Teacher Effectiveness Measure (TEM)
General Education
Observation Rubric

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Indicator 1 – Objective Driven Lessons

Teaching is a purposeful activity! At the heart of a good lesson is its objective. It requires careful alignment of the lesson's activities to the objective(s) so students have observable, measurable, mastery of the objective. The objective is what drives the lesson. Everything you do in a lesson must be tied to your objective(s) – every activity, every instructional strategy, every resource, and every assessment.

According to the Tennessee Department of Education, academic **standards** provide a common set of expectations for what students will know and be able to do at the end of a **grade**. College and career ready standards are rooted in the knowledge and skills students need to succeed in post-secondary study or careers. (See more at: https://www.tn.gov/education/topic/academic-standards#sthash.auDwtFez.dpuf). Whereas, learning **objectives** reflect what the learner should know or be able to do at the end of the lesson or unit of study. The following are examples of standards and possible objectives:

Standard
- RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Objective
- I can analyze key details to determine the central message, lesson, or moral of literary text.

Standard
- RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Objective
- Students will draw conclusions about what may have happened if characters or plot events were different. (RL.5.3)

Standard
- RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Objective
- Students will explain how/why particular textual evidence most strongly supports analysis of a text.

Lastly, it is important that students are able to explain the importance of the lesson objective and how they will be assessed. Research indicates that strong objectives only become powerful when shared with students. (Moss, Connie M., Susan M. Brookhart, and Beverly A. Long. "Knowing Your Learning Target" *Educational Leadership* 68.6 (2011): 66-69. Web.) Students who know and can verbalize the learning objective are actively engaged in lessons as learning partners.

Expected Teacher Actions include:	**Expected Student Outcomes include:**	**Indicator Guiding Questions:**
• Teacher communicates objective related to standard. • Teacher uses developmentally appropriate language. • Teacher explains or models what mastery looks like. • Teacher provides multiple opportunities for engagement in the objective.	• Students can explain or demonstrate what they are learning beyond repeating the stated or posted objectives. • Students can explain the importance of what they are learning. • Students can describe how their learning will be assessed.	• Does teacher relate the objective in relationship to a standard? • What does the teacher do to explain or model what mastery will look like? • What opportunities for engagement in the lesson objective are available for students? • Are students able to demonstrate what they are learning? • Can students explain the importance of what they are learning? • Can students describe how their learning will be assessed?

Teach 1 – Objective Driven Lessons

Descriptor	Level 1 – Significantly Below Expectations *The following best describes what is observed:*	Level 2 – Below Expectations *The following best describes what is observed:*	Level 3 – Meeting Expectations *The following best describes what is observed:*	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
Objective(s) / Standards	1. Teacher does not communicate lesson objective(s) and excludes how the objective(s) is/are related to standards.	1. Teacher communicates lesson objective(s) but excludes how the objective(s) is/are related to standards.	1. Teacher communicates lesson objective(s) to students in relationship to standards.	**Level 4 –** *Evidence fully supporting Level 3 is present, as well as* **one** *of the following:* **Level 5 -** *Evidence fully supporting Level 3 is present, as well as* **all** *of the following:* 1. Teacher provides clear explanation and/or modeling of what mastering objective(s) and/or exemplary student work looks like. 2. Teacher actively and effectively engages students in the process of connecting the lesson with their prior knowledge. 3. Most students can explain or demonstrate the lesson objective(s) within the context of the related standard(s) and tell or demonstrate the importance of their learning. 4. Students model or explain mastery to other students. 5. All students can describe how their learning will be assessed.[2]
Appropriate Language	2. Teacher uses language that is incorrect and inappropriate for the content.	2. Teacher uses language that is not developmentally appropriate.	2. Teacher uses developmentally appropriate language.	
Models Mastery	3. Teacher does not explain or model what mastery of the objective(s) or related performance tasks look like.	3. Teacher inaccurately or incompletely explains or models what mastery of the objective(s) and/or related performance tasks look like.	3. Teacher explains or models what mastery of the objective(s) and/or related performance tasks look like.	
Engagement Strategies	4. Teacher provides opportunities for engagement, which are completely disconnected from the lesson objective(s) or does not provide opportunities for engagement with the objective(s).	4. Teacher provides limited opportunities for engagement in the lesson objective(s) and/or opportunities for engagement have minimal connection with the lesson objective(s).	4. Teacher provides multiple opportunities for engagement in the lesson objective(s) including connecting to prior knowledge.	
Understand Objective(s)	5. Students struggle to retell/demonstrate the objective(s) or explain the tasks they are completing.	5. Students can retell the objective(s) or describe/demonstrate tasks; however, they are unable to make connections to what they are learning.	5. Most students can explain or demonstrate what they are learning beyond simply repeating the stated or posted objective(s).	
Importance of Learning	6. Students are unable to explain the importance of their learning.	6. Students offer inaccurate reasons or demonstrations regarding the importance of their learning.	6. Most students can explain the importance of their learning.[1]	
Assessment of Student Learning	7. Students are unable to describe how their learning will be assessed.	7. Few students can describe how their learning will be assessed.	7. Most students can describe how their learning will be assessed.[2]	

[1]To determine if students can explain or demonstrate knowledge of the objective(s), observers should ask students questions in non-intrusive ways about the objective(s). Observers should also focus keenly on student responses and conversations to gauge their understanding of the objective's meaning and importance.

[2]Students should see examples and non-examples, in some cases, that relate to the instructional activity to support student understanding. Examples can be from previous students' work or teacher-created exemplars.

Teach Domain

Indicator 2 – Explain Content

Explaining content in such a way that students clearly understand is critical to effective learning. Research identifies more than 20 separate instructional dimensions important to student learning. Of those 20, teacher clarity and preparation/organization have been identified as the two dimensions most strongly related to student achievement (Sorcinelli, Mary Deane. "Explained Course Material Clearly and Concisely." *IDEA*. The IDEA Center, 2012. Web. 25 Apr. 2016.) This same research points to increased student motivation to learn, affective attitude toward the teacher and subject, and cognitive learning as a result of teacher clarity.

This indicator is designed to ensure that the teacher presents the content from the learning objective in a clear and accurate manner. There must be evidence that students understand the content and are free to ask clarifying questions if they do not understand the lesson.

