Rubric for Evaluating Colorado Teachers

Effective teachers in the state of Colorado have the knowledge, skills and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success (See Appendix E). Effective teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary		
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan						
of instruction; and the individual needs of their students.						

. . . and . . . and . . . and . . . and THE TEACHER THE TEACHER THE TEACHER: **STUDENTS: STUDENTS:** O Interact with the rig-O Collaborates with O Discuss strengths and implements lesson plans uses lesson plans based on: other school staff to orous and challenging next steps regarding that reflect: O Student needs. vertically and horizoncontent. their learning with O Daily review and revitally align, articulate, O Colorado Academic their teacher(s). sion. Standards. and deliver the ap-O Instructional objec-O Perform at a level O District's plan of proved curriculum. tives appropriate for consistent with or instruction. students. above expectations. O Stated learning objec-O Explicit connections tives. to specific learning objectives and approved curriculum.

ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening. This section describes professional practices that should be demonstrated by ALL TEACHERS, regardless of grade level or subject taught.

. . . and . . . and . . . and . . . and THE TEACHER: THE TEACHER THE TEACHER **STUDENTS STUDENTS** O Demonstrates an unmakes complex reading provides instruction that meet or exceed apply literacy skills: derstanding of literacy accessible to students enhances students': O Across academic expectations for: content areas. content and skills. O Critical thinking and O Oral communication. O Emphasizes literacy O Adjusting content to reasoning. O Written communica-O To understand comconnections while students' skill levels. O Information literacy. plex materials. tion. O Literacy skill developteaching content. O Integrating literacy O Critical thinking. skills and knowledge ment. O Problem solving skills. into lessons. O Literacy skills. O Providing relevant content that addresses students' interests. O Professional Practice is **Observable** during a classroom observation. ☐ Professional Practice is **Not Observable** during a classroom observation.

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary			
ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.							
	essional practices that should HERS responsible for teach		ading.				
THE TEACHER: O Emphasizes literacy connections while teaching content other than reading, English, or language arts.	THE TEACHER integrates literacy skills into lessons and assignments across subject areas, including: O Phonological awareness. O Phonics. O Vocabulary. O Comprehension. O Fluency. O Writing. O Speaking.	THE TEACHER provides literacy instruction that is: O Needs-based. O Intensive. O of sufficient duration to accelerate learning.	and STUDENTS apply literacy skills (reading, writing, speaking, and listening): O Across academic content areas. O To new/unfamiliar material. O To understand complex materials. O While communicating during unstructured time. Outside the class-	STUDENTS exceed teacher's expectations for students of their age, grade, and/or ability levels in: O Reading. O Writing. O Speaking. O Listening.			
	O Listening skills. Engages students in instruction that is: O Purposeful. O Explicit. O Systematic. ERS responsible for teaching		room.				
	and	and	and	and			
THE TEACHER: O Teaches and provides opportunities for students to apply literacy skills.	THE TEACHER integrates literacy skills into lessons, including: O Vocabulary. O Comprehension. O Fluency. O Writing. O Speaking. O Listening skills. Engages students in instruction that is: O Purposeful. O Explicit. O Systematic.	THE TEACHER provides instruction that is: O Needs-based. O Intensive. O Of sufficient duration to accelerate learning.	STUDENTS apply literacy skills (reading, writing, speaking, and listening): ○ Across academic content areas. ○ To new/unfamiliar material. ○ To understand complex materials. ○ While communicating during the school day. □ Outside the classroom.	STUDENTS exceed teacher's expectations for students of their age, grade, and/or ability level in: O Reading. O Writing. O Speaking. O Listening.			

 \square Professional Practice is **Not Observable** during a classroom observation.

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic Partially Proficient Proficient (Meets State Standard) Accomplished Exemplary

ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.

This section describes professional practices that should be demonstrated by **ALL TEACHERS**, regardless of grade level or subject taught.

THE TEACHER:

- O Includes relevant math concepts in discussions that do not have math as the primary focus.
- Promotes and encourages students to make explicit math connections across content.

