of student informal and formal assessment data, that track growth toward students' learning goals and progress on standards.	5. Teacher maintains records of student informal and formal assessment data, that track growth toward students' learning goals and progress on standards.
For STUDENTS this may look like:			
1. Students do not conduct assessments of their own work or the work of peers.	1. Students rarely conduct assessments of their own work or the work of peers, or students only partially understand assessment criteria.	1. Students frequently conduct assessments of their own work or the work of peers, and offer accurate feedback.	1. Students consistently conduct assessments of their own work and the work of peers, and provide specific and accurate feedback.
2. Students do not have a record of their growth or progress, and most students are unable to describe their understanding of specific concepts.	2. Students may not have a record of their growth or progress, but if asked are able to generally describe their understanding of specific concepts.	2. Students maintain records of their own growth toward learning goals and progress on standards.	2. Students maintain up-to-date records of their own growth toward learning goals and progress on standards.

I-B-2 Adjustments to Practice

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. <i>Is able to model this element.</i>
For TEACHERS this may look like:			
1. Teacher rarely assesses student understanding, or assessments are rarely aligned to instructional goals.	1. Teacher inconsistently assess student understanding during lessons, and primarily relies on limited assessment data; or assessments only partially reflect lesson objectives.	1. Teacher frequently assesses student understanding during lessons and throughout units.	1. Teacher uses a comprehensive system to assess student understanding during lessons and throughout units.
2. Teacher provides students with little useful feedback or clarification.	2. Teacher provides students with feedback, however feedback may not be timely or fully address misunderstandings.	2. Teacher generally provides timely feedback that clarifies misunderstood content.	2. Teacher consistently provides timely feedback that clarifies misunderstood content and extends student thinking.
3. Teacher generally does not use student assessment data to inform future student groups, objectives, and lesson activities.	3. Teacher records some student assessment data, and occasionally uses this data to design future student groups, objectives, and lesson activities.	3. Teacher frequently uses student assessment data to plan and, when necessary, make during lesson adjustments to student groups, lesson objectives, lesson activities.	3. Teacher consistently uses up-to-date student assessment data to plan and, when necessary, adjust student groups, lesson objectives, and lesson activities.
4. Teacher rarely attempts to adapt explanations or materials based on informal assessment.	4. Teacher sometimes attempts to adapt explanations or materials based on informal assessment.	4. Teacher often adapts and differentiates lessons based on informal assessments of student understanding or misconception.	4. Teacher provides ample opportunities for supportive student interventions and challenging extension activities.
5. Teacher infrequently provides opportunities for additional intervention or enhancement support for students.	5. Teacher provides few opportunities for additional intervention or enhancement support for students.	5. Teacher creates additional opportunities for students to practice difficult-to-master areas in the curriculum as well as extension activities.	5. Teacher frequently anticipates typical student understanding or misconceptions and is prepared with alternative and differentiated lesson activities and materials.
For STUDENTS this may look like:			
1. Students do not practice skills that need further development or take on challenging extension activities.	1. Students rarely practice skills that need further development or take on challenging extension activities.	1. Students are provided in-class opportunities to practice skills that need further development and take on challenging extension activities.	1. Students are consistently provided in-class and pursue out of class opportunities to practice skills that need further development and take on challenging extension activities.

