Evidence of the Framework

Component	Unsatisfactory	Basic	Proficient	Distinguished

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport (orig)	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Revised Component Language	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, between the teacher and students are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students do not demonstrate disrespect for one another.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. Student interactions are generally polite and respectful.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Indicators	• *Teacher uses disrespectful talk towards students.* • *Student body language indicates feelings of hurt or insecurity.* • *Teacher displays no familiarity with or caring about individual students' interests or personalities.* • *There is disrespectful talk or body language (e/g. rolling eyes) among students.*	• *There is an absence of disrespectful talk either between teacher and students, or among students.* • *Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not fully successful.*	• *There is respectful talk between teacher and students and among students.* • *The teacher gets on the same level with students, such as kneeling beside a student working at a desk.* • *Teacher makes connections with individual students by, for example, greeting them by name as they enter the class.* • *Both teacher and students seem to enjoy being in one another's company.* • *During the lesson, the teacher offers encouragement to students as they struggle with complex learning.* • *Students wait for classmates to finish speaking before beginning to talk..*	In addition to the characteristics of "proficient," • *Teachers inquire about students' lives beyond school, demonstrating knowledge and caring.* • *The teacher's response to a student's incorrect response respects the student's dignity.* • *When necessary, students correct one another in their behavior towards classmates.*
2b: Establishing a culture for learning (orig)	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
Revised Component Language	The classroom environment conveys a negative culture for learning, characterized by low teacher	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject,	The classroom culture is characterized by high expectations for most students, genuine enthusiasm for the subject by both	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief

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	commitment to the subject, low expectations for student achievement, and little or no student pride in work.	modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	teacher and students, with students demonstrating pride in their work.	in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
Indicators	• *The teacher conveys that the reasons for the work are external: it's on the test; the directive came from "downtown," etc.* • *The teacher conveys to at least some students that the work is too challenging for them.* • *Students turn in sloppy or incomplete work*	• *Teacher's energy for the work is half-hearted or unsuccessful at enlisting student energy.* • *The teacher conveys only modest expectations.* • *Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.* • *Most students indicate that they are looking for an "easy path."*	• *The teacher communicates the importance of the work, and expectations that all students can be successful in it.* • *Student work and conduct during a lesson indicate commitment to high quality.*	In addition to the characteristics of "proficient," • *The teacher communicates a genuine passion for the subject.* • *Students indicate that they are not satisfied unless they have complete understanding.* • *Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.* • *Students clap for one another's presentations for a job well done.* • *Students take initiative in improving the quality of their work.*
2c: Managing classroom procedures (orig)	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, are either nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, have been established but function unevenly or inconsistently, with some loss of instructional time.	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, have been established and function smoothly, with little loss of instructional time.	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, are seamless in their operation, with students assuming considerable responsibility for their smooth functioning.
Revised Component Language	Much instructional time is lost due to inefficient classroom routines and procedures, transitions, handling of supplies, and performance of non-instructional duties. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures, transitions, handling of supplies, and performance of non-instructional duties. With guidance and prompting, students do most routines with some gaps.	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, have been established and function smoothly, with little loss of instructional time. With minimal guidance or prompting, students perform classroom routines.	Instructional time is maximized. Students contribute to the seamless operation of classroom routines and procedures, transitions, handling of supplies, and performance of non-instructional duties. Routines are well understood and engaged in consistently by students
Indicators	• *Students not working with the teacher disruptive to the class.* • *Students are confused as to where they are supposed to go, whether they should take their chairs, etc.* • *Non-instructional duties, such as taking attendance, consume much time.* • *There are no established*	• *Some students not working with the teacher are not productively engaged in learning.* • *Transitions between large and small group activities are rough .but they are accomplished.* • *Procedures for non-instructional duties appear to have been established, but their operation is rough.*	• *Students have assigned roles within their work groups.* • *It appears that the teacher has instructed students in productive group work: e.g., listening to one another, summarizing different views, delegating responsibilities.* • *Students move smoothly between large and small group activities.*	In addition to the characteristics of "proficient," • *Students redirect classmates in small groups not working directly with the teacher so their time is used productively.* • *Students themselves ensure that transitions are accomplished smoothly.* • *Students take initiative in distributing and collecting materials efficiently*