. . . and

THE TEACHER:

- O Emphasizes to students why they need to learn math content and skills.
- O Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas.

. . . and

THE TEACHER:

- O Emphasizes interdisciplinary connections to math.
- O Models mathematical thinking.

. . . and

STUDENTS:

- Share ideas and solutions to challenging problems.
- O Use the language of math to talk about what they are doing.

. . . and

STUDENTS:

O Interpret mathematical information in ways that make it relevant to their learning.

ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.

This section describes professional practices that should be demonstrated by Teachers responsible for teaching math.

THE TEACHER

focuses math instruction beyond:

- O Recall of facts.
- O Development of computational skills.
- O Math as a series of rote procedures.

Models:

- O Appropriate mathematical communication.
- A variety of mathematical practices.

. . . and

THE TEACHER

presents concepts: O In sequence.

- O In a manner appropriate to students' age and grade.
- O Helps students understand mathematics as a discipline.
- Provides a balance of teaching for conceptual understanding and teaching for procedural fluency.

. . . and

THE TEACHER

establishes an effective mathematics environment by:

- O Challenging students to think deeply about the problems.
- O Requiring students to explain their solutions.
- Posing questions that stimulate students' curiosity and encourage them to investigate further.
- O Actively engaging students in doing math.
- Using real-world examples for problems whenever possible.

. . . and

STUDENTS:

- O Solve problems in a variety of ways.
- Demonstrate mathematical thinking by explaining their thinking to each other and to their teacher.

. . . and

STUDENTS:

- O Recognize when they make procedural errors and take steps to correct them.
- Expand their learning by using mathematical concepts in subjects other than math.

- O Professional Practice is **Observable** during a classroom observation.
- ☐ Professional Practice is **Not Observable** during a classroom observation.

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Proficient Basic **Partially Proficient Accomplished Exemplary** (Meets State Standard)

ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.

THE TEACHER:

- O Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools.
- O Uses instructional materials that are accurate and appropriate for the lesson being taught.
- O Employs a variety of instructional strategies to address student needs.

. . . and

THE TEACHER provides explanations

of content that are:

- O Accurate.
- O Clear. O Concise.
- O Comprehensive.

. . . and

THE TEACHER

engages students in:

- O A variety of explanations and multiple representations of concepts and ideas.
- O A variety of inquiry methods to explore new ideas and theories.

. . . and

STUDENTS

- O Develop a variety of explanations and multiple representations of concepts.
- O Build on the skills and knowledge learned in the classroom to engage in more complex concepts, ideas, and theories.

Use a variety of inquiry tools and strategies to:

- O Learn content.
- O Understand central concepts.
- O Answer complex questions.
- O Problem solve.

. . . and

STUDENTS

routinely:

- O Choose challenging tasks and instructional materials.
- O Apply newly learned content skills to unique situations and different disciplines.
- O Discuss ideas and content that are intellectually challenging to them.

ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

THE TEACHER:

- O Emphasizes key concepts and connects them to other powerful ideas within the content area.
- O Connects lessons to other disciplines and/ or content areas.

. . . and

THE TEACHER

implements instructional strategies to ensure that instruction:

- O Articulates content and interdisciplinary connections.
- O Integrates literacy skills across content areas.

. . . and

THE TEACHER:

- O Clarifies and elaborates on interdisciplinary connections for students.
- O Employs instructional strategies that include literacy, numeracy, and language development across content areas.

. . . and

STUDENTS

make connections between:

- O Prior learning and the current lesson.
- O Other disciplines and/ or content areas and the current lesson.
- O Apply literacy (reading, writing, speaking, and listening) and math skills across academic content areas.

. . . and

STUDENTS:

O Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.

- O Professional Practice is **Observable** during a classroom observation.
- ☐ Professional Practice is **Not Observable** during a classroom observation.

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic Partially Proficient Proficient (Meets State Standard) Accomplished Exemplary

ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.

THE TEACHER

selects instructional materials and strategies based on their:

- O Relevance.
- O Central contexts.
- O Foundational evidence base.
- O Links lessons to students' prior knowledge.
- Encourages and provides opportunities for students to make connections to prior learning.