1. ***Don't make assumptions about what students know****.* Gather as much data as possible regarding your students, their prior knowledge, and learning styles.
2. ***Define what you want students to learn****.* Communicate as well as model your thought process (using various approaches/perspectives to solve problems or interpret the text/content) of what you want your students to learn and be able to accomplish with the information presented.
3. ***Define new concepts and terms****.* Clearly define terms and concepts with the clearest definitions possible so students can understand.
4. ***Use metaphors and analogies****.* Appropriate metaphors and analogies can help students build understanding of abstract concepts.
5. ***Stress a few major points per class****.* Limit the amount of material taught in a single course. Repeat these key ideas multiple times throughout the lesson.
6. ***Signal transitions****.* Make sure students understand you are transitioning to a new aspect of the content to avoid confusion.
7. ***Select suitable examples****.* Students tend to remember examples that connect to their prior knowledge and that are relevant to their interests and everyday life.
8. ***Use multiple modalities****.* Different modalities activate different parts of the brain. Make sure students are exposed to the content using several different perspectives. This helps students encounter the content in a way that makes sense to them.
9. ***Ask students to test their understanding****.* Pause intermittently during the lesson to allow students to work with the concept being presented using strategies like "Turn and Talk" or "Accountable Talk".
10. ***Summarize key points****.* Ensure time at the end of the lesson to summarize the learning – either you or the students!

Expected Teacher Actions include:	Expected Student Outcomes include:	Indicator Guiding Questions:
• Teacher explains content clearly and accurately. • Teacher utilizes multiple perspectives/approaches to interact with content. • Teacher makes relevant connections with other content areas, student experiences, and interests. • Teacher's explanations use developmentally appropriate academic language. • Teacher monitors and makes adjustments based on student questions. • Teacher models to demonstrate expectations.	• Students understand the content. • Students ask clarifying questions.	• What does the teacher do to explain/demonstrate content? • What do students do to let you know they understand the content? • What perspectives/approaches does the teacher use to solve problems or interpret text/content? • What connections does the teacher make? • Does the teacher use academic language that is developmentally appropriate, clear, and concise? • What are some alternative ways the teacher uses to explain content? • What questions are students asking?

Teach 2 – Explain Content

Descriptor	Level 1 – Significantly Below Expectations *The following best describes what is observed:*	Level 2 – Below Expectations *The following best describes what is observed:*	Level 3 – Meeting Expectations *The following best describes what is observed:*	Level 4 – Above Expectations / Level 5 – Significantly Above Expectations
Teacher Explanations	1. Teacher's explanations / demonstrations of content are unclear, incoherent, or inaccurate.	1. Teacher's explanations / demonstrations of content are generally clear, coherent, and accurate, with a few exceptions.	1. Teacher's explanations / demonstrations of content are clear and accurate and build student understanding of content.	**Level 4 –** *Evidence fully supporting Level 3 is present, as well as **one** of the following:* **Level 5 -** *Evidence fully supporting Level 3 is present, as well as **all** of the following:*
Student Understanding	2. Teacher does not build student understanding of content.	2. Teacher may not be entirely effective in building student understanding of content.	2. Teacher provides logical sequencing[3] of essential information.	1. Teacher explains/demonstrates concept(s) in a way that actively involves most students in the learning process and promotes student interest in the content.
Perspectives / Approaches	3. Teacher does not utilize multiple perspectives / approaches to solve problems or interpret text / content.	3. Teacher utilizes limited perspectives / approaches to solve problems or interpret text / content.	3. Teacher utilizes multiple perspectives / approaches to solve problems or interpret text / content.	2. Students make independent connections through classroom interactions demonstrating that they understand the content levels ranging from basic to complex.
Connections	4. Teacher does not make connections with other content areas, students' experiences and interests, or current events.	4. Teacher makes irrelevant connections with other content areas, students' experiences and interests, or connections do not build student understanding and interest.	4. Teacher makes relevant connections with other content areas, students' experiences and interests, or current events.	3. Students, when possible, consider multiple perspectives and approaches to learning.
Appropriate Explanations	5. Teacher uses explanations that are developmentally inappropriate and include academic language and definitions that are completely unclear or imprecise.	5. Teacher uses explanations that are somewhat developmentally appropriate and include academic language and definitions that are not completely clear or precise.	5. Teacher uses explanations that are developmentally appropriate and include academic language that is clear and precise.	4. Presentation of content includes modeling by the students to demonstrate performance expectations.
Instructional Adjustments	6. Teacher rigidly adheres to the initial plan for explaining content, even when it is clear that an explanation is not effectively leading students to understand the concept.	6. Teacher re-explains in the same way rather than providing an effective alternative explanation when students do not understand.	6. Teacher demonstrates appropriate adjustments and alternative ways to explain concepts effectively.	
Clarifying Questions	7. Students may demonstrate confusion by teacher explanations, frustration, or disengagement because of the teacher's unclear explanations.	7. Students may ask some clarifying questions showing that they are confused by the teacher's explanations.	7. Students may ask some clarifying questions providing information and feedback that the teacher uses to monitor and adjust instructions.	
Teacher Modeling	8. Presentation of content provides no modeling by teacher and demonstrates performance expectations that are unclear and confusing to students.	8. Presentation of content by teacher includes modeling by teacher that does not accurately demonstrate his/her performance expectations.	8. Teacher models to demonstrate performance expectations.	

[3]Logical sequencing of essential information includes, but is not limited to, using visuals to establish the purpose of the lesson, preview its organization, and summarize its content.

Teach Domain

Indicator 3 – Appropriately Challenging Work

For this indicator, not only the objective, but also the materials and tasks being used must be grade-level appropriate. The resources used must be age appropriate, learning level appropriate and meet students' needs for both success and challenge. Additionally, the teacher must provide the appropriate level of support to help students accomplish the task presented by differentiating and scaffolding the lesson.

With these points in mind, qualities of the work and/or task need to be considered such as:
(Stipek, Deborah J. *Motivation to Learn: Integrating Theory and Practice*. Boston: Allyn and Bacon, 2002. Print. p. 98-100.)

> 1. **Task needs to be clear** – knowing what to do, how to accomplish it and where to find resources allows students to solve problems and complete tasks appropriately.
>
> 2. **Task must be challenging – but *achievable for all students*** – vary the difficulty of the task according to students' skill levels and learning styles; incorporate differentiation by providing tasks that can be completed at different levels; and ensure that even the highest achieving students are challenged.
>
> 3. **Task should be scaffolded in such a way that students are able to monitor and feel success** – present information in order of difficulty so students master each level of the task; break down difficult tasks into smaller, easier to understand chunks.

Additionally, the use of student data is extremely important for knowing and understanding what each student needs to be both challenged and successful. This can be accomplished through pre- and post-assessments, formative assessments and anecdotal data studied to monitor student progress.

Finally, if the teacher is unsure of the appropriate content for their grade level/subject area, always refer to the District's curriculum maps at http://www.scsk12.org/ci/index .