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	procedures for distributing and collecting materials. • *There are long lines for materials and supplies.* • *Attendance-taking routine takes a long time.* • *Procedures are confused or chaotic; for example, students bump into one another getting materials or sharpening pencils.* • *Volunteers and paraprofessionals are idle for large segments of the lesson or appear confused as to what they are supposed to be doing*	• *It appears that the teacher has attempted to establish procedures for distribution and collection of materials, but students are not quite sure what they are to do.* • *It appears that the teacher has attempted to establish procedures for non-instructional duties, but with only partial success.* • *Teacher redirects a paraprofessional or volunteer during a lesson.*	• *Teacher has established time-saving procedures for non-instructional activities.* • *Cleaning up at the end of a lesson is fast and efficient, indicating clear procedures.* • *Routines for distribution and collection of materials and supplies work efficiently.* • *Volunteers and paraprofessionals have clearly defined roles.*	• *Students make efficient use of procedures such as attendance boards.* • *Paraprofessionals and volunteers take initiative in improving learning opportunities for students.*
2d: Managing student behavior (orig)	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Revised Component Language	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity. Students challenge the standards of behavior.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Indicators	• *The classroom environment is chaotic, with no apparent standards of conduct.* • *The teacher does not monitor student behavior.* • *Some students violate classroom rules, without apparent teacher awareness.* • *When the teacher notices student misbehavior, s/he appears helpless to do anything about it.*	• *Teacher attempts to maintain order in the classroom but with uneven success.* • *Classroom rules are posted, but neither teacher nor students refer to them.* • *Teacher attempts to keep track of student behavior, but with no apparent system.* • *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.*	• *Students can describe the standards of conduct.* • *The teacher reviews the standards of conduct and emphasizes a "rule of the day."* • *Upon a non-verbal signal from the teacher, students correct their behavior.* • *Teacher continually monitors student behavior,* • *Upon a non-verbal signal from the teacher, students correct their behavior.* • *Teacher speaks to a student privately*	In addition to the characteristics of "proficient," • *Students can explain the reasons for the different standards of conduct and how they reflect students' own priorities.* • *Teacher moves to every section of the classroom, keeping a close eye on student behavior.* • *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.*

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			about infringements of standards of conduct.	
2e: Organizing physical space (orig)	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Revised Component Language	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Indicators	• *There are physical hazards in the classroom, endangering student safety.* • *Some students can't see or hear the teacher or the board.* • *Available technology is not being used, even if its use would enhance the lesson.*	• *The physical environment is safe, and most students can see and hear.* • *The physical environment is not an impediment to learning, but does not enhance it.* • *The teacher makes limited use of available technology and other resources.*	• *The classroom is safe, and all students are able to see and hear.* • *The classroom is arranged to support the instructional goals and learning activities.* • *The teacher makes appropriate use of available technology.*	In addition to the characteristics of "proficient," • *Modifications are made to the physical environment to accommodate students with special needs.* • *There is perfect alignment between the goals of the lesson and the physical environment.* • *Students take the initiative to adjust the physical environment, for example, closing the door to shut out noise in the corridor, or lowering a blind to block the sun from a classmate's eyes.* • *Teacher makes extensive and imaginative use of available resources and technology.*

