Rubric for Evaluating Colorado's Teachers

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success. Effective Teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

The Teacher Quality Standards outline the knowledge and skills required of an effective Teacher and will be used to evaluate Teachers in the state of Colorado. All School Districts and BOCES shall base their evaluations of licensed classroom Teachers on the full set of Teacher Quality Standards and associated detailed Elements included below, or shall adopt their own locally developed standards that meet or exceed the Teacher Quality Standards and Elements.

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).				
Not Evident	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element a: Teachers provide instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction; and the individual needs of their students.				
The teacher: ☐ Rarely plans instruction aligned to Colorado Academic Standards, their District's organized plan for instruction, or student needs. ☐ Uses instructional objectives that are inappropriate for some students.	**The teacher:** ☐ Uses the Colorado Academic Standards, the district's plan of instruction, and individual student needs as the foundation for lesson plans.	**. . . and** **The teacher:** Aligns instruction with: ☐ Student learning objectives. ☐ District plan for instruction. ☐ Colorado Academic Standards. ☐ Needs of students. ☐ Collaborates with other school staff to vertically and horizontally articulate the curriculum.	**. . . and** **Students:** ☐ Move to the next curriculum level or next higher course in sequence without remediation. ☐ Interact with the rigorous and challenging in meaningful ways and without becoming frustrated.	**. . . and** **Students::** ☐ Discuss with their teacher and significant adults any potential gaps in their learning in order to address them.

CDE Draft 2012

2012-03-12 ---DRAFT – for development purposes only. Will be revised during first three months of 2012

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Element b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
		. . . and	**. . . and**	**. . . and**
The teacher: ☐ Has little knowledge of literacy content and its importance to overall student achievement. ☐ Teaches literacy skills (reading, writing, speaking and listening) only in reading or language arts classes.	**The teacher:** Integrates literacy skills and knowledge into lessons and assignments across subject areas, including: ☐ Phonological awareness. ☐ Phonics. ☐ Reading fluency. ☐ Vocabulary. ☐ Comprehension. ☐ Writing ☐ Speaking. ☐ Listening skills. ☐ Engages students in purposeful, direct, explicit, and systematic literacy instruction. ☐ Uses materials, resources, and instructional strategies appropriate for enhancing students' literacy skills and knowledge.	**The teacher:** ☐ Demonstrates a deep understanding of the literacy content. Provides literacy instruction that is: ☐ Needs-based. ☐ Intensive. ☐ Of sufficient duration to accelerate learning. ☐ Designed to enhance critical thinking and reasoning, information literacy, collaboration, self-direction, and innovation.	**Students:** Apply literacy skills (reading, writing, speaking, and listening) ☐ Across academic content areas. ☐ In everyday life skills. ☐ Communicate orally and in writing at levels that meet or exceed expectations for their age and grade.	**Students:** ☐ Exceed expectations in critical thinking and problem solving skills. ☐ Exceed expectations in reading, writing, speaking and listening skills.

CDE Draft 2-24-2012

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Not Evident	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element c: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.				
The teacher: ☐ Teaches math as a series of steps or procedures. ☐ Focuses math instruction on recall of facts and/or developing computational skills. ☐ Teaches problem solving skills only after initially drilling students on isolated skills.	**The teacher:** ☐ Presents topics in sequence and in a manner appropriate to students' age and grade. ☐ Makes it clear to students why they need to learn the content and skills. ☐ Helps students understand mathematics rather than just following steps or procedures.	**. . . and** **The teacher:** ☐ Provides a balance teaching for conceptual understanding and teaching for procedural fluency. Establishes an effective mathematics environment by: ☐ Challenging students to think deeply about the problems and to explain their solutions. ☐ Posing questions that stimulate students' curiosity and encourage them to investigate further. ☐ Actively engaging students in doing math. ☐ Using real-world examples for problems whenever possible. ☐ Making interdisciplinary connections to math.	**. . . and** **Students:** ☐ Learn to think mathematically by explaining their thinking to each other and to their teacher. ☐ Create way of sharing their ideas and solutions to challenging problems. ☐ Strive to achieve the high standards set for them. ☐ Solve problems in a variety of ways and explain why they used specific strategies to classmates. ☐	**. . . and** **Students:** ☐ Use the language of math to talk about what they are doing. ☐ Interpret mathematical information in ways that make it relevant to their learning. ☐ Recognize when they make procedural errors and take steps to correct them. ☐ Build on mathematical concepts to expand their learning and move to the next level in the course sequence.

CDE Draft 2-24-2012

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Not Evident	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element d: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.				
The teacher: ☐ Provides inaccurate and/or incomplete explanations to students. ☐ Uses inaccurate and/or inappropriate instructional materials and resources. ☐ Employs a limited range of instructional strategies. ☐ Assigns independent work for initial instruction.	**The teacher:** ☐ Provides accurate, clear, concise, and comprehensive explanations of content. ☐ Uses Instructional materials that are accurate and appropriate for the lesson being taught. ☐ Maximizes learning opportunities.	**. . . and** **The teacher:** ☐ Designs lessons to assure that learning targets are addressed. ☐ Incorporates postsecondary and workforce readiness skills into lessons. ☐ Engages students in a variety of explanations and multiple representations of concepts and ideas. ☐ Uses a variety of inquiry methods to explore new ideas and theories.	**. . . and** **Students:** ☐ Develop a variety of explanations and multiple representations of concepts. ☐ Build on the skills and knowledge learned in classroom to engage in more complex concepts, ideas, and theories ☐ Use a variety of inquiry tools and strategies to learn contend and understand central concepts. ☐ Use observations and discovery to answer complex questions.	**. . . and** **Students** routinely: ☐ Choose challenging tasks and instructional materials. ☐ Apply newly learned content and critical thinking and reasoning skills to new situations and different disciplines. ☐ Initiate discussions of intellectually challenging ideas and content. ☐ Expand their skills and move to the next level of performance. ☐ Raise and/or answer complex questions.