Expected Teacher Actions include:	Expected Student Outcomes include:	Indicator Guiding Questions:
• Teacher engages students in appropriately challenging work. • Teacher challenges all students. • Teacher meets learning levels and/or styles of students. • Teacher includes complex texts, tasks, and activities to support student mastery of the objective. • Teacher incorporates activities and materials that sustain student attention.	• All students are reached. • All students are challenged. • Students' learning levels and/or styles are met. • Students master objectives. • Students' attention is sustained throughout the lesson.	• Is the content grade appropriate for students? • Are students engaged in challenging work? • How can you tell if students are being reached? • Are students' learning levels/styles being met? • Are the texts, tasks and activities appropriately complex? Do they support student mastery? • Do the lesson activities and materials sustain student attention?

Teach 3 – Appropriately Challenging Work

Descriptor	Level 1 – Significantly Below Expectations *The following best describes what is observed:*	Level 2 – Below Expectations *The following best describes what is observed:*	Level 3 – Meeting Expectations *The following best describes what is observed:*	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
Reaches Students	1. Teacher does not engage students in appropriately challenging work and does not reach students.	1. Teacher attempts to engage students in appropriately challenging work; however, there is no evidence teacher reaches students.	1. Teacher engages students in appropriately challenging work by reaching most students.[4]	**Level 4 –** *Evidence fully supporting Level 3 is present, as well as **one** of the following:* **Level 5 -** *Evidence fully supporting Level 3 is present, as well as **all** of the following:* 1. Teacher engages all students in appropriately challenging work by ensuring that the lesson includes appropriately complex texts, tasks, and activities that move students beyond their current mastery level. 2. Teacher ensures most students (at low, middle, and high achieving levels) move beyond current mastery levels. 3. Students are engaged in accountable talk with their peers, as appropriate. 4. Teacher designs the lesson to incorporate resources that extend beyond the district's curriculum.
Challenges Students	2. Teacher does not challenge students.	2. Teacher attempts to challenge students.	2. Teacher challenges[5] students.	
Learning Levels/Styles	3. Teacher does not meet the needs and learning styles of students.	3. Teacher attends to limited learning levels/styles, not meeting the needs of students.	3. Teacher meets students at appropriate learning levels/styles.[6]	
Complex Texts/Tasks	4. Teacher does not include complex texts/tasks to support students' mastery of planned learning objective(s).	4. Teacher sporadically or occasionally uses appropriately complex texts/tasks to support students' mastery of planned learning objective(s).	4. Teacher includes appropriately complex texts/tasks to support students' mastery of objective(s)[7]	
Sustain Student Attention	5. Teacher does not incorporate activities and materials that sustain student attention at learning levels/styles.	5. Teacher incorporates activities and materials that sustain student attention at limited learning levels/styles at certain points in the lesson.	5. Teacher incorporates activities and materials that sustain student attention at appropriate learning levels/styles throughout the lesson.	

[4]To make content reachable for students, a teacher might **differentiate** content, process, or product (using strategies that might include flexible grouping, chunking grade appropriate texts, or tiered assignments) in order to ensure that students are able to access the lesson so that they eventually meet or exceed grade level standards.

[5]In order for strategies to lead students to a deeper understanding of the content, a teacher must understand students' current levels of performance and then purposefully design instructional strategies that will **scaffold** student learning to a deeper level so that they meet or exceed grade level expectations. **Scaffolding** is defined as "breaking tasks down into smaller elements." Examples of scaffolding include: activating prior knowledge, breaking tasks into smaller parts, and modeling or having student verbalize their thinking process. There are many effective techniques for learning; however, scaffolding should be well executed and appropriate to the lesson objectives. Conversely, the techniques can also be used ineffectively. In order to be effective, the scaffolding technique must be well-executed and appropriate to the objectives, and thus succeed in addressing the students' misunderstanding.

[6]**Learning styles** include auditory, visual, and kinesthetic (tactile).

[7]District's instructional maps guide text use/selections. **Task complexity** refers to engaging students in ways that align to Bloom's level of rigor regarding the lesson's standards-based objective(s). A task whose standard requires the rigor level of "evaluation" should not be limited to activities that only require "remembering" or "applying".

Indicator 4 – Content Engagement

In April 2005, the American Institutes for Research published a framework that identified elements that must be in place in order for students to learn. (Mclaughlin, Mary, Daniel J. Mcgrath, Marisa A. Burian-Fitzgerald, Lawrence Lanahan, Marion Scotchmer, Christine Enyeart, and Laura Salganik. "Student Content Engagement as a Construct for the Measurement of Effective Classroom Instruction and Teacher Knowledge." *American Institutes for Research* (2005): n. pag. Web.) The authors' findings suggest that learning occurs through cognitive engagement with the subject matter.

The engagement of the learner is equally as important as the subject or content being taught. Researchers identified four components that influence engagement:

1. ***Subject Matter Content Level*** – the subject matter must be part of the curriculum and the student must be able to link it to something they already know;

2. ***Occasion for Processing –*** the learner must have the opportunity to process the subject matter through active engagement with activities that support processing;

3. ***Physiological Readiness*** – the learner must be taught in an environment that overcomes physiological barriers; and

4. ***Motivation*** – because learning is an active process, the learner must be a willing participant. Teachers play a vital role in motivating and engaging students – his/her confidence in subject matter and enthusiasm for teaching it will result in increased student engagement and motivation. Creating learning opportunities in which students are able to work autonomously with their peers also increases student's active participation in the learning process. (Stephens, Tammy L., PhD. "Encouraging Positive Student Engagement and Motivation: Tips for Teachers." Weblog post. *Pearson Education*. Pearson, 21 Aug. 2015. Web.)

The framework outlined in this study indicates that the two most important pieces of the learning process are the student and the subject matter. Content includes all activities, discussions, reading, etc. encountered by the student during the learning process. Engagement is how the student interacts with the content (e.g. lectures, discussion, compare/contrast, etc.). The study sums up content engagement as "the student's in-the-moment engagement with instructional content."

The TEM rubric calls for teachers to utilize a variety of engagement strategies to actively involve students in the learning. This will aid in students having the opportunity to practice and apply their learning.

Expected Teacher Actions include:	Expected Student Outcomes include:	Indicator Guiding Questions:
• Teacher incorporates engagement strategies aligned to the objective. • There is a balance between teacher-directed and student-centered lesson. • Teacher uses strategies that enable students to meet the objective, using scaffolding and differentiation when appropriate. • Teacher allows students to practice, apply and demonstrate mastery through discussion and/or writing.	• Students participate in a student-centered lesson. • Students meet lesson objective. • All students practice, apply and demonstrate content mastery.	• Do the engagement strategies purposefully align to the lesson objective? • Is there a balance in teacher-directed instruction and student-centered learning? • What do the students do to practice, apply and demonstrate content mastery? • Is there sufficient discussion and writing to demonstrate mastery? • What problem-solving strategies are taught or reinforced during the lesson?

