MADISON PUBLIC SCHOOLS
TEACHING AND LEARNING FRAMEWORK

2018 EDITION

Table of Contents

Part 1

Introduction to the Framework

Research, Process, and Outcomes

Introduction

The Madison Public Schools Teaching and Learning Framework adapts the Danielson Framework for Teaching to focus on key aspects of the evaluation system. This model identifies aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. By reducing the number of components scored and clarifying expectations regarding high-quality teaching and learning, this model allows practitioners and evaluators the opportunity to dedicate their energy and time to improving those aspects of instruction and instructional planning that have the largest positive effect on student learning.

Process

The Madison Public Schools Framework for Teaching was developed collaboratively through the work of the Teacher Evaluation Vision Committee (TEVC), which was an ad hoc group of instructional and administrative staff who convened during the 2017-2018 school year. The TEVC was charged with identifying and elucidating the most highly-valued and highly-impactful aspects of instructional practice throughout all K-12 classes. Recommendations were gathered by the administrative team and draft language regarding the model was shared to ensure that the model truly reflected the perspectives of the committee members.

The TEVC was formed as a teacher-leadership initiative under the guidance of Superintendent Mark Schwarz and comprised 25 staff members employed in the Madison Public Schools, who are listed on the following page in Table 1. Particular focus was given to including staff at all grade levels and in a wide range of curriculum areas. One administrative representative from each building was included so that each of the school leaders had a voice in the conversations and decisions being discussed. Additional insights were obtained from the district level administrators who were included in the process.
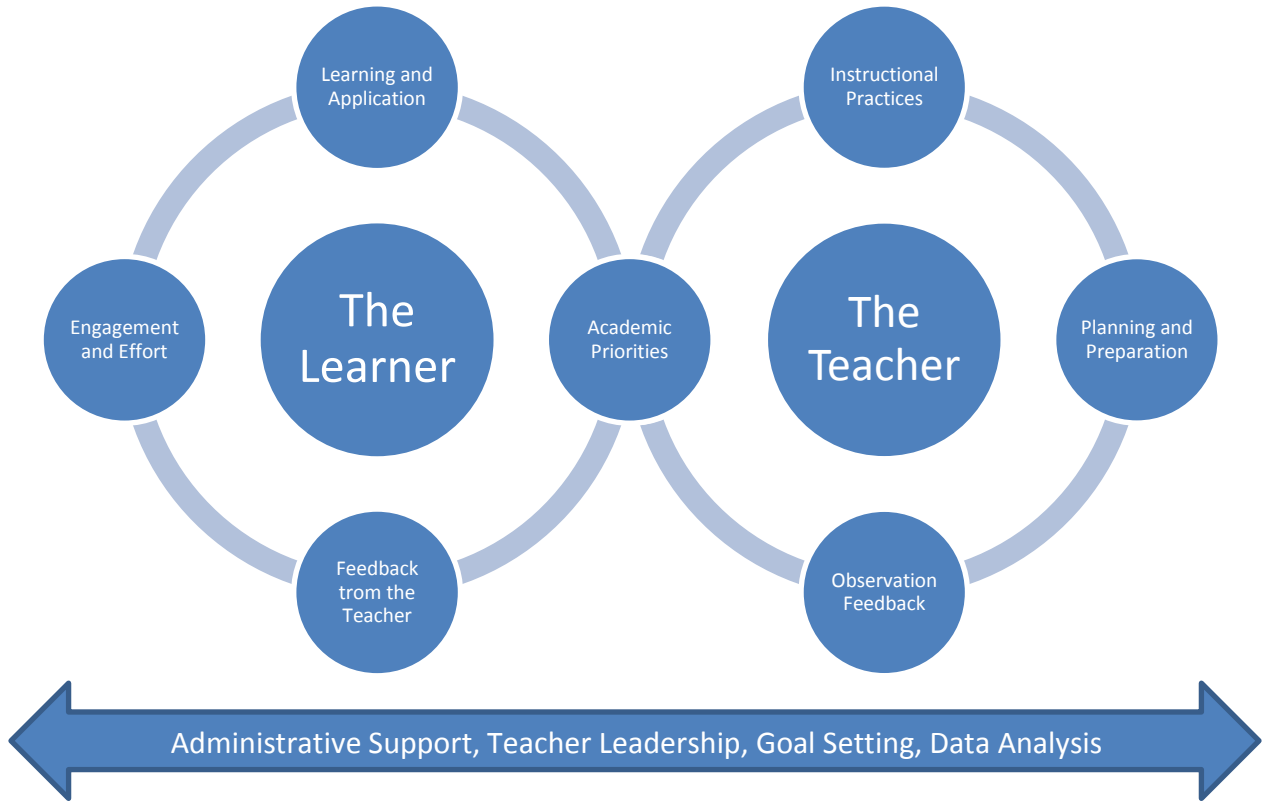
Research Basis