. . . and

THE TEACHER

delivers lessons and units and uses instructional strategies that:

- O Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts.
- O Provide supports that facilitate engagement.

. . . and

THE TEACHER:

- O Delivers lessons and uses materials to ensure that students' backgrounds and contextual knowledge are considered.
- Provides opportunities for students to self-select tasks that accelerate their learning.

. . . and

STUDENTS:

- O Interact with materials that are relevant to them.
- O Ask questions and solve problems that are relevant to them.
- O Make connections to prior learning to understand current content.

. . . and

STUDENTS:

O Select tasks that demonstrate transfer of knowledge to other theories, ideas, and/ or content.

- O Professional Practice is **Observable** during a classroom observation.
- ☐ Professional Practice is **Not Observable** during a classroom observation.

Evaluator Comments:

Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.

Comments of person being evaluated:

Please indicate the element for which the comment applies if not for the standard as a whole.

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.							
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary			
ELEMENT A: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.							
THE TEACHER:	and THE TEACHER	and THE TEACHER:	and STUDENTS:	and STUDENTS:			
O Creates a classroom environment conducive to learning.	creates a classroom environment that features: O Mutual respect. O Positive relationships between and among students. O Empathy for each student.	Creates a classroom environment which values diverse perspectives. Establishes a nurturing and caring relationship with each student.	O Respect their class- mates and teacher(s).	O Engage in respectful and open dialogue with each other and their teacher.			
ELEMENT B: Teachers community and as a cour	demonstrate a commitmentry.	nt to and respect for diver	sity, while working toward	common goals as a			
	and	and	and	and			
THE TEACHER creates a classroom environment in which diversity is: O Respected. O Used to further stu- dent learning.	THE TEACHER: O Uses instructional approaches and materials that reflect students' backgrounds. O Acknowledges the value of each student's contributions to the quality of lessons. O Is welcoming to diverse family structures.	 THE TEACHER establishes processes that result in: A sense of community among students. Effective interactions among students. Respect for individual differences. Positive social relationships. Common goals for all students. 	STUDENTS: O Respect the uniqueness of fellow students.	STUDENTS: O Actively seek a variety of perspectives to complete group assignments.			
ELEMENT C: Teachers	engage students as individ	uals with unique interests	and strengths.				
	and	and	and	and			
THE TEACHER: O Implements lessons that reflect student interests.	THE TEACHER: O Uses results of student interest inventories to design lessons and materials. O Encourages students to expand and enhance their learning. O Acknowledges students for their accomplishments.	 THE TEACHER: Asks appropriately challenging questions of all students. Scaffolds questions. Gives wait time equitably. Ensures that all students participate in class activities. 	STUDENTS: O Actively engage in classroom activities. O Discuss content and make connections between current lesson and their interests.	STUDENTS: O Encourage fellow students to participate and challenge themselves. O Actively engage in collaborative learning and group processes.			
O Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation.							

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Basic	Partially Proficient	Profi (Meets Stat		Accomplished	Exemplary	
ELEMENT D: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.						
THE TEACHER: Adapts lesson plans to address individual student needs. Implements recommendations of specialists and colleagues to address student needs.	 and THE TEACHER: □ Designs instruction to address learning needs of all students. ○ Monitors the quality of student participation and performance. 	THE TEACHER: Solicits input from colleagues to understand students' learning needs. Uses multiple strategies to teach and assess students. Challenges and supports students to learn to their greatest ability.		 STUDENTS: Advocate for themselves. Articulate their learning needs to their teacher and/or parent. 	 STUDENTS: Apply coping skills to classroom situations. Share coping strategies with fellow students. Help fellow classmates by offering support. 	
	orovide proactive, clear an amilies and significant adu				ogress and work	
THE TEACHER: O Establishes a class- room environment that is inviting to families and signifi- cant adults.	THE TEACHER: Maintains respectful relationships with students, their families, and/or significant adults. Uses a variety of methods to initiate communication with families and significant adults.	and THE TEACHER: Provides clear and accurate feedback to parents and significant adults regarding student needs and progress. Coordinates flow of information between families and colleagues who provide student services.		 and STUDENTS: O Communicate freely and openly with teachers. FAMILIES AND SIGNIFICANT ADULTS: Discuss student performance with the teacher. Participate in schoolbased activities. 	FAMILIES AND SIGNIFICANT ADULTS Partner with the teacher to support student strengths and address next steps for learning.	
ELEMENT F: Teachers of appropriate intervention	create a learning environm strategies.	ent character	ized by accep	otable student behavior, ef	ficient use of time and	
 THE TEACHER: O Provides clear expectations to guide student classroom behavior. O Holds students accountable for adherence to school and/or class rules. 	THE TEACHER: O Puts procedures in place to maximize instructional time.	and THE TEACHER: O Makes maximum use of instructional time. O Maintains a safe and orderly environment.		 STUDENTS: Stay on task during class periods. Work without interruption. Abide by school and class rules. 	 and STUDENTS: O Accept responsibility for their behavior and use of time. O Help other students stay on task. 	
	Observable during a classroom Not Observable during a class					
Evaluator Comments: Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels. Comments of person being evaluated: Please indicate the element for which the comment applies if not for the standard as a whole.						

