The College Ready Teaching Framework

COLLEGE READY TEACHING	
Domain 1: Data-Driven Planning and Assessing Student Learning	
Standards	Indicators
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery	A) Selection and progression assessments
	B) Planned response to assessment data
Domain 2: The Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle
	B) Cognitive level of student learning experiences
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 Monitor student learning during instruction	A) Checking for students' understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring

CONTRIBUTIONS TO SCHOOL COMMUNITY AND FAMILIES	
Domain 4: Developing Professional Practice	
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Acceptance of feedback
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community
	B) Professional development
	C) Shared commitment
4.3 Upholding and exhibiting the CMO norms and expectations	A) Unwavering belief in all student's potential
	B) Passion for excellence
	C) Personal Responsibility
	D) Respect for others and community
	E) All stakeholders critical to process
Domain 5: Developing Partnerships with Family and Community	
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge of community resources
	C) Support for students in accessing these resources

Domain 1: *Data-Driven Planning and Assessing Student Learning*

Standard	Indicators	Does Not Meet Standard — Level I	Partially Meets Standard — Level II	Meets Standard — Level III	Exemplifies Standard — Level IV	Indicator At-A-Glance
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives	Learning objective(s) are missing a specific level of cognition or content. AND Learning objective(s) are misaligned (do not progress toward mastery of content standards).	Learning objective(s) are missing either a specific level of cognition or content. OR Learning objective(s) are misaligned (do not progress toward mastery of content standards).	Learning objective(s) include both specific levels of cognition and content. AND Learning objective(s) are aligned to and progress toward mastery of content standards.	*All of level 3 and...* Learning objective(s) exceed level of cognition or increase level of challenge required by content standards.	• *Do the objective(s) contain level of cognition and content?* • *Are the objective(s) at an appropriate level of rigor and scaffolds toward success on standard(s)?* *NOTE: Proving behavior is no longer assessed in this indicator. Now, it is assessed in 1.1B.*
	B) Measurability of learning objectives	Proving behavior does not measure the learning objective(s).	Proving behavior measures the learning objective(s). AND Proving behavior uses only general criteria for measuring success.	Proving behavior measures the learning objective(s). AND Proving behavior includes specific criteria (quantitative or qualitative) for measuring success.	*All of level 3 and...* Proving behavior is measured by multiple methods.	• *Is the proving behavior aligned with the learning objective(s)?* • *How is success on the proving behavior measured?*
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	*All of level 3 and...* The design of the learning experiences is differentiated to meet the needs of subgroups of students.	• *Are the learning experiences aligned to the learning objective(s)?* • *Are the learning experiences sequenced using gradual release of responsibility?* • *Level IV: Are learning experiences differentiated?* *NOTE: Instructional pacing is not assessed in this indicator. It is assessed using the phrase 'appropriate time' in indicator 1.2B.*
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide opportunity for cognitively engaging learning experiences throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences but without appropriate time and support throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences throughout the lesson cycle, and each learning experience provides appropriate time and support.	*All of level 3 and...* Instructional plans provide differentiated, cognitively engaging learning experiences for subgroups of students.	• *Are learning experiences consistently cognitively engaging?* • *Does the teacher plan appropriate time and support for students to fully engage in each learning experience?* • *Level IV: Are learning experiences differentiated?*
1.3 Use student data to guide planning	A) Lesson design guided by data	The teacher does not use student data to guide or inform planning.	The teacher uses student data to inform planning of content organization *or* instructional strategies. OR The teacher uses student data to inform planning that meets the needs of the whole class.	The teacher uses student data to inform planning of content organization **and** instructional strategies. AND The teacher uses student data to inform planning that meets the needs of subgroups of students.	*All of level 3 and...* The teacher cites instructional strategies to meet the needs of individual students.	• *Does the teacher use data to inform content organization and instructional strategies?* • *Is the data used to inform planning for the whole class, subgroups, or individual students?*