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Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students (original)	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
Revised component language	The teacher's purpose in a lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content is unclear or confusing, and the teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content is uneven: some is done skillfully; other portions are difficult to follow. Teacher's spoken language is correct; vocabulary is accurate but limited or not appropriate to the students' ages or backgrounds.	Teacher's purpose of the lesson is clear to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is appropriate and connects with students' knowledge and experience; most students seem to follow. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	In addition to the characteristics of "proficient" performance, the teacher links the lesson's purpose to student interests; the directions and procedures anticipate possible student misunderstanding. Teacher's explanation of content is imaginative and students contribute to explaining concepts to their classmates; all students seem to follow the explanation. Teacher's spoken and written language is expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.
Indicators	• *At no time during the lesson does the teacher convey to the students what they will be learning.* • *Students indicate through their questions that they are confused as to the learning task.* • *The teacher makes a serious content error that will affect students' understanding of the lesson.* • *Students indicate through body language or questions that they don't understand the content being presented.* • *Teacher's communications include errors of vocabulary or usage.* • *Vocabulary is inappropriate to the age or culture of the students.*	• *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.* • *When asked by an observer, students can provide a partially accurate description of what they are learning.* • *Teacher clarifies the learning task so students are able to complete it.* • *The teacher makes no serious content errors, although may make a minor error.* • *A number of students do not seem to be following the explanation.* • *Vocabulary and usage are correct but unimaginative.* • *Vocabulary may be too advanced or juvenile for the students.*	• *The teacher states clearly, at some point during the lesson, what the students are learning.* • *When asked by an observer, students can state what they are learning* • *Students engage with the learning task, indicating that they understand what they are to do.* • *The teacher models the process to be followed.* • *Teacher checks for student understanding of the learning task.* • *The teacher makes no content errors* • *Teacher's explanation of content is clear, using appropriate language.* • *Most students seem to "get it."* • *Vocabulary and usage are correct and completely suited to the lesson.* • *Vocabulary is appropriate to the students' ages and levels of development.*	In addition to the characteristics of "proficient," • *The teacher points out possible areas for misunderstanding.* • *Students offer clarification about the learning task to classmates as needed.* • *Students suggest improvements to the directions.* • *Teacher explains content clearly, using metaphors and analogies to bring content to life.* • *All students seem to understand the presentation.* • *The teacher invites students to explain the content to the class, or to classmates.* • *Teacher uses rich language, offering brief vocabulary lessons where appropriate.*
3b: Using questioning and	Teacher's questions are low-level or inappropriate, eliciting limited student	Some of the teacher's questions elicit a thoughtful response, but most are low-	Most of the teacher's questions elicit a thoughtful response, and the teacher	Questions reflect high expectations and are culturally and developmentally appropriate.

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discussion techniques(original)	participation, and recitation rather than discussion.	level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Students formulate many of the high-level questions and ensure that all voices are heard.
Revised component language	Teacher's questions are poorly unaligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	Most of teacher's questions are of high quality and support the lesson objectives, with adequate time for students to respond. Teacher creates a genuine discussion among students, stepping aside when appropriate. Teacher successfully engages all students in the discussion.	Teacher's questions are of uniformly high quality and support the lesson outcomes, with adequate time for students to respond. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Indicators	• *Questions are rapid-fire, and convergent, with a single correct answer.* • *Questions do not invite student thinking.* • *Many questions are unrelated to the lesson outcomes.* • *All discussion is between teacher and students; students don't speak directly to one another.* • *The teacher only calls on students who have their hands up.*	• *Questions are a mix of higher-order and questions with a single correct answer.* • *Some questions are unrelated to the learning outcomes.* • *The teacher invites students to respond directly to one another's ideas, but few students respond..* • *Teacher calls on many students, but only a small number actually participate in the discussion.*	• *Most questions are open-ended, inviting students to think.* • *Most questions have multiple possible answers.* • *Questions are related to the lesson objectives.* • *The teacher makes effective use of wait time.* • *Discussions enable students to talk to one another, without continuing mediation by the teacher.* • *The teacher calls on all students, even those who don't initially volunteer.* • *.All students actively engage in the discussion.*	In addition to the characteristics of "proficient," • *Students initiate higher-order questions.* • *Students extend the discussion, enriching it.* • *Students invite comments from their classmates during a discussion.*
3c: Engaging students in learning (orig)	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Revised component language	The various elements of the instructional design – the learning activities, the materials and resources, and the instructional groups – are poorly aligned with the instructional outcomes, are unsuitable to the age or cultures of the	The various elements of the instructional design – the learning activities, the materials and resources, and the instructional groups – are moderately aligned with the instructional outcomes, are somewhat	The various elements of the instructional design – the learning activities, the materials and resources, and the instructional groups – are well aligned with the instructional outcomes, are fully suitable to the age or cultures of the	All students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the success of the lesson. The learning activities, the groupings, and the materials are completely aligned with the lesson