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students

reactiers plant and deliver effective instruction and create an environment that facilitates fearning for their students.							
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary			
	ELEMENT A: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.						
THE TEACHER: O Differentiates instruction. O Modifies content to assure that students are able to work at their ability levels.	THE TEACHER: Studies recent/current research to expand personal knowledge of how students learn. Builds on the interrelatedness of students' intellectual, social, and emotional development.	THE TEACHER: Applies knowledge of current developmental science to address student needs. Collaborates with colleagues with experience in developmental science to improve the quality of lessons.	 and STUDENTS: Seek materials and resources appropriate for their personal approach to learning. 	STUDENTS seek to understand: O How they learn best. O Where their time and efforts are best used.			
	plan and consistently deliv		on results of student assess kills.	sments, is aligned to			
THE TEACHER: ☐ Uses assessment results to guide adjustments to instruction. ☐ Has explicit student outcomes in mind for each lesson.	 THE TEACHER: Aligns instruction with academic standards and student assessment results. Monitors instruction against student performance and makes real-time adjustments. Assesses required skills. 	 THE TEACHER: Encourages students to take academic risks. Makes sure students meet learning objectives while increasing mastery levels. 	 STUDENTS: Monitor their level of engagement. Confer with the teacher to achieve learning targets. 	 and STUDENTS initiate activities to: Address their learning strengths and next steps. Take academic risks. 			
	demonstrate a rich knowle emic needs of their studen		n effective instructional pra	actices to meet the			
THE TEACHER: ○ Incorporates evidence-based strategies into lessons.	 and THE TEACHER: O Makes connections between student data and research-based practices. 	 and THE TEACHER: O Individualizes instructional approach to meet unique needs of each student. 	 and STUDENTS: Embrace new and unique ways of learning as they are introduced through research-based lessons. 	and STUDENTS: O Apply skills and knowledge learned in the classroom.			
 ○ Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation. 							

☐ Professional Practice is **Not Observable** during a classroom observation.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary			
ELEMENT D: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.							
	THE TEACHER: O Employs strategies and procedures to ensure that students have equitable access to available technology. O Monitors the use of available technology in the classroom.	THE TEACHER uses available technology to: O Enhance student learning. O Develop students' knowledge and skills. O Enhance creative and innovative skills. O Provide engaging and motivating learning experiences.	STUDENTS: O Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology. O Produce creative and innovative products.	 students use available technology to: Accelerate their learning. Apply team building and networking skills. Deepen critical thinking skills. Communicate effectively. 			
 THE TEACHER: O Has high expectations for all students. O Holds students accountable for their learning. 	and THE TEACHER: O Sets student expectations at a level that challenges students. O Incorporates critical thinking and problemsolving skills.	 and THE TEACHER: O Challenges all students to learn to their greatest ability. O Explicitly teaches higher-order thinking and problem-solving skills. O Ensures that students perform at levels meeting or exceeding expectations. 	and STUDENTS: O Help set their learning objectives. O Apply higher-order thinking and problemsolving skills to address challenging issues.	 and STUDENTS: O Monitor their progress toward achieving teacher's high expectations. O Seek opportunities to test their problemsolving and higherorder skills. 			
ELEMENT F: Teachers	provide students with oppo	ortunities to work in team:	s and develop leadership q	ualities.			
THE TEACHER: O Includes all students in individual and group activities.	THE TEACHER plans lessons that: O Provide opportunities for students to participate using various roles and modes of communication	 THE TEACHER: Flexibly groups students. Adjusts team composition based on lesson objectives and student needs. Varies group size, composition, and tasks to create opportunities for students to learn from each other. 	STUDENTS: O Fulfill their assigned roles within the team. O Assume leadership roles in their teams.	STUDENTS: O Utilize group processes to build trust and promote effective interactions among team members. O Participate in teams in ways that build trust and ownership of ideas among team members.			