Throughout the convenings of the TEVC, academic research was paired with the experienced insights of the professionals around the table. The committee's discussions began with a review of the components in the Danielson Framework for Teaching (2013) and a discussion about which of the many components were anecdotally most critical to successful teaching and learning. Those responses were then compared to the effect sizes determined by the work of John Hattie, whose research synthesized more than 1000 meta-studies covering more than 80 million students. Hattie's work, known as *Visible Learning*, was updated most recently in 2017 and indicates a number of factors that have a significant positive effect on student learning. A full selection of these items is shown in Appendix 2.

A variety of additional perspectives were used in the guidance of the committee, with varying degrees of formality. One such source was the Measures of Effective Teaching Study, produced by the Bill and Melinda Gates Foundation in 2009. This extensive research project was based on an analysis of over 23,000 lessons and had as its aim to determine which aspects of a teacher's practice were most closely correlated improved student performance. Another source explicitly discussed was the New Teacher Project (TNTP) Core Teaching Rubric, which serves as a simplified evaluation rubric with four performance areas of Culture of Learning, Essential Content, Academic Ownership, and Demonstration of Learning.

Committee Findings

Throughout the committee work, it became clear that a focused and well-articulated vision of teaching and learning should drive a coherent evaluation system. The group noted that one set of ideals should inform the other and their loop should be continuous in order to improve student performance. This idea is captured in figure 1 below.

Learning and Application

Instructional Practices

Engagement and Effort

The Learner

Academic Priorities

The Teacher

Planning and Preparation

Feedback from the Teacher

Observation Feedback

Administrative Support, Teacher Leadership, Goal Setting, Data Analysis

In determining the evaluation aspect of the framework, the Danielson Framework for Teaching was used as a starting point, but the committee recognized early that it was critical to establish priorities within the system to clarify the most important aspects of focus. This meant examining the Danielson Components and determining areas of strength, areas of overlap, and areas that could be reduced in scope. The deep conversations on this front resulted in the simplified version that exists in the Teaching and Learning Framework in its current form. A crosswalk of the Components that were not included in the Framework have been included in Appendix 3.

The accompanying Academic Priorities were derived during the discussions, from committee member feedback in surveys, and through dialogue among various stakeholders. These Priorities align with the evaluation framework to ensure that the highest impact priorities are also those that get measured in evaluating teacher practice.

Future Actions

The Madison Public Schools Teaching and Learning Framework represents a snapshot of priorities and should be revisited each year to ensure that it reflects the best ideas of the district leadership and staff and provides the most appropriate focus for student learning, engagement, and experience.

Academic Priorities

The Madison Public Schools Framework for Teaching 2018 comprises three major performance areas of evaluation and includes seven scored components as follows:

Academic Priorities:
Academic Priority 1.1
Plan lessons that have clearly defined objectives and methods of evaluating students' abilities to show mastery of those objectives

Academic Priority 1.2
Develop instruction that promotes active student engagement and provides meaningful opportunities for students to dialogue, argue, and reflect on the topic

Academic Priority 1.3
Provide a feedback and reflection loop that ensures that the teacher is continually evaluating and adjusting instructional practices and has valuable tools to evaluate the success of a lesson after implementation.

Academic Priority 2.1
Create a classroom in which students and the teacher are respectful, supportive, and encouraging of each other and promote a safe learning environment through positive interactions, the use of appropriate language, and empathy.

Academic Priority 2.2
Establish a culture for learning in which high expectations are set for all students in terms of participation, the production of high-quality work, and effort and persistence on a task.

Academic Priority 2.3
Build a classroom culture in which there is a shared belief that the class work is valuable for learning and meaningful within the course structure, and that students indicate a desire to devote substantial energy to the task at hand and take pride in their accomplishments.