Domain 1: *Data-Driven Planning and Assessing Student Learning*

Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV	Indicator At-A-Glance
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge	The teacher does not accurately identify or address the prerequisite knowledge and skills to achieve the standard/learning objective(s). OR The teacher does not include opportunities to activate prerequisite knowledge. OR The teacher does not include strategies to address potential gaps for whole group of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for ***whole groups*** of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for ***subgroups*** of students.	*All of level 3 and...* The teacher uses knowledge to address potential gaps for individual students.	• *Does the teacher identify pre-requisite knowledge and skills?* • *Does the teacher plan opportunities to activate previous knowledge?* • *Does the teacher plan strategies for the whole class, subgroups, or for individual students?* *NOTES: Activation of prior knowledge, which was previously not assessed, is now assessed in this indicator.*
	B) Addresses common content misconceptions	The teacher does not anticipate common student misconceptions and does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions but does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions and includes strategies that ensure students recognize and address these misconceptions to master the standard/learning objective(s).	*All of level 3 and...* The teacher includes opportunities for students to uncover and correct their own misconceptions.	• *Does the teacher anticipate common student misconceptions?* • *Does the teacher plan strategies to address student misconceptions?* • *Level IV: Do students uncover and correct their own misconceptions?* *NOTE: The language of the indicator ("standard/learning objective") allows teachers to address misconceptions in this OR future lessons.*
1.5 Design assessments to ensure student mastery	A) Selection and progression of assessments	Formative assessments are not aligned to the learning objective(s). OR Formative assessments are not planned.	The formative assessments are inconsistently aligned to the learning objective(s). OR Formative assessments do not yield actionable data. OR Formative assessments are planned for a single component of the lesson cycle.	A variety of formative assessments are selected to yield actionable data about progress towards mastery of the learning objective(s). AND Formative assessments are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).	*All of level 3 and...* The formative assessments are differentiated to yield actionable data about subgroups of students.	• *Are formative assessments aligned to the learning objective(s)?* • *Are formative assessments planned throughout the lesson?* • *Are a variety of formative assessment techniques used?* • *Do formative assessments yield actionable data?* • *Level IV: Is actionable data provided about the whole class or for subgroups?* *NOTE: Now, this indicator only assesses formative checks for understanding. The proving behavior is assessed in 1.1B.*
	B) Planned response to assessment data	The teacher has not planned a response to data from formative assessments.	The teacher inconsistently plans responses to data from formative assessments.	The teacher plans to adjust instruction based on the data from each formative assessment.	*All of level 3 and...* The teacher provides opportunities for students to use formative assessments to reflect on current progress toward the learning objective(s) or to determine next steps to extend learning.	• *Does the teacher plan to adjust instruction for each formative assessment?* • *Level IV: Do students reflect on their own progress and determine next steps to extend learning?* *NOTE: If not included explicitly in the lesson plan, this indicator may be assessed via verbal questioning in the observation pre-conference.*

Domain 2: *The Classroom Learning Environment*

Standard	Indicators	Does Not Meet Standard / Level I	Partially Meets Standard / Level II	Meets Standard / Level III	Exemplifies Standard / Level IV	Indicator At-A-Glance
2.1 Creates a classroom/ community culture of learning	A) Value of effort and challenge	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work.	*All of level 3 and...* Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.	• *Does the teacher emphasize completion and compliance, or learning and quality work?* • *Do students focus on completing assignments or producing quality work?* • *Level IV: Do students assume responsibility and take initiative for high quality work?*
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations	It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior contributes to an academic environment.	The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or promote behavioral expectations that support the classroom's academic environment.	• *Does the teacher communicate clear and high standards for student behavior?* • *Does student behavior contribute to an academic environment?* • *Level IV: Do students articulate and promote behavioral expectations without prompting?*
	B) Response to behavior	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	*All of level 3 and...* Students appropriately respond to or redirect each other's behavior.	• *Does the teacher consistently respond to both positive and negative student behavior?* • *Does the teacher respond to the whole class or to specific students?* • *Is the teacher respectful of student dignity?* • *Level IV: Do students respond to and redirect each other?*
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students	The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, or are not consistently appropriate for the age and needs of students in the class. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students in the class. AND Students exhibit respect for the teacher.	*All of level 3 and...* The teacher's interactions demonstrate a positive rapport with individual students.	• *Does the teacher interact with students in a respectful, positive and appropriate manner?* • *Do students exhibit respect for the teacher?* • *Level IV: Is there evidence of rapport between the teacher and individual students?*
	B) Student interactions with each other	Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	*All of level 3 and...* Students encourage each other individually.	• *Do students interact polite and respectfully with each other?* • *Do students support each other's learning?* • *Level IV: Do students encourage each other?*
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions	The teacher has not established or does not enforce routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently enforced, resulting in the loss of instructional time.	The teacher has established and enforces routines, procedures, and transitions that maximize instructional time.	*All of level 3 and...* With minimal prompting, students effectively facilitate some routines, procedures, and transitions.	• *Has the teacher established routines, procedures, and transitions?* • *Do routines, procedures, and transitions maximize instructional time?* • *Level IV: Do students facilitate any routines, procedures or transitions?*