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Teachers plan and delive	r effective instruction and o	create an environment t	hat facilitates learning for th	eir students.
Basic	Partially Proficient	Proficient (Meets State Standard	Accomplished	Exemplary
ELEMENT G: Teachers language.	communicate effectively, r	making learning objectiv	es clear and providing appro	ppriate models of
	and	and	and	and
THE TEACHER: O Communicates effectively with students.	 THE TEACHER: O Models effective communication skills. O Encourages students to communicate effectively. 	 THE TEACHER: Teaches students to be effective communicators. Provides opportunities for students to practice communication skills. 	STUDENTS: O Apply effective written and oral communication skills in their work.	STUDENTS: O Use academic language in spoken and written work.
	use appropriate methods ults to plan further instruc		lent has learned, including f	ormal and informal
	and	and	and	and
THE TEACHER: □ Provides actionable feedback to students, families, and significant adults. ○ Involves students in monitoring their learning. ○ Assesses learning outcomes appropriately.	THE TEACHER: ☐ Implements appropriate strategies for assigning grades. ☐ Evaluates student performance based on multiple measures. ☐ Includes documentation of student progress toward mastery of state content standards in assessment plans.	THE TEACHER: O Uses a variety of assessment methods. O Provides actionable, timely, specific and ir dividualized feedback about the quality of student work. O Teaches students to use feedback to improve their learning.		assume ownership for: Monitoring their progress. Setting learning goals. Applying teacher feedback to improve performance and accelerate their learning.
	Observable during a classro Not Observable during a cla	ssroom observation.	s of person being evaluated	l:
Required for Ratings of "Bo recommended for all rating	asic" or "Partially Proficient' g levels.		icate the element for which th ndard as a whole.	e comment applies if not

Teachers reflect on their practice.							
Basic	Partially Proficient	Profic (Meets State		Accomplished	Exemplary		
ELEMENT A: Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.							
	and	and		and	and		
THE TEACHER: ☐ Collects and analyzes student data to inform instruction. Uses data to: ☐ Support student learning. ☐ Inform practice.	THE TEACHER: ☐ Collects multiple examples of student work to determine student progress over time.	applies knowledge of student learning, development, and growth to the development of: Lesson plans.		THE TEACHER develops student learning plans based on: Multiple examples of student work. Other data points. Information gathered from students, fami- lies, and colleagues.	THE TEACHER: ☐ Monitors and evaluates personal behavioral changes to determine what works for students.		
ELEMENT B: Teachers	link professional growth to	their profess	ional goals.				
	and	and		and	and		
THE TEACHER: ☐ Implements performance feedback from supervisor and/or colleagues to improve practice. Actively engages in professional development focused on: ☐ Addressing student needs. ☐ School and district initiatives. ☐ Meeting professional goals.	THE TEACHER engages in professional development activities based on: Likelihood of having a positive impact on student learning. Alignment with Colorado Academic Standards and school and district initiatives. Current research. Student needs.	THE TEACHER: ☐ Advocates for professional development that is evidence based and targeted toward improving student outcomes. ☐ Applies knowledge and skills learned through professional development to professional practice.		THE TEACHER: ☐ Implements new and different instructional strategies based on current research and district initiatives. ☐ Adapts teaching skills to meet student needs	THE TEACHER: ☐ Develops and follows a long-term professional development plan.		
ELEMENT C: Teachers	are able to respond to a co	mplex, dynan	nic environm	ent.			
THE TEACHER collaborates with colleagues to: ☐ Implement new ideas to improve teaching and learning. ☐ Support struggling students. ☐ Contribute to campus goals.	and THE TEACHER: ☐ Maintains a positive, productive and respectful relationship with colleagues.	and THE TEACHER initiates and leads collaborative activities		and THE TEACHER: □ Serves as a critical friend for colleagues, both providing and receiving feedback on performance.	and THE TEACHER: □ Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data.		
	Observable during a classroom of Observable during a cla						
Evaluator Comments: Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels. Comments of person being evaluated: Please indicate the element for which the comment applies if not for the standard as a whole.							