II-A-1. Quality of Effort and Work

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May state high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher does not refer to criteria for exemplary work, or criteria are not rigorous.	1. Teacher may communicate characteristics of high quality work, however, teacher does not refer to criteria when modeling tasks or rarely reminds students of the criteria for high quality work.	1. Teacher defines criteria for high quality work by using examples, rubrics, and models high quality work with guided practice.	1. Teacher defines criteria for high quality work by crafting detailed, comprehensive exemplars and rubrics with students, and models quality work with guided practice.
2. Teacher does not explain or model expectations for quality effort, or expectations are low.	2. Teacher rarely explains or models expectations for quality effort, such as students' participation, time management, attention, and integration of feedback into work.	2. Teacher explains or models expectations for quality effort, such as students' participation, time management, attention, and integration of feedback into work.	2. Teacher regularly explains and models expectations for quality effort, such as students' participation, time management, attention, and integration of feedback into work.
3. Teacher does not provide students with strategies to persevere in completing challenging tasks.	3. Teacher may evaluate student work and effort, but does so inconsistently or does not hold uniformly high expectations for all students.	3. Teacher evaluates student work and effort against specified criteria and expectations, and often provides students and parents with feedback.	3. Teacher routinely evaluates student work and effort against specified criteria and expectations, and provides students and parents with feedback.
4. Teacher communicates low expectations for student ability to complete	4. Teacher provides few resources or strategies that support students to persevere in completing challenging tasks.	4. Teacher explains to students how and when to utilize resources and strategies to persevere in completing challenging tasks and holds students accountable for doing so.	4. Teacher consistently explains to students how and when to utilize resources and strategies to persevere in completing challenging tasks, and students hold each other accountable for doing so.
For STUDENTS this may look like:			
1. When prompted, students are unable to articulate criteria for exemplary work and effort.	1. When prompted, students may be able to articulate certain criteria for exemplary work or effort.	1. When prompted, students articulate the criteria for exemplary work and effort.	1. Students contribute to defining criteria for exemplary work and effort.
2. Students do not conduct self or peer assessments of work or effort.	2. Students rarely conduct self or peer assessments of work or effort, or assessments are not linked to exemplary criteria.	2. Students use criteria for exemplary work and effort to conduct self and/or peer assessments.	2. Students routinely use criteria for exemplary work and effort to conduct rigorous self and peer assessments.
3. Students do not use additional resources or strategies for support when faced with a challenging task, or when asked, are unable to identify learning resources or strategies.	3. Students rarely use additional resources or strategies for support when faced with a challenging task, or use resources and strategies that are not relevant to instructional goals.	3. Students use additional resources or strategies for support when faced with a challenging task	3. Students use and create additional resources and strategies for support when faced with a challenging task.

II-A-2. Student Engagement

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Uses instructional practices that leave most students uninvolved and/or passive participants.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher uses instructional practices and materials that are either too challenging for students or are not rigorous enough.	1. Teacher uses instructional practices and materials that are either too challenging for students or are not rigorous enough.	1. Teacher typically uses instructional practices and materials that are developmentally and intellectually rigorous.	1. Teacher consistently uses instructional practices and materials that are developmentally and intellectually rigorous.
2. Teacher uses instructional practices without consideration of student motivation.	2. Teacher uses instructional practices designed to motivate students, however these tend to rely too heavily on extrinsic motivation.	2. Teacher frequently uses instructional practices that promote the development of student intrinsic motivation and offer extrinsic motivation.	2. Teacher consistently uses a variety of instructional practices that both promote the development of intrinsic motivation and offer extrinsic motivation for all students.
3. Teacher uses instructional practices and material that are not tailored to student interests.	3. Teacher infrequently uses instructional practices and material tailored to student interests.	3. Teacher uses instructional practices and materials tailored to student needs, experiences and interests to encourage student focus and active participation, such as opportunities for student choice and goal-setting.	3. Teacher routinely uses instructional practices and materials tailored to student needs, experiences and interests to encourage student focus and active participation, such as opportunities for student choice and goal-setting.
4. Teacher uses instructional techniques that do not allow most students to actively participate.	4. Teacher uses instructional techniques that lead to uneven student participation.	4. Teacher uses instructional techniques that facilitate equitable, active student participation.	4. Teacher consistently uses instructional techniques that facilitate equitable, active student participation.
For STUDENTS this may look like:			
1. If asked, students indicate that they do not have the requisite knowledge or skills to complete assigned tasks.	1. If asked, students are not confident that they have the requisite knowledge or skills to complete assigned tasks.	1. If asked, students indicate a capacity to complete assigned tasks and may offer a rationale for their capacity.	1. If asked, students indicate a capacity to complete assigned tasks and offer a well-evidenced rationale for their capacity.
2. Students are off task, unfocused and display low levels of effort for the majority of the lesson.	2. Only some students are on task, focused, and display high levels of effort, or most students are only doing these things for some of the lesson.	2. Most students are on task, focused and display high levels of effort for most of the lesson.	2. Nearly all students are consistently on task, focused and display high levels of effort.
3. If asked, most students articulate few primarily extrinsic motivations, or vague and unclear goals.	3. If asked, most students articulate primarily extrinsic motivations, or unclear goals.	3. If asked, students articulate a balance of intrinsic and extrinsic motivations, or clear learning goals.	3. If asked, students articulate a balance of intrinsic and extrinsic motivations, and clear learning goals.
4. Students ask questions or make comments that do not reveal deep engagement with the objectives.	4. Students rarely ask questions or make comments, and questions typically do not reveal deep engagement with the objectives.	4. Students ask questions and make comments that reveal deep engagement with the objectives.	4. Students routinely ask questions and make comments that reveal deep engagement with the objectives.