Descriptor	Level 1 – Significantly Below Expectations *The following best describes what is observed:*	Level 2 – Below Expectations *The following best describes what is observed:*	Level 3 – Meeting Expectations *The following best describes what is observed:*	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
Engagement Strategies	1. Teacher's engagement strategies are not aligned to the lesson objective(s) and do not have a clear, intentional purpose.	1. Teacher's engagement strategies are somewhat aligned to the lesson objective(s) and some have a purpose relative to accomplishing the objective(s) while others keep students busy without a purposeful use of time.	1. Teacher's engagement strategies are aligned to the lesson objective(s) and have a clear, intentional purpose.	**Level 4 –** *Evidence fully supporting Level 3 is present, as well as* **one** *of the following:* **Level 5 -** *Evidence fully supporting Level 3 is present, as well as* **all** *of the following:* 1. Teacher's engagement strategies provide all students with choices, as appropriate. 2. Students know how to self-select strategies that will help them master lesson objective(s). 3. Teacher allows students to explain or demonstrate the strategies they use and how the strategies relate to what they are learning in terms of content standards. 4. Teacher consistently engages all students in inquiry, curiosity and exploration. 5. Teacher and/or students model and implement strategies that teach, reinforce or demonstrate **two or more** of the following problem-solving types: • Abstraction • Categorization • Drawing conclusions/justifying solutions • Predicting outcomes • Observing and experimenting • Improving solutions • Identifying relevant/irrelevant information • Generating ideas • Creating and designing
Teacher / Student Balance	2. Lesson has an imbalance of teacher-directed instruction and student-centered learning.	2. Lesson is teacher-directed with student-centered learning happening sporadically and with little connection to the lesson.	2. Lesson has a balance of teacher-directed instruction and student-centered learning.	
Differentiation / Scaffolding	3. Teacher's strategies inhibit students from meeting lesson objective(s), excluding appropriate scaffolding and differentiation.[1]	3. Teacher's strategies allow few students to meet lesson objective(s) through appropriate scaffolding and differentiation.[1]	3. Teacher's strategies enable students to meet lesson objective(s) with appropriate scaffolding and differentiation.[1,4]	
Student Practice	4. Teacher does not allow students to practice, apply and demonstrate content mastery through discussion and/or writing about complex texts, tasks or concepts.	4. Teacher insufficiently allows students to practice, apply and demonstrate what they are learning through discussion and/or writing about complex texts or concepts.	4. Teacher allows students to practice, apply and demonstrate content mastery through discussion and/or writing about complex texts, tasks or concepts.	
Problem Solving Strategies	5. Teacher either does not teach problem-solving strategies, or the teacher implements strategies that are not clearly related to the learning objective(s), content, or activity.	5. Teacher attempts to implement problem-solving strategies without effectively modeling or engaging students in the process, and/or students struggle to implement strategies without direct instruction due to limited teacher support.	5. Teacher models and implements appropriate strategies that teach or reinforce **one** of the following problem-solving types: • Abstraction • Categorization • Drawing conclusions/justifying solutions • Predicting outcomes • Observing and experimenting • Improving solutions • Identifying relevant/irrelevant information • Generating ideas • Creating and designing	

[1]To determine if students can explain or demonstrate knowledge of the objective(s), observers should ask students questions in non-intrusive ways about the objective(s). Observers should also focus keenly on student responses and conversations to gauge their understanding of the objective's meaning and importance.

[4]To make content reachable for students, a teacher might **differentiate** content, process, or product (using strategies that might include flexible grouping, chunking grade appropriate texts, or tiered assignments) in order to ensure that students are able to access the lesson so that they eventually meet or exceed grade level standards.

Teach Domain

Indicator 5 – Higher-Level Thinking Skills

Instructional strategies that foster higher-level thinking include – but are not limited to – scaffolding, direct instruction, thinking strategies, questioning strategies, feedback and team activities. Levels of thinking cannot be separated from levels of learning. They are interdependent and equally important to the learning process. In addition, higher-level thinking can only occur when students have a firm foundation of learning on which to build. (King, F. J., Ph.D., Ludwika Goodson, M.S., and Faranak Rohani, Ph.D. *Higher Order Thinking Skills*. Arlington, VA: Educational Research Service, 1997. *Center for Advancement of Learning and Assessment*. Educational Services Program.)

Benjamin Bloom is the most recognized name in the research surrounding higher-level thinking skills. The following is his revised taxonomy:

1. **Remembering** – Can the student recall or remember the information? *(define, duplicate, list, memorize, recall, repeat, state)*

2. **Understanding** – Can the student explain ideas or concepts? *(classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase)*

3. **Applying** – Can the student use information in a new way? *(choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use write)*

4. **Analyzing** – Can the student distinguish between different parts? *(appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test)*

5. **Evaluating** – Can the student justify a stand or decision? *(appraise, argue, defend, judge, select, support, value, evaluate)*

6. **Creating** – Can the student create a new product or point of view? *(assemble, construct, create, design, develop, formulate, write)*

It is important to note that these are a hierarchy. This means that students develop from the lowest level – Remembering – to the highest – Creating.

Expected Teacher Actions include:	Expected Student Outcomes include:	Indicator Guiding Questions:
• Teacher develops higher-level thinking skills. • Teacher models thought process for generating and asking questions. • Teacher provides helpful suggestions and/or redirects with questions and not simply answering the question. • Teacher asks questions and includes tasks that move students beyond their initial thinking.	• Students are engaged in activities, tasks, and/or discussions that build on a solid foundation of knowledge. • Students generate their own questions. • Students move beyond their initial thinking. • Students cite relevant evidence. • Students engage in tasks, activities and strategies that address at least one type of thinking relevant to learning objectives and content.	• Which activities in the lesson lead students to develop higher-level thinking skills? • What does the teacher say to model his/her thought process for generating and asking questions? • Are students guided to generate their own questions? • Do teacher questions and tasks move students to a higher level of thinking? • Do the lesson tasks engage students in one of the four types of thinking outlined in the rubric?