Teachers demonstrate leadership.

reachers demonstrate le	daersnip.	1						
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary				
ELEMENT A: Teachers	ELEMENT A: Teachers demonstrate leadership in their schools.							
	and	and	and	and				
THE TEACHER: ☐ Participates in school activities expected of all teachers. ☐ Works collaboratively for the benefit of students and families. ☐ Supports school goals and initiatives.	THE TEACHER: ☐ Contributes to school committees and teams.	THE TEACHER: □ Collaborates with school-based teams to leverage the skills and knowledge of colleagues and families.	THE TEACHER: ☐ Shares lessons learned with colleagues. ☐ Confers with school administrators to improve teacher working and student learning conditions.	THE TEACHER initiates and leads collaborative activities that: ☐ Partner with families to coordinate learning between home and school. ☐ Share ideas to im- prove teaching and learning. ☐ Support struggling students.				
ELEMENT B: Teachers	contribute knowledge and	skills to educational pract	ices and the teaching profe	ession.				
	and	and	and	and				
THE TEACHER: ☐ Shares expertise with colleagues. ☐ Supports the work of colleagues. ☐ Actively participates in activities designed to improve policies and procedures that affect school climate, family partnering, and student learning.	THE TEACHER collaborates with colleagues to: ☐ Support student growth and development. ☐ Provide input into policies and procedures that affect school climate and student learning. ☐ Partner with families.	THE TEACHER: □ Leads professional growth and development activities whenever possible.	THE TEACHER: □ Participates in district-wide decision-making processes that impact the school community, including families.	THE TEACHER: □ Advocates for the inclusion of teachers and families in education and government decision-making processes.				
ELEMENT C: Teachers	advocate for schools and s	tudents, partnering with s	tudents, families and com	munities as appropriate.				
THE TEACHER: □ Partners with every family to support student success.	and THE TEACHER: □ Discusses potential revisions to policies and procedures with administrators to better address student, family, and school needs.	and THE TEACHER: Contributes to school and/or district committees to advocate for students and their families.	and THE TEACHER: □ Advocates for students and the school to external agencies and groups.	and THE TEACHER: □ Collaborates with professional, governmental, and/or community agencies to advocate for curricular, school, and instructional improvements.				
	Observable during a classro Not Observable during a cla							

leachers demonstrate leadership.									
Basic	Partially Proficient	Proficient (Meets State Standard)		Accomplished	Exemplary				
ELEMENT D: Teachers	ELEMENT D: Teachers demonstrate high ethical standards.								
	and	and		and	and				
THE TEACHER: ☐ Maintains confidentiality of student records as required by law. ☐ Adheres to standards of professional practice.	THE TEACHER: O Models ethical behavior, including honesty, integrity, fair treatment, and respect for others.	THE TEACHER: ☐ Maintains confidentiality of student, family, and fellow teacher interactions as well as student data.		THE TEACHER: O Helps students understand the importance of ethical behavior as an individual and member of society.	STUDENTS: Demonstrate: O Honesty O Respect for others.				
	Observable during a classro Not Observable during a cla								
Evaluator Comments: Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.			Please indica	of person being evaluated ate the element for which the dard as a whole.					