Academic Priority 3.1
Establish a lesson that is appropriately paced to ensure that students can engage with the task, provides opportunities for students to work collaboratively to improve their understandings, and provides time for students and the teacher to reflect on the work completed.

Academic Priority 3.2
Develop a classroom in which the standards of high-quality work are made known to students and learning tasks are designed to promote meaningful intellectual engagement that includes qualities such as explanation, synthesis, reflection, peer discussion, and higher-order thinking.

Academic Priority 3.3
Demonstrate a lesson structure in which the teacher continually elicits evidence of student understanding; provides timely, specific, and goal-oriented feedback to students; and provides students with the opportunity and structures to assess their own work for meaningful improvement.

Alignment

Performance Area	Overview	Academic Priorities	Components Scored:
Planning and Reflection	Planning and Reflection refers to the teacher's ability to set and communicate appropriate goals, use a thoughtfully determined set of resources to establish the goal, and reflect on the efficacy of the lesson during and upon its conclusion. This area represents the quality of the preparation that the teacher has put into the lesson as well as the teacher's ability to understand the degree to which the lesson was successful.	**Academic Priority 1.1** *Plan lessons have clearly defined objectives and methods of evaluating students' abilities to show mastery of those objectives* **Academic Priority 1.2** *Develop instruction that promotes active student engagement and provides meaningful opportunities for students to dialogue, argue, and reflect on the topic* **Academic Priority 1.3** *Provide a feedback and reflection loop that ensures that the teacher is continually evaluating and adjusting instructional practices and has valuable tools to evaluate the success of a lesson after implementation.*	1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction For the Student Population 4a: Reflecting on Teaching
The Classroom Environment	The Classroom Environment refers to the affective quality of the learning space as represented by the tone of conversations among students and between students and the teacher, the behavior of students and the teacher's ability to maintain discipline and order, and the desire that students demonstrate with regard to producing high quality work. This area represents the level of success that the teacher has had in building positive relationships with students that in turn motivates their desire to complete meaningful work during the class.	**Academic Priority 2.1** *Create a classroom in which students and the teacher are respectful, supportive, and encouraging of each other and promote a safe learning environment through positive interactions, the use of appropriate language, and empathy.* **Academic Priority 2.2** *Establish a culture for learning in which high expectations are set for all students in terms of participation, the production of high-quality work, and effort and persistence on a task.* **Academic Priority 2.3** *Build a classroom culture in which there is a shared belief that the class work is valuable for learning and meaningful within the course structure, and that students indicate a desire to devote substantial energy to the task at hand and take pride in their accomplishments.*	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning
Student Engagement and Feedback	Student Engagement and Feedback refers to the level and quality of work undertaken by students and the teacher's timely ability to ask questions and provide guidance that promotes the meaningful improvement of student work. This area represents the cognitive interaction among students in the class and between students and the teacher that results in productive dialogue and thoughtful analysis of the work at hand.	**Academic Priority 3.1** *Design an appropriately lesson that engages students with the task, provides collaborative opportunities to improve understandings, and allows time for students and the teacher to reflect on the work completed.* **Academic Priority 3.2** *Develop a lesson in which standards for high-quality work are clear and learning tasks includes methods of meaningful intellectual engagement such as explanation, synthesis, reflection, peer discussion, and higher-order thinking.* **Academic Priority 3.3** *Create a lesson structure that allows the teacher to continually elicit evidence of student understanding; provide timely, specific, and goal-oriented feedback to students; and support students through opportunities for meaningful self-assessment.*	3c: Engaging Students in Learning 3d: Using Assessment in Instruction

Planning and Reflection

- **Academic Priority 1.1**
  Plan lessons have clearly defined objectives and methods of evaluating students' abilities to show mastery of those objectives

- **Academic Priority 1.2**
  Develop instruction that promotes active student engagement and provides meaningful opportunities for students to dialogue, argue, and reflect on the topic

- **Academic Priority 1.3**
  Provide a feedback and reflection loop that ensures that the teacher is continually evaluating and adjusting instructional practices and has valuable tools to evaluate the success of a lesson after implementation

Classroom Environment

- **Academic Priority 2.1**
  Create a classroom in which students and the teacher are respectful, supportive, and encouraging of each other and promote a safe learning environment through positive interactions, the use of appropriate language, and empathy.