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	students, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged.	suitable to the age or cultures of the students, or only some of them require students to think. The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. Some students are intellectually engaged.	students, and most of them require students to think. The lesson has a clearly defined structure, and the pacing of the lesson is generally appropriate. Most students are intellectually engaged.	objectives, suitable to the age or cultures of the students, and are adapted as needed to the needs of individual students. The structure and pacing are highly suitable for the content, and allow for student reflection and closure.
Indicators	• *Learning tasks require only recall or have a single correct response or method.* • *The materials used ask students only to perform rote tasks.* • *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.* • *Instructional materials used are unsuitable to the lesson and/or the students.* • *The materials used clash with students' cultures.* • *The lesson drags, or feels rushed.* • *Few students are engaged in the lesson.*	• *Learning tasks are a mix of those requiring thinking and recall.* • *Students have no choice in how they complete tasks.* • *The instructional groups partially serve the instructional purpose.* • *Some students complain about their group assignment.* • *The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.* • *There is a discernable beginning, middle, and end to the lesson.* • *Parts of the lesson have a suitable pace; other parts drag or feel rushed.* • *Some students are engaged in the lesson.*	• *Most learning tasks demand higher-order thinking* • *Students have choice in how they complete tasks.* • *Learning tasks have multiple correct responses or approaches.* • *There is a productive mix of different types of groupings, suitable to the lesson objectives.* • *Teacher can explain how group assignments are made: learning need, interests, friendship.* • *Materials and resources support the learning goals.* • *Materials and resources respect the students' cultures.* • *There is a clear beginning, middle, and end to the lesson.* • *The lesson is neither rushed nor drags.* • *Most students are engaged in the lesson.*	In addition to the characteristics of "proficient," • *Students modify a learning task to make it more meaningful or relevant to their needs* • *Students suggest modifications to the grouping patterns used.* • *Students provide feedback to their classmates on the success of group work.* • *Students suggest modifications or additions to the materials being used.* • *Students indentify or create their own learning materials.* • *Students summarize the learning from the lesson.* • *Students have an opportunity for reflection and closure on the lesson.* • *All students are highly engaged in the lesson.*
3d: Using Assessment in Instruction (orig)	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
Revised component language	Assessment is used for the purpose of grading rather than informing instruction. Students are not aware of the assessment criteria; the teacher does not monitor progress s of students, nor	Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Occasional	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and

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	provide feedback to them. Students are not engaged in self-assessment.	aware of only some of the assessment criteria used to evaluate their work. Assessment is primarily summative, although formative and informal assessments are used occasionally.	formative assessment is used and students are aware of most summative assessment criteria.	high quality feedback to students from a variety of sources. Formative assessment is used regularly and students are aware of summative assessment criteria.
Indicators	• *Talk about assessment in the lesson concerns grading only, or "what counts."* • *When asked by an observer, students cannot state the evaluation criteria.* • *The teacher makes no effort to determine whether students understand the lesson.* • *Students receive no feedback on their work.* • *The teacher does not ask students to evaluate their own or classmates' work.*	• *When asked by an observer, students can state only some of the criteria by which their work is evaluated.* • *Teacher requests global indications of student understanding, such as "does anyone have a question?* • *Feedback to students is not uniformly specific, not oriented towards future improvement of work,* • *The teacher makes only minor attempts to engage students in self- or peer-assessment.*	• *When asked by an observer, students can state the criteria by which their work will be evaluated.* • *Teacher monitors student learning through a variety of means, including using specifically-formulated questions to elicit evidence of student understanding, for at least groups of students.* • *Feedback includes specific and timely guidance on how students can improve their performance.* • *Students are invited to assess their own work and make improvements.*	In addition to the characteristics of "proficient," • *There is evidence that students have helped establish evaluation criteria.* • *Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.* • *Teacher makes frequent use of strategies such as exit tickets to elicit information about individual student understanding.* • *In reflecting on practice, the teacher can state which students are struggling in their learning.* • *Feedback is obtained from many sources, including other students.* • *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.*
3e: Demonstrating flexibility and responsiveness (orig)	Teacher adheres to the instruction plan, even when a change would improve the lesson or students' lack of interest.. The lesson's pace is too slow or too rushed or both.	Teacher attempts to modify the lesson when needed and to respond to student questions, 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 adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Revised component language	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. .	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully makes a major adjustment to a lesson when needed. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