Teach 5 – Higher-Level Thinking Skills

Descriptor	Level 1 – Significantly Below Expectations *The following best describes what is observed:*	Level 2 – Below Expectations *The following best describes what is observed:*	Level 3 – Meeting Expectations *The following best describes what is observed:*	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
Develop Higher-Level Thinking Skills	1. Teacher attempts to ensure the lesson develops higher-level thinking skills, but does not engage students in activities, tasks and/or discussions that build on a solid foundation of knowledge leading to higher-order thinking skills.	1. Teacher attempts to ensure the lesson develops higher-level thinking skills by engaging students in tasks and activities and/or discussions that build on a solid foundation of knowledge but rarely brings students to higher-order thinking.	1. Teacher ensures the lesson develops higher-level thinking skills[9] by engaging students in activities, tasks and/or discussions that build on a solid foundation of knowledge.	**Level 4 –** *Evidence fully supporting Level 3 is present, as well as* **one** *of the following:* **Level 5 -** *Evidence fully supporting Level 3 is present, as well as* **all** *of the following:* 1. Teacher ensures the lesson develops higher-level thinking skills by challenging all students to engage with complex materials (text/content/processes) that help them arrive at new understanding.[8] 2. Teacher allows students to generate their own questions independently. 3. Teacher thoroughly teaches and engages all students in tasks, activities or strategies that include **two or more** types of thinking relevant to learning objective(s) and content; these include: • Analytical thinking – where students analyze, compare and contrast, and evaluate and explain information. • Practical thinking – where students use, apply and implement what they learn in real-life scenarios. • Creative thinking – where students create, design, imagine, suppose and generate a variety of ideas and alternatives. • Research-based thinking – where students explore and review a variety of ideas, models and solutions to problems. 4. Teacher provides opportunities where students monitor their thinking to ensure that they understand what they are learning and attend to critical information.
Thought Process	2. Teacher does not model his or her thought process for generating and asking questions, so that students begin to generate their own questions.	2. Teacher models his or her thought process for generating and asking questions, but does not ask students to develop their own questions.	2. Teacher models his or her thought process for generating and asking questions, so that students begin to generate their own questions.[10]	
Redirects Students	3. Teacher does not provide helpful suggestions and/or redirect with questions, rather than simply providing the answers.	3. Teacher provides minimal suggestions and redirects students by either telling the answer or then answering his or her own questions.	3. Teacher provides helpful suggestions and/or redirects with questions, rather than simply providing the answers.	
Initial Thinking	4. Teacher does not ask questions and include tasks that move students beyond their initial thinking.	4. Teacher asks questions and includes tasks that rarely move students beyond their initial thinking.	4. Teacher asks questions and includes tasks that move students beyond their initial thinking.	
Cite Evidence	5. Teacher does not require students to cite relevant evidence.	5. Teacher requires students to cite evidence but accepts irrelevant evidence when cited.	5. Teacher requires students to cite relevant evidence.	
Types of Thinking	6. Teacher defaults to teaching one type of thinking that is inappropriately taught, low-level and/or inappropriately or unnecessarily teacher-directed.	6. Teacher teaches one type of thinking that is not most relevant (or is irrelevant) to the learning objectives/content, or the type of thinking does not include appropriate tasks, activities or strategies.	6. Teacher thoroughly teaches and engages all students in tasks, activities or strategies that include **one** type of thinking relevant to learning objective(s) and content; these include: • Analytical thinking – where students analyze, compare and contrast, and evaluate and explain information. • Practical thinking – where students use, apply and implement what they learn in real-life scenarios. • Creative thinking – where students create, design, imagine, suppose and generate a variety of ideas and alternatives. • Research-based thinking – where students explore and review a variety of ideas, models and solutions to problems.	

[8]Synthesis of complex materials refers to students logically combining ideas from diverse text/content to arrive at a new idea, understanding, defense, analysis, application, or creation.

[9]Thinking levels and skills are measured in alignment with Bloom's Taxonomy.

[10]A teacher might model his or her thinking using text to generate questions of text and grapple with text. Modeling in this way establishes a foundation for students to begin to develop their own questions and strategies for each other using text. A math example of this descriptor is a teacher using a think aloud to decontextualize a math word problem or pattern so that students see how

the words equate to mathematical operations (word problem) or so that students understand how geometric shapes repeat (pattern)

Teach Domain

Indicator 6 – Check for Understanding

Checking for understanding is a prevalent practice in teaching. Many teachers will ask several times during a lesson, "Do you have questions?", "Do you understand this?", or "Does this make sense?". The problem with using this as the only means of checking for understanding is that students could be so confused they do not know how to formulate a question to ask, too embarrassed to speak out in front of their peers, or simply not sure of what they don't understand.

There is no doubt about the importance of effective checking for understanding in the classroom during the learning process. Identifying and correcting misunderstandings is vital for improving learning. When correcting misunderstandings, it is important to remember that another approach or strategy will be needed to change a student's misunderstanding of the content. (Fisher, Douglas, and Nancy Frey. *Checking for Understanding: Formative Assessment Techniques for Your Classroom*. ASCD, 2007.) Regular, systematic, and effective checks for understanding help students improve their own study skills and self-awareness of their understanding.

Ongoing formative assessments in the form of questioning, reviews and observations are the foundation for improved instruction and student feedback throughout the learning process. Formative assessments are assessments that help us "distinguish between teaching and learning." Here are a few strategies that may be used to check for understanding when used effectively:
- Accountable talk
- Retelling or summarizing the learning
- Think-pair-share
- Exit slips
- Four corners
- Cold call
- No opt out
- Guided practice (we do, they do)
- Whiteboards/slates
- Fist-to-five
- KWL charts and other graphic organizers

Expected Teacher Actions include:	Expected Student Outcomes include:	Indicator Guiding Questions:
• Teacher checks for understanding. • Teacher addresses misunderstandings. • Teacher formatively assesses student work in order to adjust instruction. • Teacher uses scaffolding techniques. • Teacher addresses and corrects student misunderstandings. • Teacher uses a variety of strategies to check for understanding.	• Students have their misunderstandings corrected. • Students are able to construct their own understanding as a result of scaffolding. • Students remain engaged in the lesson while misunderstandings of students who do not understand are addressed.	• What alternative approaches/strategies does the teacher use to address misunderstandings? • Does the teacher circulate among the students to support engagement and provide feedback? • What types of formative assessments does the teacher use to adjust instruction in real time? • What scaffolding techniques does the teacher use to help students construct their own understanding? • How does the teacher address/correct student misunderstanding? • In what ways does the teacher check for understanding?