- **Academic Priority 2.2**
  Establish a culture for learning in which high expectations are set for all students in terms of participation, the production of high-quality work, and effort and persistence on a task.

- **Academic Priority 2.3**
  Build a classroom culture in which there is a shared belief that the class work is valuable for learning and meaningful within the course structure, and that students indicate a desire to devote substantial energy to the task at hand and take pride in their accomplishments.

Student Engagement and Feedback

- **Academic Priority 3.1**
  Design an appropriately lesson that engages students with the task, provides collaborative opportunities to improve understandings, and allows time for students and the teacher to reflect on the work completed.

- **Academic Priority 3.2**
  Develop a lesson in which standards for high-quality work are clear and learning tasks includes methods of meaningful intellectual engagement such as explanation, synthesis, reflection, peer discussion, and higher-order thinking.

- **Academic Priority 3.3**
  Create a lesson structure that allows the teacher to continually elicit evidence of student understanding; provide timely, specific, and goal-oriented feedback to students; and support students through opportunities for meaningful self-assessment.

Part 2

The Three Performance Areas

Detailed Rubrics and Information

Performance Area 1:
Planning and Reflection

Overview:
Planning and Reflection refers to the teacher's ability to set and communicate appropriate goals, use a thoughtfully determined set of resources to establish the goal, and reflect on the efficacy of the lesson during and upon its conclusion. This area represents the quality of the preparation that the teacher has put into the lesson as well as the teacher's ability to

Academic Priorities
Academic Priority 1.1
Plan lessons have clearly defined objectives and methods of evaluating students' abilities to show mastery of those objectives

Academic Priority 1.2
Develop instruction that promotes active student engagement and provides meaningful opportunities for students to dialogue, argue, and reflect on the topic

Academic Priority 1.3
Provide a feedback and reflection loop that ensures that the teacher is continually evaluating and adjusting instructional practices and has valuable tools to evaluate the success of a lesson after implementation.

Components Scored:
- 1c: Setting Instructional Outcomes
- 1e/b: Designing Coherent Instruction Based on Knowledge of Students
- 4a: Reflecting on Teaching

Performance Area 1: Planning and Reflection
Component 1c: Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will like to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.

The elements of component 1c are:
- Value, sequence, and alignment
  - Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.
- Clarity
  - Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.
- Balance
  - Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.
- Suitability for diverse students
  - Outcomes must be appropriate for all students in the class.

Indicators include:
- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

	INEFFECTIVE (LEVEL 1)	PARTIALLY EFFECTIVE (LEVEL 2)	EFFECTIVE (LEVEL 3)	HIGHLY EFFECTIVE (LEVEL 4)
SUMMARY	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
CRITICAL ATTRIBUTES	• Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class.	• Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class.	• Outcomes represent high expectations and rigor. • Outcomes are related to "big ideas" of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class.	• The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. • The teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks.
POSSIBLE EXAMPLES	• A learning outcome for a fourth-grade class is to make a poster illustrating a poem. • All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge. • The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. • Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. • None of the science outcomes deals with the students' reading, understanding, or interpretation of the text. • And others…	• Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling. • Most of the English Language Arts outcomes are based on narrative. • And others…	• One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry." • The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. • The learning outcomes include students defending their interpretation of the story with citations from the text. • And others…	• The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them. • Students will develop a concept map that links previous learning goals to those they are currently working on. • Some students identify additional learning. • The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives. • One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency. • And others

Performance Area 1: Planning and Reflection
1e: Designing Coherent Instruction for the Student Population

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan.

It also requires that teachers understand the characteristics of their students, such as the cognitive, social, and emotional developmental stages typical of different age groups, and the notion that students learn in individual ways and may have gaps or misconceptions that need to be uncovered in order to plan appropriate learning activities. In addition, students' interests, such as include athletic and musical pursuits, extracurricular activities, and family and cultural traditions, as well as language concerns or other special needs must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.