II-A-3. Meeting Diverse Needs

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher does not maintain record of student IEPs and English language proficiency, student learning styles, interests, and needs.	1. Teacher may maintain basic record of student IEPs and English language proficiency, but has little information on student learning styles, interests, and needs.	1. Teacher maintains records of student IEPs, English language proficiency, learning styles, interests, and needs.	1. Teacher maintains up-to-date records of student IEPs, English language proficiency, learning styles, interests, and needs.
2. Teacher rarely plans or delivers lessons or assessments designed to reach students with diverse, learning styles, and needs.	2. Teacher inconsistently plans or delivers lessons or assessments designed to reach students with diverse, learning styles, and needs.	2. Teacher frequently uses students' learning styles, interests, and needs to plan lesson and homework tasks, design assessments, group students, and differentiate the timing and content of assigned tasks.	2. Teacher consistently uses students' learning styles, interests, and needs to plan diverse, standards-aligned lesson and homework tasks, design varied types of standards-aligned assessments, group students, and differentiate the timing and content of assigned tasks.
3. Teacher does not identify clear behavioral expectations.	3. Teacher may state behavioral expectations, but expectations are either not well defined, developmentally inappropriate, or students are not supported in meeting them.	3. Teacher frequently supports students in meeting developmentally appropriate academic and behavioral expectations.	3. Teacher consistently supports students in meeting rigorous and developmentally appropriate behavioral expectations.
4. Teacher does not follow previously established classroom routines or procedures.	4. Teacher provides classroom resources that are not fully accessible to all students.	4. Teacher ensures that all students can access all classroom resources.	4. Teacher ensures that all students can access all classroom resources.
For STUDENTS this may look like:			
1. Most students are off-task, unfocused and displaying minimal effort for most of the lesson.	1. Some students are on-task, focused or displaying high levels of effort for parts of the lesson.	1. Most students are on-task, focused and displaying high levels of effort for most of the lesson.	1. Nearly all students are on-task, focused and displaying high levels of effort for nearly the entire lesson.
2. When prompted, students are unable to articulate more than one method to demonstrate knowledge or access information.	2. When prompted, some students articulate multiple methods to demonstrate knowledge and access information..	2. When prompted, most students articulate multiple methods to demonstrate knowledge and access information.	2. When prompted, students accurately articulate multiple methods to demonstrate knowledge and access information.
3. Students generally receive all necessary in-class supports or modifications as outlined in IEPs or ELL guidelines.	3. Students inconsistently receive all necessary in-class supports or modifications as outlined in IEPs or ELL guidelines.	3. Students generally receive all necessary in-class supports or modifications as outlined in IEPs or ELL guidelines.	3. Students consistently receive all necessary in-class supports or modifications as outlined in IEPs or ELL guidelines.