Teach 6 – Check for Understanding

Descriptor	Level 1 – Significantly Below Expectations *The following best describes what is observed:*	Level 2 – Below Expectations *The following best describes what is observed:*	Level 3 – Meeting Expectations *The following best describes what is observed:*	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
Address Misunderstandings	1. Teacher attempts to check for understanding of content, but misunderstandings are not addressed.	1. Teacher attempts to check for understanding of content by addressing misunderstandings using the same approach/strategy.	1. Teacher checks for understanding of content by addressing misunderstandings with another approach/strategy.	**Level 4 –** *Evidence fully supporting Level 3 is present, as well as* **one** *of the following:* **Level 5 -** *Evidence fully supporting Level 3 is present, as well as* **all** *of the following:* 1. Teacher checks for understanding of content by allowing student to offer specific and relevant feedback to each other. 2. Teacher or students provide oral/written feedback that is frequent, academically focused, and of high quality. 3. Teacher anticipates student misunderstandings and addresses them by redirecting questions, as appropriate.
Teacher Circulates	2. Teacher does not circulate; students do not receive support or feedback.	2. Teacher limits circulation such that students who need support do not receive it; only some students are supported or receive inaccurate feedback.	2. Teacher circulates during instructional activities to support engagement and provide relevant feedback.	
Formative Assessment	3. Students' work is not formatively assessed to determine if adjustments are needed in real time.	3. Teacher formatively assesses students' work without making adjustments in real time (when needed).	3. Teacher formatively assesses students' work in order to adjust instruction in real time.	
Scaffolding Techniques	4. Scaffolding techniques are not implemented.	4. Teacher uses scaffolding techniques that do not allow students to construct their own understanding.	4. Teacher uses scaffolding techniques so that students construct their own understandings.	
Continuity of Lesson	5. Flow of the lesson is hindered; students who do not understand are completely disengaged.	5. Teacher is unable to address student misunderstandings effectively, taking away from the flow of the lesson and losing the engagement of students who do understand.	5. Teacher is able to address/correct student misunderstandings effectively without taking away from the flow of the lesson or losing the engagement of students who do not understand.	
Check for Understanding	6. Teacher utilizes only one method to check for	6. Teacher attempts to utilize a variety of methods to check for	6. Teacher utilizes a variety of methods to check for	

	understanding.	understanding but fails to identify students who do not understand.	understanding.	

Teach Domain

Indicator 7 – Instructional Time

The first few minutes and the last few minutes of the class are vitally important to the learning process. Effective teachers establish procedures and routines that allow for productive beginnings and endings of lessons. (Zepeda, Sally J. *Instructional Supervision: Applying Tools and Concepts*. Larchmont, NY: Eye On Education, 2003.) It is important that teachers implement strategies for maximizing students' time-on-task and keep students' wait time to a minimum. These strategies help ensure students are engaged and ready to learn.

The teacher who maximizes instructional time effectively (Tebukooza, Ian William. "how to Manage Instructional Time in Schools." *The New Time Rwanda.* The New Times Publications Ltd. 17, 17 June 2015) will have established plans for dealing with:

- Starting activities quickly and on time;
- Minimizing open-ended discussions regarding student opinions and beliefs if not directly related to the objective;
- Dealing with disruptions/discipline quickly without drawing a lot of attention to them;
- Eliminating social interruptions of both teacher and students;
- Planning and organizing lessons prior to teaching; and
- Establishing strategies and routines for handling and distribution of materials.

Students need sufficient time to learn, understand, and practice established routines and procedures. An effective teacher involves students in managing and taking ownership of their own learning environment. Ideally, teachers and students work together to find the most effective way for managing the learning environment and instructional time.

Expected Teacher Actions include:	Expected Student Outcomes include:	Indicator Guiding Questions:
• Teacher has instructional materials prepared at the start of class. • Teacher minimizes student wait time. • Teacher spends an appropriate amount of time on each component of the lesson. • Teacher executes a coherently structured lesson that is appropriately paced.	• Student wait time is minimized. • Students are engaged and almost never left without anything meaningful to do.	• Does the teacher have all materials prepared by the start of the class? • Are students left without anything to do as they wait for the teacher? • Is the time spent for each portion of the lesson appropriate to the content? • Is the lesson coherently structured? • Is the lesson appropriately paced?

Teach 7 – Instructional Time

Descriptor	Level 1 – Significantly Below Expectations *The following best describes what is observed:*	Level 2 – Below Expectations *The following best describes what is observed:*	Level 3 – Meeting Expectations *The following best describes what is observed:*	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
Materials Prepared	1. Instructional materials are not prepared by the start of class.	1. Teacher attempts to maximize instructional time by having instructional materials prepared.	1. Teacher has instructional materials prepared by the start of the class.	**Level 4 –** *Evidence fully supporting Level 3 is present, as well as* **one** *of the following:*
Student Wait Time	2. Instructional time is not used effectively; leaving students idle for significant periods while waiting for the teacher.	2. Teacher does not minimize students' wait time; they may be idle for short periods while waiting for the teacher.	2. Teacher minimizes students' wait time.	**Level 5 -** *Evidence fully supporting Level 3 is present, as well as* **all** *of the following:* 1. Teacher executes a coherently structured lesson at an appropriate pace such that students are never disengaged and left without anything meaningful to do.
Timing	3. Teacher spends an inappropriate amount of time on more than one part of the lesson when students have mastered the objective or demonstrated understanding.	3. Teacher spends too much time on one part of the lesson when students have demonstrated their ability to move.	3. Teacher spends an appropriate amount of time on each component of the lesson.	2. Teacher provides opportunities for students who finish work early to engage in meaningful activities that extend and refine learning.
Pacing	4. Teacher executes the lesson at a notably slow pace that leaves students completely disengaged without anything meaningful to do.	4. Teacher executes the lesson at a pace that leaves students sometimes disengaged or without anything meaningful to do.	4. Teacher executes a coherently structured lesson that is appropriately paced[11], such that students are almost never disengaged or left without anything meaningful to do.	3. Teacher structures the lesson so that student transitions do not interrupt the flow of the lesson.

[11]The lesson's pacing speed should be appropriate to the content covered, instructional strategies used, and lesson adjustments made based on a teacher's checks for understanding.

Professionalism Domains

Indicator 1 – Professional Growth and Learning

Many things influence what and how well students learn – curriculum, assessment, differentiation, classroom management, equity, etc. However, the most critical element for student learning is the teacher. Professional Development and Growth of the teacher is a crucial – perhaps the most important – element of student achievement. (Johnson, Ben. "Why Quality Professional Development for Teachers Matters." Edutopia, 16 Sept. 2014.) Schools and school leaders - nor teachers, for that matter – can *make* students learn. What they can control is making sure that teachers are equipped with the best possible skills to promote student learning. "The undeniable truth is that exceptional teaching inspires exceptional learning." Teachers have a responsibility to their students to make sure they have the tools necessary to provide exceptional teaching.

The feedback the teacher receives through the course of the observation process is intended to guide their professional growth. In this Indicator, teachers are expected to reflect on the feedback they receive and use that to drive their own professional learning. As they select professional development opportunities, they should be mindful of their goals for participation and develop personal outcomes. In addition, there should be evidence of growth and change in their practice as they implement the strategies/information learned from their professional learning opportunities.

Expected Teacher Actions include:	**Indicator Guiding Questions:**
• Teacher reflects on feedback to improve areas of need. • Teacher demonstrates evidence of implementation of feedback received. • Teacher selects professional learning opportunities related to growth areas. • Teacher is engaged during professional learning opportunities targeted to improving practice.	• What is an example of feedback you have received and how have you used that feedback to improve your teaching practice? • What professional development have you attended this year? • What is one example of how your learning during a professional development session has impacted your classroom teaching this year? • What professional development sessions have you attended that are beyond the district requirements? • What evidence do you have to show that you have addressed areas in need of improvement?