The elements of component 1e are:
- Learning activities
    - Instruction is designed to engage students and advance them through the content.
- Instructional materials and resources
    - Aids to instruction are appropriate to the learning needs of the students.
- Instructional groups
    - Teachers intentionally organize instructional groups to support student learning.
- Lesson and unit structure
    - Teachers produce clear and sequenced lesson and unit structures to advance student learning.
- Knowledge of child and adolescent development
    - Children learn differently at different stages of their lives.
- Knowledge of the learning process
    - Learning requires active intellectual engagement.
- Knowledge of students' skills, knowledge, and language proficiency
    - What students are able to learn at any given time is influenced by their level of knowledge and skill.
- Knowledge of students' interests and cultural heritage
    - Children's backgrounds influence their learning.
- Knowledge of students' special needs
    - Children do not all develop in a typical fashion.

Indicators include:
- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans
- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

	INEFFECTIVE (LEVEL 1)	PARTIALLY EFFECTIVE (LEVEL 2)	EFFECTIVE (LEVEL 3)	HIGHLY EFFECTIVE (LEVEL 4)
SUMMARY	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
CRITICAL ATTRIBUTES	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations.	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations.	• Activities permit student choice. • Learning experiences connect to other disciplines. • The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
POSSIBLE EXAMPLES	• After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet. • The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism. • The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting. • The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text. • And others…	• After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. • The teacher finds an atlas to use as a supplemental resource during the geography unit. • The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with. • The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. • The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story. • And others…	• The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level. • The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration. • The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style. • The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated. • The fourth-grade math unit plan focuses on the key concepts for that level. • And others…	• The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning. • While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections. • After the cooperative group lesson, the students will reflect on their participation and make suggestions. • The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned. • The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum. • And others…

	INEFFECTIVE (LEVEL 1)	PARTIALLY EFFECTIVE (LEVEL 2)	EFFECTIVE (LEVEL 3)	HIGHLY EFFECTIVE (LEVEL 4)
SUMMARY	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
CRITICAL ATTRIBUTES	• The teacher does not understand child development characteristics and has unrealistic expectations for students. • The teacher does not try to ascertain varied ability levels among students in the class. • The teacher is not aware of students' interests or cultural heritages. • The teacher takes no responsibility to learn about students' medical or learning disabilities.	• The teacher cites developmental theory but does not seek to integrate it into lesson planning. • The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." • The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	• The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high," "medium," and "low" groups of students within the class. • The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class.	• The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information from all students about their cultural heritages. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
POSSIBLE EXAMPLES	• The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds. • The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. • The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students. • And others…	• The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students. • In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. • Lesson plans make only peripheral reference to students' interests. • The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet. • And others…	• The teacher creates an assessment of students' levels of cognitive development. • The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class. • The teacher administers a student interest survey at the beginning of the school year. • The teacher plans activities using his knowledge of students' interests. • The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. • The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December. • The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America. • And others…	• The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. • The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning. • The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult. • The teacher attends the local Mexican heritage day, meeting several of his students' extended family members. • The teacher regularly creates adapted assessment materials for several students with learning disabilities. • And others…

Performance Area 1: Planning and Reflection
Component 4a: Reflecting on Teaching

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self- critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

The elements of component 4a are:
- Accuracy
  - As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.
- Use in future teaching
  - If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.

Indicators include:
- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

	INEFFECTIVE (LEVEL 1)	PARTIALLY EFFECTIVE (LEVEL 2)	EFFECTIVE (LEVEL 3)	HIGHLY EFFECTIVE (LEVEL 4)
SUMMARY	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
CRITICAL ATTRIBUTES	• The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement.	• The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction.	• The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved.	• The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • The teacher's suggestions for improvement draw on an extensive repertoire..
POSSIBLE EXAMPLES	• Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" • The teacher says, "That was awful; I wish I knew what to do!" • And others…	• At the end of the lesson, the teacher says, "I guess that went okay." • The teacher says, "I guess I'll try next time." • And others…	• The teacher says, "I wasn't pleased with the level of engagement of the students." • The teacher's journal indicates several possible lesson improvements. • And others…	• The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." • In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson. • And others…

Performance Area 2:
The Classroom Environment

Overview:
The Classroom Environment refers to the affective quality of the learning space as represented by the tone of conversations among students and between students and the teacher, the behavior of students and the teacher's ability to maintain discipline and order, and the desire that students demonstrate with regard to producing high quality work. This area represents the level of success that the teacher has had in building positive relationships with students that in turn motivates their desire to complete meaningful work during the class.

