1b: Demonstrating knowledge of students	Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes	Teacher does not understand child development characteristics and has unrealistic expectations for students. Teacher does not try to ascertain varied ability levels among students in the class. Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' medical or learning disabilities.	Teacher cites developmental theory but does not seek to integrate it into lesson planning. Teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium," and "low" groups of students within the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class.	In addition to the characteristics of "effective": The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information about their cultural heritage from all students. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
3a: Communicating with students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions 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 and uses vocabulary 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. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

Critical Attributes	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 about 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. The teacher's vocabulary is inappropriate to the age or culture of the students.	The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation. The teacher must clarify the learning task so that students can complete it. The teacher makes no serious content errors but may make a minor error. The teacher's explanation of the content consists of a monologue or is purely procedural, with minimal participation by students. Vocabulary and usage are correct but unimaginative. Vocabulary is too advanced or too juvenile for the students.	The teacher states clearly, at some point during the lesson, what the students will be learning. If the tactic is appropriate, the teacher models the process to be followed in the task. Students engage with the learning task, indicating that they understand what they are to do. The teacher makes no content errors. The teacher's explanation of content is clear and invites student participation and thinking. The teacher's vocabulary and usage are correct and completely suited to the lesson. The teacher's vocabulary is appropriate to the students' ages and levels of development.	In addition to the characteristics of "effective": The teacher points out possible areas for misunderstanding. Teacher explains content clearly and imaginatively, 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.
4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement.	The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.	The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved.	In addition to the characteristics of "effective": Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. Teacher's suggestions for improvement draw on an extensive repertoire.

Checklist for Basic Skills for Employability

1d: Demonstrating knowledge of resources	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	*Teacher utilizes instructional resources provided by the school district and displays awareness of resources*—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.

Critical Attributes	The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his or her own skill. Although aware of some student needs, the teacher does not inquire about possible resources.	The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	Texts are at varied levels, *and as appropriate matched to student skill level.* Texts are supplemented by guest speakers and field experiences. Teacher facilitates Internet resources. Resources are multidisciplinary. Teacher expands knowledge with professional learning groups and organizations. Teacher pursues options offered by universities. *As appropriate, the* teacher provides lists of resources outside the class for students to draw on.	In addition to the characteristics of "effective": Texts are matched to student skill level. The teacher has ongoing relationship with colleges and universities that support student learning. The teacher maintains log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge The teacher facilitates student contact with resources outside the classroom.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or 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. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. 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	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.	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 a sense to students of their own responsibility for their learning but is uncertain about 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.	When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 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 "effective": The teacher's adjustments to the lesson are designed to assist individual students. 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 whom s/he has contacted for assistance in reaching some students.

4d: *Participating in a Professional Community*	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	The teacher's relationship with colleagues is characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school district and community projects.	The teacher has pleasant relationship with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, as well as school district and community projects.	The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school activities, as well as school district and community projects.	In addition to the characteristics of "effective": The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and oversees events that positively impact school life. The teacher regularly contributes to and serves as head of significant school district and community projects.
4e: *Growing and Developing Professionally*	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Critical Attributes	The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attend conferences.	The teacher participates in professional activities when they are required or when provided by the school district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to educational professional organizations.	The teacher seeks regular opportunities for continued professional development. The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. The teacher actively participates in professional organizations designed to contribute to the profession.	In addition to the characteristics of "effective": The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.

4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	Teacher is dishonest. Teacher does not notice the needs of students. The teacher engages in practices that are self-serving. The teacher willfully rejects school district regulations.	Teacher is honest. Teacher notices the needs of students but is inconsistent in addressing them. Teacher does not notice that some school practices result in poor conditions for students. Teacher makes decisions professionally but on a limited basis. Teacher complies with school district regulations.	Teacher is honest and known for having high standards of integrity. Teacher actively addresses student needs. Teacher actively works to provide opportunities for student success. Teacher willingly participates in team and departmental decision making. Teacher complies completely with school district regulations.	In addition to the characteristics of "effective": Teacher is considered a leader in terms of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students. Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful. Teacher takes a leadership role in team and departmental decision making. Teacher takes a leadership role regarding school district regulations.

NOTE: The Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.