Professionalism 1 – Professional Growth and Learning

Descriptor	Level 1 – Significantly Below Expectations *The following best describes what is observed:*	Level 2 – Below Expectations *The following best describes what is observed:*	Level 3 – Meeting Expectations *The following best describes what is observed:*	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
Uses Feedback	1. The educator acknowledges feedback from observations to improve identified areas of need; however, demonstrates little evidence of implementation.	The educator meets all of Level 1 requirements and some of Level 3 requirements.	1. The educator reflects on feedback from observations to improve identified areas of need and demonstrates evidence of implementation.	**Level 4 –** *Evidence fully supporting Level 3 is present, as well as **one** of the following:* **Level 5 -** *Evidence fully supporting Level 3 is present, as well as **all** of the following:*
Professional Learning	2. The educator engages in professional learning that is only observer-selected.		2. The educator selects professional learning opportunities related to self-assessed and/or identified growth areas.	1. The educator reflects on feedback from observations to improve identified areas of need and demonstrates evidence of implementation and growth in identified areas of need.[1] 2. The educator selects professional learning opportunities related to self-assessed and identified growth areas resulting in improved practice and student outcomes.
Learning Engagement	3. The educator is unprepared or disengaged in professional learning opportunities.		3. The educator is prepared and engaged with the content during professional learning opportunities that are directly targeted at improving or enhancing practice.	3. The educator is consistently prepared, engaged with the content, and interactive with others during professional learning opportunities that are directly targeted at improving or enhancing practice.

[1]At Level 5, the educator not only shows evidence of implementing targeted actions listed in the Professional Growth and Support Plan after observations, but there is also evidence of growth in terms of teaching practice and/or student outcomes. Evidence may include, but is not limited to, improved observation scores in needed growth areas and/or improved student achievement data via formative and summative assessments related to the noted growth areas.

Professionalism Domains

Indicator 2 – Use of Data

Data is more than the results of an assessment – formative or summative. It is information that is used to clarify learning by students, identify alternative strategies for teaching, and target resources that will lead to better instruction by teachers. This indicates and strong link between data and instruction. When data is incorporated in the function of the classroom, there is an improvement in the effect of the teacher's instruction. (Protheroe, Nancy. "ERIC - Improving Teaching and Learning with Data-based Decisions: Asking the Right Questions and Acting on the Answers., ERS Spectrum, 2001." *ERIC - Improving Teaching and Learning with Data-based Decisions: Asking the Right Questions and Acting on the Answers., ERS Spectrum, 2001*. Educational Research Service, 2001.)

Teachers who use data effectively go beyond simply analyzing data for the purpose of determining which students may or may not have mastered the content. The information obtained from such data is meaningless if not used to provide support for those students. A close study of the data should also influence the curriculum being taught as well as the instructional strategies being used in the classroom. Using data to drive instruction is a cyclical process that provides a "feedback loop" where teachers plan for instruction, deliver instruction, assess student understanding, analyze data, and then make adjustments to their follow-up instruction based on their insights from their analysis of the data. This loop is at the very heart of the learning process. ("Making Data Work for Teachers and Students." (n.d.): n. pag. Bill & Melinda Gates Foundation, 2015.)

The Gates study goes on to stress the importance of teachers having the necessary tools to gather, analyze and use data. These tools are important for helping teachers to streamline the process of gathering and analyzing the data. Teachers must make sure they use the tool or system effectively to be able to continually monitor and make the best use of the data.

Expected Teacher Actions include:	**Indicator Guiding Questions:**
• Teacher uses data to anticipate and plan for differentiation and scaffolding needs of students. • Teacher analyzes data results to assess and determine student progress and make re-teaching and enrichment decisions. • Teacher uses a system for recording and monitoring student progress data.	• What student achievement data do you use when planning for instruction? • What is one example of a student strength or weakness you noted in data analyzed? • How did this information guide your instructional decisions?

Professionalism 2 – Use of Data

Descriptor	Level 1 – Significantly Below Expectations *The following best describes what is observed:*	Level 2 – Below Expectations *The following best describes what is observed:*	Level 3 – Meeting Expectations *The following best describes what is observed:*	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
Use Data to Plan	1. The educator rarely utilizes various types of data to address strengths and weaknesses of students and to guide instructional or use data to plan for differentiation and scaffolding needs so that students meet through-course and end-of-course goals.	*The educator meets all of Level 1 requirements and some of Level 3 requirements.*	1. The educator uses student data to anticipate and plan for differentiation and scaffolding needs so that students consistently meet through-course and end-of-course goals.[5]	**Level 4 –** *Evidence fully supporting Level 3 is present, as well as **one** of the following:* **Level 5 -** *Evidence fully supporting Level 3 is present, as well as **all** of the following:* 1. The educator routinely utilizes various types of quantitative and qualitative data to address students' academic and behavioral strengths and weaknesses and to guide appropriate instructional decisions.[2] 2. The educator uses student data to anticipate and plan for differentiation and scaffolding needs so that individual students and class meet ambitious[3] through-course and end-of-course student achievement goal(s). 3. The educator routinely engages students in a data system and guides them in the development and monitoring of their own progress toward mastery.[4]
Use Data to Assess	2. The educator analyzes student data, but cannot accurately determine student progress. There is no evidence of use of data for guiding instruction.		2. The educator analyzes data results to assess and determine student progress as well as determine content re-teaching or acceleration.[6]	
Data Recording System	3. The educator does not use a data system to record and monitor student progress.		3. The educator routinely records and uses a system[7] that allows for easy analysis of student progress toward mastery.[8]	

[2]Qualitative data may include, but is not limited to, data from counselors, teacher observations, and students' self-assessments.

[3]"Ambitious" goals are those that aim to grow a student two or more years above where he or she is upon entering a course or grade. TVAAS can be used to gauge student growth for students in tested areas and pre- and post- data specific to course skills and content can be used to gauge student growth for students in courses without TVAAS data.

[4]Some examples of engaging students in their data may include, but are not limited to, using student data folders or charts to help students understand how they are progressing toward goals; engaging students in understanding their TVAAS student performance predictions and outscoring those predictions; and engaging students with how their results from formative assessments relate to their summative mastery goals.

[5]Valid data sources should be used to inform how a teacher scaffolds and differentiates instruction for the class, groups of students, and/or individuals.

[6]Aspects of student progress can include areas such as critical thinking, behavior, attendance, and mastery of content knowledge. Content re-teaching or acceleration should be aligned with the district's instructional pacing.

[7]Systems for recording student progress include grade books, spreadsheets, and charts.