Domain 3: *Instruction*

Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV	Indicator At-A-Glance
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson	The teacher does not explain the learning objective(s).	The teacher initially explains the learning objective(s) but does not refer to the objective(s) throughout the lesson. OR Students cannot articulate what they are expected to learn.	The teacher explains the learning objective(s) and refers back to it throughout the lesson. AND Students are able to articulate what they are expected to learn.	*All of level 3 and...* Students are able to articulate the relevance of the learning objective(s).	• *Does the teacher explain the learning objective?* • *Does the teacher refer back to learning objective throughout the lesson?* • *Level IV: Can students articulate the learning objective and its relevance?*
	B) Connections to prior and future learning experiences	The teacher makes limited connections between current learning objective(s) and the students' prior or future learning.	The teacher makes connections between the current learning objective(s) and the students' prior **or** future learning. Connections are vague or based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior **and** future learning to further student understanding of the content material within or outside of the discipline or unit.	The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning. Students make explicit connections within or outside of the discipline or unit.	• *Does the teacher connect the learning objective prior/future learning?* • *Are connections based on assessments/grades or on content within or outside the unit?* • *Level IV: Does the teacher facilitate while students make connections?*
	C) Criteria for success	The teacher does not establish criteria for successfully demonstrating attainment of the learning objective(s).	The teacher mentions but does not clearly explain the criteria for successfully demonstrating attainment of the learning objective(s).	The teacher clearly articulates the criteria for successfully demonstrating attainment of the lesson objective(s). AND Students are able to articulate the criteria for successfully demonstrating attainment of the learning objective(s).	*All of level 3 and...* The teacher solicits student ideas to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).	• *Does the teacher clearly articulate success criteria?* • *Can students articulate success criteria?* • *Are students involved in defining or affirming the success criteria?* *NOTE: Now, this indicator only focuses on the success criteria for the proving behavior, as opposed to success criteria for every activity.*
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle	The teacher executes a lesson cycle that is inappropriately paced. AND The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes a lesson cycle that is inappropriately paced. OR The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes an appropriately paced lesson cycle that gradually releases responsibility so that students can independently master the learning objective(s).	*All of level 3 and...* To address the learning needs of subgroups, the teacher adapts the pacing or the release of responsibility.	• *Does the teacher appropriately pace the lesson?* • *Does the lesson gradually release responsibility to the students?* • *Level IV: Does the teacher adapt the pacing or release of responsibility for subgroups?*
	B) Cognitive Level of Student Learning Experiences	Learning experiences are not cognitively engaging. OR Learning experiences do not match the level of rigor required to attain mastery of the learning objective(s).	Some learning experiences are cognitively engaging. OR Some learning experiences match the level of rigor required to attain mastery of the learning objective(s).	Learning experiences throughout the lesson cycle are cognitively engaging. AND Learning experiences consistently match the level of rigor required to attain mastery of the learning objective(s).	*All of level 3 and...* Learning experiences require student thinking that exceeds the level of cognition or increases the level of challenge required by content standards.	• *Are learning experiences consistently cognitively engaging?* • *Is the rigor of the learning experiences aligned to the learning objective?* • *Level IV: Does student thinking exceed the level of cognition of cognitive challenge required by the standards?*

Domain 3: *Instruction*

Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV	Indicator At-A-Glance
3.3 Implementation of instructional strategies	A) Questioning	Many questions posed by the teacher do not move student thinking toward mastery of the learning objective(s). OR Most of the questions posed by the teacher require little cognitive challenge.	The teacher poses questions to a small number of students in the class. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking.	*All of Level 3 and...* Students pose questions that require cognitive challenge. OR Students initiate questions to further other students' understanding of the content.	• *Are questions aligned to the learning objective?* • *Are questions scaffolded toward cognitive challenge?* • *Are questions posed to a few students or to a wide range of students?* • *Are students required to correctly answer questions?* • *Are students required to extend or justify their thinking?* • *Level IV: Are students posing cognitively challenging questions?*
	B) Academic Discourse	The teacher does not require students to use the language of the discipline, discuss academic ideas, or justify their reasoning. OR The teacher provides minimal opportunities for student discussion.	The teacher inconsistently requires students in whole class or small group conversations to use the language of the discipline, discuss academic ideas, **or** justify their reasoning. OR Academic discourse is limited to a small number of students.	The teacher facilitates conversations in whole class and small group settings that require all students to consistently use the language of the discipline, discuss academic ideas, **and** justify their reasoning.	Students facilitate whole class or small group discussions and consistently use the language of the discipline, discuss academic ideas, and justify their reasoning.	• *How many students participate in academic discourse?* • *Do students participate in academic discourse consistently (in all activities and in all settings)?* • *Level IV: Do students or the teacher facilitate whole class or small group discussion?*
	C) Group structures	The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s).	The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s). OR Students inconsistently participate within all group structures.	The structure and size of grouping arrangements move students toward mastery of the learning objective(s). AND Students actively participate within all group structures.	*All of level 3 and...* The teacher differentiates grouping arrangements in order to maximize learning for individual students. Students rely on each other to work through challenging activities and hold themselves and each other accountable for individual or group work.	• *Do the structure and size of grouping arrangements facilitate students' mastery of the learning objective?* • *Do students consistently and actively participate within the group structures?* • *Level IV: Is grouping differentiated?* • *Level IV: Do students rely on each other to work through challenging activities, holding each other accountable?*