II-B-1. Safe Learning Environment

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
For TEACHERS this may look like:			
1. Teacher allows the classroom to be cluttered, uncomfortable, or dangerous, students have limited access to learning activities.	1. Teacher physically arranges the classroom so that clutter is minimized, pathways are clear, and most students have unobstructed access to learning materials.	1. Teacher physically arranges the classroom to support the instructional goals and learning activities, and all students have unobstructed access to learning materials.	1. Teacher physically arranges the classroom in complete alignment with the learning activities such that all students have unobstructed access to learning materials.
2. Teacher does not use clear procedures for getting students' attention, managing transitions, or the distribution and collection of materials.	2. Teacher uses established procedures for getting students' attention, managing transitions, or the distribution and collection of materials, but they do not function smoothly.	2. Teacher uses established effective and smooth procedures for getting students' attention, managing transitions, and the distribution and collection of materials.	2. Teacher uses established routines that gradually transfer responsibility for smooth transitions and procedures to students.
3. Teacher addresses students in a disrespectful or unfriendly manner and fails to address disrespectful interactions between students.	3. Teacher attempts to promote respectful interactions between teacher and students, and among students, but with occasional disrespect or insensitivity.	3. Teacher ensures that interactions with and among students and are uniformly respectful.	3. Teacher ensures that interactions with and among students are kind, supportive, and respectful
4. Teacher does not monitor student behavior, enforce standards of conduct, or respond effectively to disruptions.	4. Teacher sometimes attempts to maintain order in the classroom, but often responds inconsistently to similar student misbehaviors sometimes harsh, other times lenient.	4. Teacher frequently monitors behavior in accordance with established standards of conduct, reinforcing positive behavior and responding consistently and effectively to inappropriate behavior.	4. Teacher monitors behavior quietly and subtly, reinforcing positive academic effort and responding quickly to any inappropriate behavior.
5. Teacher creates an intellectual environment where only a few students are encouraged to attempt challenging tasks.	5. Teacher creates an intellectual environment where students only some students are encouraged to attempt challenging tasks.	5. Teacher creates an intellectual environment where students take academic risks by attempting challenging tasks.	5. Teacher creates an intellectual environment where students take academic risks by attempting challenging tasks.
For STUDENTS this may look like:			
1. If asked, students are unable to describe classroom procedures, and instructional time is lost because students do not follow procedures.	1. If asked, students are unable to fully describe classroom procedures, or students inconsistently follow procedures.	1. Students generally follow procedures with minimal prompting from the teacher.	1. Students consistently follow all classroom routines and procedures without prompting from the teacher.
2. Students are often disruptive or disrespectful to the teacher and/or each other.	2. Students are occasionally disruptive or disrespectful to the teacher and/or each other.	2. Students are rarely disruptive and use a respectful tone to address peers and the teacher.	2. Students consistently behave appropriately and use a respectful tone to address peers and the teacher.
	3. Students participate only if called on, and are often hesitant to offer their ideas in front of classmates.	3. The majority of students participate willingly; however, some students appear to be somewhat hesitant to offer their ideas in front of classmates.	3. Nearly all students participate frequently; there is no indication that students limit participation due to fears of being mocked

II-B-2. Collaborative Learning Environment

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
For TEACHERS this may look like:			
1. Teacher does not refer to any interpersonal skills that students need to work effectively in groups.	1. Teacher may refer to interpersonal skills that students need to work effectively in groups, but does not model or revisit these skills.	1. Teacher explicitly names and models interpersonal skills that students need to work effectively in groups, models these skills, and provides opportunities for students to practice the skills.	1. Teacher explicitly names and models interpersonal skills that students need to work effectively in groups, models these skills, and provides ongoing opportunities for students to practice and develop the skills.
2. Teacher rarely allows students to work together on class activities, and few activities are designed to be collaborative.	2. Teacher allows students to work together on class activities, but few activities are designed to be cooperative or collaborative.	2. Teacher engages students in cooperative, collaborative learning activities in which they must rely on each other to be successful.	2. Teacher engages students in cooperative learning activities in which they must rely on each other to be successful, as well as community building activities that allow students to develop relationships with their peers.
3. Teacher always allows students to choose their groups, or always assigns students to the same group, regardless of the nature of the activity.	3. Teacher usually allows students to choose their groups, or usually assigns students to the same group, regardless of the nature of the activity.	3. Teacher uses a variety of grouping strategies that support student learning, such as allowing students to choose their groups or assigning students to groups.	3. Teacher consistently uses a variety of grouping strategies that maximize student learning and build on students' strengths, such as allowing students to choose their groups or assigning students to groups.
4. Teacher fails to provide students with instruction on how to work together.	4. Teacher provides students with some instruction on how to work together but rarely communicates explicit roles for group work or monitors collaborative work.	4. Teacher provides clear expectations for how students should collaborate, such as instruction on how to work together and explicit roles for group work.	4. Teacher provides clear expectations for how students should collaborate, such as instruction on how to work together, explicit roles for group work.
For STUDENTS this may look like:			
1. Students are not asked or expected to listen to or respond to each other.	1. When prompted by the teacher, students struggle to listen to and respond to each other.	1. When prompted by the teacher, students listen to and respond appropriately to each other.	1. Without prompting from the teacher, students listen to and respond appropriately to each other.
2. Students do not work respectfully or productively in pairs or groups, with some students failing to contribute or accomplish the assigned task.	2. Students work respectfully in pairs or groups, but participate unevenly and do not all accomplish the assigned task.	2. Students work respectfully and productively in pairs or groups, with each student contributing and accomplishing the assigned task.	2. Students work respectfully, productively, and equitably in pairs or groups, and students seek each other out as resources when necessary.
3. Students do not employ any conflict resolution strategies or engage the teacher when there is a disagreement.	3. Students immediately request teacher intervention, without first employing any other conflict resolution strategies.	3. Students employ conflict resolution strategies to resolve any disagreements.	3. Students communicate proactively to prevent conflict, and employ conflict resolution strategies to resolve any disagreements.