[8]Examples of data analysis can include identifying trends, item analysis, and/or identifying areas for re-teaching.

Professionalism Domains

Indicator 3 – School and Community Involvement

The relationship between teachers, the school and the community is very tightly connected. It is vital that they all work together effectively to provide for the best education possible for the students. (Nebor, Jon N. Rep. no. ED287827. ERIC document reproduction service no. ED287827. N.p., 1984.) The community views the teacher as the foundation of the school and represents the school, district, and educational system as a whole. Therefore, it is incumbent upon the teacher to promote the school's reputation among parents, stakeholders and the community at large.

As a teacher's influence grows in the school and the community, he/she becomes a valuable resource for both. The teacher is now a voice for the school within the community and a voice for the community within the school. A cooperative partnership between home, school and community can dramatically increase student achievement at school. This type of partnership builds a consistent, stable learning environment in which students thrive. Teachers have the power to affect major change in both the school and the community through active involvement in both – they are the possibly the strongest advocate for schools!

Expected Teacher Actions include:	Indicator Guiding Questions:
• Teacher supports and contributes to school activities and events not mandated by school leadership. • Teacher adheres to school and district policies with no violations. • Teacher works with peers to contribute to a safe and orderly learning environment. • Teacher participates in opportunities that support student development and promote positive school/community partnerships. • Teacher promotes the school's vision, mission, and core values in the community.	• What are specific examples of your leadership within the school and/or community? • What are some examples of how you work with your peers to create a safer and more orderly learning environment in your school?

Professionalism 3 – School and Community Involvement

Descriptor	Level 1 – Significantly Below Expectations *The following best describes what is observed:*	Level 2 – Below Expectations *The following best describes what is observed:*	Level 3 – Meeting Expectations *The following best describes what is observed:*	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
Activities and Events	1. The educator rarely supports or attends school activities and events that occur outside of the school day and/or are not mandated by school leadership.	The educator meets all of Level 1 requirements and some of Level 3 requirements.	1. The educator supports and contributes to school activities and events that positively impact school results/culture and are not mandated by school leadership.	**Level 4 –** *Evidence fully supporting Level 3 is present, as well as* **one** *of the following:* **Level 5 -** *Evidence fully supporting Level 3 is present, as well as* **all** *of the following:*
School & District Policies	2. The educator inconsistently adheres to school and district personnel policies.		2. The educator adheres to school and district personnel policies with no noted violation.	1. The educator organizes and leads school activities and events that positively impact school results and culture.
Contributes to School Environment	3. The educator inconsistently works with peers to contribute to a safe and orderly learning environment.		3. The educator works with peers to contribute to a safe and orderly learning environment.	2. The educator adheres to school and district personnel policies and serves as a leader and model for others.
Community Collaboration	4. The educator does not actively participate in opportunities to collaborate with community organizations and stakeholders.		4. The educator participates in opportunities to collaborate with community organizations and stakeholders that support student development and promote positive school/community partnerships.	3. The educator works with peers to contribute to a safe and orderly learning environment and actively facilitates improvement in school-wide culture. 4. The educator seeks out and secures opportunities for the school to collaborate and partner with community organizations and stakeholders that positively support student development.
Promotes School	5. The educator's participation in community events misrepresents the school's mission, vision, and core values.		5. The educator actively promotes the school in the larger community by consistently messaging the school's vision, mission and core values to parents and community members.	5. The educator consistently promotes the school in the larger community by demonstrating actions and behaviors that support the schools' vision, mission and core values to parents and community members.

Professionalism Domains

Indicator 4 – Leadership

In spite of the increased awareness of the complexity of a teacher's work, there has been little change regarding the increased training, professional maturity, responsibility, and authority for teachers in the community. A shift that recognizes the capacity of teachers that have to impact schools and the potential of teachers to impact the communities is needed to enhance school reform. (Crowther, Frank. *Developing Teacher Leaders: How Teacher Leadership Enhances School Success*. Thousand Oaks, CA: Corwin, 2002.) Crowther suggests that teachers have the ability to have a monumental positive effect on both schools and communities as they grow as leaders.

Charlotte Danielson states, "teaching is a flat profession." (Danielson, Charlotte. "The Many Faces of Leadership." *Educational Leadership* Teachers as Leaders 65.1 (2007): 14-19.) As such, a teacher's job responsibilities and sphere of influence remains the same regardless of their years of experience. School administrators' demands are almost impossible to meet. The school administrator simply cannot do it all. The importance of teachers becoming school leaders is necessary for schools to improve and thrive. "In the most successful schools, teachers supported by administrators take imitative to improve school wide policies and programs, teaching and learning, and communication." Schools with teachers who strive to become leaders within the school and community will continue to improve as teachers reach their full potential.

Expected Teacher Actions include:	**Indicator Guiding Questions:**
• Teacher contributes to school community by assisting others. • Teacher plans collaboratively with subject and/or grade level teams. • Teacher actively participates in Professional Learning Communities. • Teacher coaches and/or mentors other teachers. • Teacher supervises clinical experiences. • Teacher leads data driven professional learning opportunities. • Teacher serves in leadership roles beyond the school level.	• What are some specific examples of how you have contributed to your school by assisting and/or mentoring others? • What are some specific ways you have exhibited leadership within your Professional Learning Community(s)?

Professionalism 4 – Leadership

Descriptor	Level 1 – Significantly Below Expectations *The following best describes what is observed:*	Level 2 – Below Expectations *The following best describes what is observed:*	Level 3 – Meeting Expectations *The following best describes what is observed:*	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
Contribution to School Community	1. The educator inconsistently contributes to the school community by assisting and/or mentoring others.	*The educator meets all of Level 1 requirements and some of Level 3 requirements.*	1. The educator contributes to the school community by assisting others, including at least **two** of the of the following: • Collaborative planning with subject and/or grade level teams • Actively leading in a Professional Learning Community • Coaching/mentoring • Supervising clinical experiences • Leading data driven professional learning opportunities.	**Level 4 –** *Evidence fully supporting Level 3 is present, as well as* **one** *of the following:* **Level 5 -** *Evidence fully supporting Level 3 is present, as well as* **all** *of the following:* 1. The educator actively and consistently contributes to the school community by assisting and/or mentoring others, including successful engagement in **three or more** of the following: • Collaborative planning with subject and/or grade level teams • Actively leading in a Professional Learning Community • Coaching/mentoring • Supervising clinical experiences • Leading data driven professional learning opportunities. 2. The educator seeks out opportunities to serve in leadership roles beyond the school level.
Leadership Roles	2. The educator does not serve in leadership roles beyond the school level.		2. When presented with opportunities, the educator serves in leadership roles beyond the school level.[9]	

[9]Examples of opportunities beyond the school level may include, but are not limited to, regional, district, or national conferences, organizations and advocacy groups.