	D) Resources and instructional materials	Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and promote cognitive engagement.	*All of level 3 and...*
					Resources and instructional materials require cognitive engagement. Students choose, adapt, or create materials to extend learning.
						• *Do resources and instructional materials:*
						  o *Suite the learning objective?*
						  o *Support attainment of the learning objective?*
						  o *Promote or require cognitive engagement?*
						• *Level IV: Do students choose, adapt, or create materials to extend learning?*

3.4 Monitoring student learning during instruction	A) Checking for understanding and adjusting instruction	The teacher does not check for students' understanding of the learning objectives during the lesson. OR The teacher does not adjust instruction based on the data.	The teacher inconsistently checks for understanding throughout the lesson cycle. OR The checks do not yield actionable data on students' progress toward the learning objective(s). OR The teacher inconsistently or ineffectively adjusts instruction based on the data.	The teacher checks for understanding using varied techniques throughout the lesson cycle to yield actionable data on students' progress toward the learning objective(s). AND The teacher adjusts instruction based on the data to meet students' learning needs.	*All of level 3 and...* The teacher implements differentiated instruction and continued checks for understanding based on the progress of subgroups toward mastery of the learning objective(s).	• *Does the teacher check for understanding throughout the lesson cycle?* • *Does the teacher use varied techniques to check for understanding?* • *Do checks for understanding yield actionable data?* • *Does the teacher effectively adjust instruction based on data from checks for understanding?* • *Level IV: Does the teacher implement differentiated instruction for subgroups based on data from checks for understanding?* *NOTE: This indicator is aligned to 1.5A.*
	B) Feedback to students	The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).	The teacher provides feedback but not throughout the lesson cycle. OR Feedback inconsistently advances students toward attainment of the learning objective(s).	The teacher provides feedback throughout the lesson cycle that is specific and timely. AND Feedback consistently advances students toward attainment of the learning objective(s).	*All of level 3 and...* Students provide specific feedback to one another.	• *Does the teacher provide feedback throughout the lesson cycle?* • *Is feedback specific and timely?* • *Does feedback advance students toward the learning objective?* • *Level IV: Do students provide specific feedback to one another?*
	C) Self- monitoring	The teacher does not provide students with opportunities to engage in self- monitoring of their own progress or thinking.	The teacher provides students with limited opportunities for self-monitoring exercises.	The teacher provides students with opportunities for self-monitoring exercises that move students towards a deeper mastery of the objective(s).	Students self-monitor without the direction of the teacher. AND Students judge their own performance relative to success criteria.	• *Does the teacher provide opportunities for self-monitoring?* • *Does self-monitoring move students toward mastery of the learning objective?* • *Level IV: Do students self-monitor and judge their own performance?* *NOTE: Goal setting has been removed from this indicator.*

Contributions to School Community and Family

Domain 4: *Developing Professional Practice*

Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general data to support the judgment.	*All of level 3 and…* The teacher cites specific data, and weighs the relative strengths of each data source. .
	B) Use in future planning	The teacher has limited suggestions for how the lesson could be improved.	The teacher makes general suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the specific lesson can be improved and general suggestions for improving the teaching practice as a whole.	*All of level 3 and…* The teacher predicts how the improvements will advance student learning in future lessons.
	C) Acceptance of feedback	The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice.	The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.	*All of level 3 and…* The teacher proactively seeks feedback on what has been implemented.
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	*All of level 3 and…* The teacher assumes appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	*All of level 3 and…* The teacher seeks out professional development opportunities and initiates activities that contribute to the profession.
	C) Shared commitment	The teacher demonstrates little commitment to supporting shared agreements that support student learning.	The teacher adheres to shared agreements that support student learning.	The teacher contributes to and actively endorses shared agreements that support student learning.	*All of level 3 and…* The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.