Academic Priority 2.1
Create a classroom in which students and the teacher are respectful, supportive, and encouraging of each other and promote a safe learning environment through positive interactions, the use of appropriate language, and empathy.

Academic Priority 2.2
Establish a culture for learning in which high expectations are set for all students in terms of participation, the production of high-quality work, and effort and persistence on a task.

Academic Priority 2.3
Build a classroom culture in which there is a shared belief that the class work is valuable for learning and meaningful within the course structure, and that students indicate a desire to devote substantial energy to the task at hand and take pride in their accomplishments.

Components Scored:
- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning

Performance Area 2: The Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

"Respect" shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).

The elements of component 2a are:
- Teacher interactions with students, including both words and actions
    - o A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.
- Student interactions with other students, including both words and actions
    - o As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

Indicators include:
- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

	INEFFECTIVE (LEVEL 1)	PARTIALLY EFFECTIVE (LEVEL 2)	EFFECTIVE (LEVEL 3)	HIGHLY EFFECTIVE (LEVEL 4)
SUMMARY	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
CRITICAL ATTRIBUTES	• The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • Students' body language indicates feelings of hurt, discomfort, or insecurity. • The teacher displays no familiarity with, or caring about, individual students. • The teacher disregards disrespectful interactions among students.	• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to respond to disrespectful behavior among students, with uneven results. • The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	• Talk between the teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher.	• The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students' efforts.
POSSIBLE EXAMPLES	• A student slumps in his chair following a comment by the teacher. • Students roll their eyes at a classmate's idea; the teacher does not respond. • Many students talk when the teacher and other students are talking; the teacher does not correct them. • Some students refuse to work with other students. • The teacher does not call students by their names. • And others…	• Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups. • Students applaud halfheartedly following a classmate's presentation to the class. • The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders. • And others…	• The teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk. • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate's presentation to the class. • Students help each other and accept help from each other. • The teacher and students use courtesies such as "please," "thank you," and "excuse me." • The teacher says, "Don't talk that way to your classmates," and the insults stop. • And others…	• The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). • Students say "Shhh" to classmates who are talking while the teacher or another student is speaking. • Students clap enthusiastically for one another's presentations for a job well done. • The teacher says, "That's an interesting idea, Josh, but you're forgetting…" • A student questions a classmate, "Didn't you mean?" and the classmate reflects and responds, "Oh, maybe you are right!" • • And others…

Performance Area 2: The Classroom Environment
Component 2b: Establishing a Culture for Learning

A "culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students' natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

The elements of component 2b are:
- Importance of the content and of learning
  - In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.
- Expectations for learning and achievement
  - In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students.
- Student pride in work
  - When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators include:
- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

	INEFFECTIVE (LEVEL 1)	PARTIALLY EFFECTIVE (LEVEL 2)	EFFECTIVE (LEVEL 3)	HIGHLY EFFECTIVE (LEVEL 4)
SUMMARY	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
CRITICAL ATTRIBUTES	- The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. - The teacher conveys to at least some students that the work is too challenging for them. - Students exhibit little or no pride in their work. - Students use language incorrectly; the teacher does not correct them.	- The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. - The teacher conveys high expectations for only some students. - Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." - The teacher's primary concern appears to be to complete the task at hand. - The teacher urges, but does not insist, that students use precise language.	- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. - The teacher demonstrates a high regard for students' abilities. - The teacher conveys an expectation of high levels of student effort. - Students expend good effort to complete work of high quality. - The teacher insists on precise use of language by students.	- The teacher communicates passion for the subject. - The teacher conveys the satisfaction that accompanies a deep understanding of complex content. - Students indicate through their questions and comments a desire to understand the Content. - Students assist their classmates in understanding the content. - Students take initiative in improving the quality of their work. - Students correct one another in their use of language.
POSSIBLE EXAMPLES	- The teacher tells students that they're doing a lesson because it's in the book or is district-mandated. - The teacher says to a student, "Why don't you try this easier problem?" - Students turn in sloppy or incomplete work. - Many students don't engage in an assigned task, and yet the teacher ignores their behavior. - Students have not completed their homework; the teacher does not respond. - And others…	- The teacher says, "Let's get through this." - The teacher says, "I think most of you will be able to do this." - Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking. - The teacher does not encourage students who are struggling. - Only some students get right to work after an assignment is given or after entering the room. - And others…	- The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job." - The teacher says, "This idea is really important! It's central to our understanding of history." - The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well." - The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint. - Students get to work right away when an assignment is given or after entering the room. - And others…	- The teacher says, "It's really fun to find the patterns for factoring polynomials." - A student says, "I don't really understand why it's better to solve this problem that way." - A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation. - Students question one another on answers. - A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened. - And others…