Evidence of the Framework

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,Indicators	• *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.* • *Teacher ignores indications of student boredom or lack of understanding.* • *Students become disruptive, or talk among themselves in an effort to follow the lesson.* • *In reflecting on practice, the teacher does not indicate that it is important to reach all students.* • *The teacher conveys to students that when they have difficulty learning, that it is their fault.*	• *Teacher's efforts to modify the lesson are only partially successful.* • *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.* • *Teacher's efforts to modify the lesson are only partially successful* • *Teacher makes perfunctory attempts to incorporate student interests in the lesson.* • *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.* • *The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.*	• *Teacher successfully makes a minor modification to the lesson.* • *Teacher incorporates students' interests and questions into the heart of the lesson.* • *The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.* • *Teacher seizes on a teachable moment to enhance a lesson.* • *Teacher successfully makes a minor modification to a lesson.* • *The teacher builds on student interests and questions in developing the lesson.* • *In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty..*	In addition to the characteristics of "proficient," • *Teacher successfully executes a major lesson readjustment when needed.* • *Teacher seizes on a teachable moment to enhance a lesson.* • *Teacher builds on expressed student interests during the course of a lesson* • *Teacher elicits student reaction to their adjustment in the 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.* • *Teacher elicits student reaction to their adjustment in the lesson* • *Teacher builds on expressed student interests during the course of a lesson* • *In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.*

Evidence of the Framework

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Scoring Rules for the Framework for Teaching

Domain 1				
1a: Knowledge of Content	The teacher makes serious content errors that jeopardize the integrity of the lesson.	The teacher's presentation of content is accurate, although may include a minor content error that does not address the central purpose of the lesson.	The teacher makes no content errors. Teacher makes connections when appropriate to other disciplines.	The teacher displays rich content expertise, with connections made between the lesson and other lessons or between different aspects of the discipline or other disciplines.	
1b: Knowledge of Students	In planning documents or reflection questions, the teacher conveys the belief that it's not important to know anything about the students in order to teach.	In planning documents or reflection questions, the teacher conveys understanding of the importance of knowing about students, but has done little to achieve it.	In planning documents or reflection questions, the teacher indicates that a lesson has been designed with knowledge of groups of students in mind.	In addition, the teacher modifies lessons for individual students, and makes connections with individual students based on understanding them as people, not simply as occupiers of chairs in the classroom.	This component may not be observed.
Domain 2				
2a: Respect and Rapport	Disrespectful talk or behavior.	A mix of respectful and disrespectful talk and behavior.	Respectful talk and behavior.	Student initiation of respectful treatment of classmates.	
2b: Culture for Learning	The teacher communicates low expectations for learning for at least some students, and displays little commitment to the importance of the content.	The commitment to the content, by both teacher and students, indicates compliance rather than energy for its importance. The teacher does not imply low expectations for any students.	The teacher communicates the importance of the content and confidence in all students reaching learning expectations. The students respond with energy and commitment to the learning tasks.	In addition, the classroom has a high energy level around the learning tasks, much of which is a result of student initiation of questions, comments, and improvements in their learning.	This component is closely related to 3c, but addresses the energy in the class, not the specifics of what the students are doing.
2c: Classroom Procedures	The classroom is chaotic, with much loss of instructional time.	Procedures are rough, with some evidence that the teacher has attempted to establish them, but with limited success.	Procedures are well-established with little loss of instructional time.	In addition, procedures are smooth and seamless, and students contribute to their success.	Certain procedures, particularly the supervision of volunteers and paraprofessionals, may not be observed. Also, a short lesson segment might not require a transition or the distribution or collection of materials.
2d: Student Behavior	Student behavior is "out of control" with major infractions, such as students fighting, throwing objects, etc.	The teacher attempts to monitor student behavior, but there are some infractions which the teacher corrects with only	Student behavior is consistent with established norms, which may need to be inferred by the observer. The teacher monitors	In addition, students themselves ensure compliance with the behavioral norms.	In a highly structured lesson, there may be little or no evidence of standards of conduct or teacher monitoring.