Domain 4: *Developing Professional Practice*

Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
4.3 Exhibiting and upholding the Green Dot Core Values	A) Unwavering belief in all student's potential	Teacher demonstrates a pattern of failing to put students first (for example, making self available to students, not referring students to academic or behavioral interventions as needed, inconsistently promoting a positive "students can achieve" attitude on campus).	With rare exception, teacher puts students first, (for example, making self available to students referring students to academic or behavioral interventions as needed, promoting a positive "students can achieve" attitude on campus).	Teacher consistently puts students first (for example, making self available to students, referring students to academic or behavioral interventions as needed, promoting a positive "students can achieve" attitude on campus).	*All of level 3 and...* The teacher assumes a leadership role in encouraging others to develop this belief.
	B) Passion for excellence	Teacher demonstrates a pattern of failing to be solution-oriented, strive for continuous improvement, and be data-driven.	With rare exception, teacher is solution-oriented, striving for continuous improvement, and is data-driven	Teacher is consistently solution-oriented, striving for continuous improvement, and is data-driven.	*All of level 3 and...* The teacher takes it upon himself to isolate concerns at the school level, develop solutions, and present them to staff and stakeholders.
	C) Personal responsibility	Teacher demonstrates a pattern of failing to hold him/herself accountable for results, inconsistently staying until the job is well-done.	With rare exception, teacher holds him/herself accountable for results, staying until the job is well-done.	Teacher consistently holds him/herself accountable for results, staying until the job is well-done.	*All of level 3 and...* The teacher seeks out opportunities to help others develop their personal responsibility.
	D) Respect for others and community:	Teacher demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	With rare exception, teacher interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	Teacher consistently interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	*All of level 3 and...* The students contribute to the design and implementation of the parent communication system.
	E) All stakeholders critical to process	Teacher demonstrates a pattern of failing to solicit and incorporate input from stakeholders.	With rare exception, teacher solicits and incorporates input from all stakeholders.	Teacher consistently solicits and incorporates input from all stakeholders.	*All of level 3 and...* The teacher is transparent about stakeholder input, and allows stakeholders to view their data.

Domain 5: *Developing Partnerships with Family and Community*

Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The teacher initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	*All of level 3 and...* The teacher promotes frequent two-way communication with parents to improve student learning with students contributing to the design of the system.
	B) Responsiveness to parent inquiries and communication	The teacher does not respond, or regularly responds insensitively to parent concerns about students.	The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The teacher responds to parent concerns in a timely and culturally respectful manner.	*All of level 3 and...* The teacher handles this communication with professional and cultural sensitivity.
	C) Inclusion of the family as a partner in learning decisions	The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	*All of level 3 and...* Students contribute ideas for projects that will be enhanced by family participation.
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students	The teacher does not provide parents with strategies to support their child's success and college-readiness.	The teacher provides parents with limited strategies to support their child's success and college-readiness.	The teacher provides parents with several strategies to support their child's success and college-readiness including resources outside of the school.	The teacher works collaboratively with parents to identify appropriate strategies to support their child's success and college- readiness including resources outside of the school. Students initiate the use of strategies with their parents.
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy	There is little / no evidence that students work with the teacher to establish learning goals, or that the teacher advocates for students to establish high learning goals.	There is evidence that the teacher advocates for groups of students to establish high learning goals, and that he/she works with students as a group to set goals.	The teacher encourages and advocates for students to attain high learning goals, works to help set and monitor goals, and integrates curriculum experiences that connect to student goals.	*All of level 3 and...* The teacher establishes processes through which students establish and monitor high personal learning goals, and self-advocate for their attainment of the goals.
	B) Knowledge of community resources	The teacher is unaware of resources for students available through the school, CMO or community that students may access to learn about success in college and beyond.	The teacher demonstrates knowledge of resources for students available through the school or CMO, but has limited knowledge of resources available more broadly, or does not work to utilize the available resources to support student understanding of success in college and beyond.	The teacher displays awareness of resources for students available through the school or CMO, and familiarity with resources external to the school and on the Internet; available resources are utilized to increase relevance and student understanding of success in college and beyond.	*All of level 3 and...* Students identify and incorporate resources relevant to them, and that increases their understanding of success in college and beyond.

Domain 5: *Developing Partnerships with Family and Community*

Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
	C) Support for students in accessing these resources	The teacher is unaware of resources and therefore unable to support students accessing resources.	The teacher refers students to other adults in the school to support students in accessing resources.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts.	*All of level 3 and…* The teacher promotes the students in taking responsibility for identifying and maintaining contacts with resources.