Performance Area 3:
Student Engagement and Feedback

Overview:
Student Engagement and Feedback refers to the level and quality of work undertaken by students and the teacher's timely ability to ask questions and provide guidance that promotes the meaningful improvement of student work. This area represents the cognitive interaction among students in the class and between students and the teacher that results in productive dialogue and thoughtful analysis of the work at hand.

Academic Priorities
Academic Priority 3.1
Establish a lesson that is appropriately paced to ensure that students can engage with the task, provides opportunities for students to work collaboratively to improve their understandings, and provides time for students and the teacher to reflect on the work completed.

Academic Priority 3.2
Develop a classroom in which the standards of high-quality work are made known to students and learning tasks are designed to promote meaningful intellectual engagement that includes qualities such as explanation, synthesis, reflection, peer discussion, and higher-order thinking.

Academic Priority 3.3
Demonstrate a lesson structure in which the teacher continually elicits evidence of student understanding; provides timely, specific, and goal-oriented feedback to students; and provides students with the opportunity and structures to assess their own work for meaningful improvement.

Components Scored:
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction

Performance Area 3: Student Engagement and Feedback
Component 3c: Engaging Students In Learning

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are "What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be "minds-on."

The elements of component 3c are:
- Activities and assignments
  - The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.
- Grouping of students
  - How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.
- Instructional materials and resources
  - The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement

them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.
- Structure and pacing
    - No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:
- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works"
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

	INEFFECTIVE (LEVEL 1)	PARTIALLY EFFECTIVE (LEVEL 2)	EFFECTIVE (LEVEL 3)	HIGHLY EFFECTIVE (LEVEL 4)
SUMMARY	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
CRITICAL ATTRIBUTES	• Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities.	• Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities.	• Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
POSSIBLE EXAMPLES	• Most students disregard the assignment given by the teacher; it appears to be much too difficult for them. • Students fill out the lesson worksheet by copying words from the board. • Students are using math manipulative materials in a rote activity. • The teacher lectures for 45 minutes. • Most students don't have time to complete the assignment; the teacher moves on in the lesson. • And others…	• Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed. • Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle, and end to the lesson. • The teacher lectures for 20 minutes and provides • 15 minutes for the students to write an essay; not all students are able to complete it. • And others…	• Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity. • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning. • Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table. • Students are asked to create different representations of a large number using a variety of manipulative materials. • The lesson is neither rushed nor does it drag. • And others…	• Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated. • Students determine which of several tools— e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem. • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson. • And others…

Performance Area 3: Student Engagement and Feedback
Component 3d: Using Assessment In Instruction

Assessment of student learning plays an important new role in teaching: no longer signaling the end of instruction, it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter, the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation.

The elements of component 3d are:
- Assessment criteria
  - It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).
- Monitoring of student learning
  - A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.
- Feedback to students
  - Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.
- Student self-assessment and monitoring of progress

- o The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

Indicators include:
- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

	INEFFECTIVE (LEVEL 1)	PARTIALLY EFFECTIVE (LEVEL 2)	EFFECTIVE (LEVEL 3)	HIGHLY EFFECTIVE (LEVEL 4)
SUMMARY	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
CRITICAL ATTRIBUTES	• The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work.	• There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment.	• The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students.	• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
POSSIBLE EXAMPLES	• A student asks, "How is this assignment going to be graded?" • A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher. • The teacher forges ahead with a presentation without checking for understanding. • After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give." • And others…	• The teacher asks, "Does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher says, "Good job, everyone." • The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept. • The students receive their tests back; each one is simply marked with a letter grade at the top. • And others…	• The teacher circulates during small-group or independent work, offering suggestions to students. • The teacher uses specifically formulated questions to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors; most of them engage in this task. • And others…	• The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them. • While students are working, the teacher circulates, providing specific feedback to individual students. • The teacher uses Popsicle sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved. • And others…

Part 3: Supporting Documents
(To be developed)