Framework for Teaching Rubric with Indicators

Component	Unsatisfactory	Basic	Proficient	Distinguished
		partial success.	student behavior and corrects misbehavior in a respectful manner.		
2e: Physical Space	The classroom is dangerous and some students have no access to the learning activities or presentation.	The environment is safe, and all students have access. The teacher makes only limited use of available technology.	The environment is safe, and all students have access. The teacher has ensured that the arrangement of furniture supports the instructional activities, and makes effective use of available technology.	In addition, students themselves contribute to the use of the space to support the lesson.	For a teacher who is required to teach in other teachers' classrooms, much of this component may not be applicable.
Domain 3					
3a: Communication with Students	The teacher makes grammatical errors, and students are confused by either a presentation and by directions for a learning task..	The teacher makes no grammatical errors, and students are clear about the learning task, possibly after clarification. The presentation is clear, but may be unimaginative.	The teacher makes no grammatical errors, and students are clear about the learning task. The teacher's presentation of content is clear.	In addition, the teacher uses rich vocabulary, analogies and metaphors to enhance the lesson, and students assist classmates in understanding a topic.	Student confusion must often be inferred from body language, questions, etc.
3b: Questioning and Discussion Skills	All low-level questions, not requiring student thinking. No genuine discussion.	A mix of low and higher-order questions, requiring some student thinking. A few students dominate the discussion.	Questions that demand students to think and make connections. All students involved in the discussion.	In addition, students ask higher-order questions; all students are involved in thinking, and students ensure that all students participate in the discussion	
3c: Student Engagement	Students are passive in completing learning tasks.	Learning tasks are a mixture of high-and low cognitive demand;	Learning tasks require student cognitive activity; materials and grouping strategies are appropriate.	In addition, students initiate connections, and they have the opportunity for reflection and closure.	
3d: Assessment in Instruction	The teacher does not monitor student learning in any way.	It appears that the teacher attempts to monitor student learning, but cannot report in reflection questions whether that has been successful.	The teacher uses a range of strategies to monitor student learning.	Students monitor their own learning against established criteria, and make use of the teacher's feedback.	A lesson might not include any observable use of assessment in instruction.
3e: Flexibility/ Responsiveness	The teacher "plows ahead" in a lesson even when it is clearly not reaching many students.	The teacher attempts to be responsive to students' interests and needs for learning, but these efforts are not completely successful. The lesson may become derailed as a result.	In reflection questions, the teacher describes how a lesson had to be modified slightly to respond to student interests or lack of understanding.	The observer can attest to a major adjustment in the lesson, or the teacher describes it in reflection questions. In addition, (also in reflection questions) the teacher describes how a commitment to the success of all students requires	A lesson might not demand a teacher's flexibility or responsiveness.

Evidence of the Framework

Component	Unsatisfactory	Basic	Proficient	Distinguished
			ongoing effort.	

Note: if the behavior specified in the "distinguished" column is not observed, then the performance must be rated as "proficient."