CDE Draft 2-24-2012

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Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element e: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				
The Teacher: ☐ Inconsistently monitors learning during instruction. ☐ Rarely implements instruction that communicates a purpose for learning.	**The teacher:** Establishes an environment and uses instructional strategies that assure that instruction: ☐ Address the full spectrum of learning needs, skill levels, and learning styles. ☐ Articulates content and interdisciplinary connections.	**. . . and** **The teacher:** ☐ Carefully and clearly builds interdisciplinary connections for students. ☐ Provides instructional strategies that include literacy, numeracy, and language development across content areas. ☐ Make connections between prior knowledge and the current lesson.	**. . . and** **Students**: ☐ Help set their own learning targets based on self-monitoring activities. ☐ Transfer knowledge and skills from one content area to another.	**. . . and** **Students:** ☐ Reflect on their learning. ☐ Use current lesson to accelerate their learning, and advance to the next performance level. ☐ Lead discussions.
Element f: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.				
The teacher: ☐ Motivates some, but not all, students to make connections to their learning. ☐ Selects instructional materials and strategies without regard to relevance, central contexts, or foundational evidence base. ☐ Inconsistently or inappropriately links content and prior knowledge.	**The teacher:** Designs instruction that: ☐ Helps students connect to their learning by linking curriculum with prior knowledge, experiences, and or cultural contexts. ☐ Employs appropriate services, resources, and materials to facilitate student engagement. ☐ Is developmentally appropriate.	**. . . and** **The teacher:** ☐ Motivates students to make connections to prior learning. ☐ Designs lessons and materials to assure that learning targets are addressed in ways that are meaningful for diverse learners.	**. . . and** **Students** connect to their learning by: ☐ Interacting with materials that are relevant to them. ☐ Asking questions and solving problems that are meaningful to them. ☐ Articulating the relevance of different cultures to their own learning. ☐ Making connections to prior learning in order to facilitate understanding of current content.	**. . . and** **Students:** ☐ Are actively engaged in learning. ☐ Choose tasks that challenge and expand their skills and knowledge. ☐ Seek opportunities to apply workforce or postsecondary readiness skills. ☐ Make connections to other disciplines, theories, ideas, and/or content.

CDE Draft 2-24-2012

2012-03-12 ---DRAFT – for development purposes only. Will be revised during first three months of 2012

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
☐ Student Achievement Data	
☐ Student feedback	
☐ Parent feedback	
☐ Lesson plans/units of study	
☐ Feedback from walkthrough observations	
☐ Instructional activities schedules	
☐ Student journals/learning logs	
☐ Student work	
☐	
☐	
☐	

Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.

Comments of person being evaluated. (Optional)

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Not Evident	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element a: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.				
The teacher creates a classroom environment in which: ☐ Students are respectful of some, but not all, of their classmates. ☐ It is difficult for students to build positive relationships with each other.	**The teacher** creates a classroom environment that: ☐ Emphasizes mutual respect for and understanding of all students. ☐ Encourages positive relationships between and among students. ☐ Is conducive for all students to learn.	**. . and** **The teacher:** ☐ Creates a classroom environment which values diverse perspectives for their contributions to improved learning.	**. . and** **Students:** ☐ Relate to each other, their teacher, and other adults with mutual respect. ☐ Demonstrate respect for classmates.	**. . and** **Students:** ☐ Engage in respectful and open dialogue with each other and their teachers. ☐ Monitor their own behavior with respect to expectations set by the teacher.
Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				

CDE Draft 2-24-2012

2012-03-12 ---DRAFT – for development purposes only. Will be revised during first three months of 2012

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element b: Teachers demonstrate a commitment to and respect for diversity.				
The teacher: Creates a classroom environment in which: ☐ Student diversity is not valued. ☐ The importance of student and family background characteristics on the student's growth and development is marginally considered in developing lessons.	**The teacher:** ☐ Uses instructional approaches and materials that reflect students' backgrounds. ☐ Acknowledges the value of each student's contributions to the quality of lessons.	**. . . and** **The teacher** establishes routine processes that result in**:** ☐ A strong sense of community among students. ☐ Effective interactions among students. ☐ Respect for individual differences. ☐ Positive social relationships.	**. . . and** **Students:** ☐ Respect the backgrounds of fellow students. ☐ Have a strong sense of self-identity.	**. . . and** **Students:** ☐ Actively seek a variety of perspectives to complete group assignments.
Element c: Teachers engage students as individuals with unique interests and strengths.				
The teacher: ☐ Demonstrates low-level expectations for some students. ☐ Uses data for instructional decision making on an infrequent basis. ☐ Is inconsistent in the degree to which students are held accountable for their learning.	**The teacher:** ☐ Monitors students for level of participation. ☐ Encourages students to share their interests. ☐ Challenges students to expand and enhance their learning. ☐ Acknowledges students for their accomplishments.	**. . . and** **The teacher:** ☐ Asks appropriately challenging questions of all students. ☐ Scaffolds questions. ☐ Gives wait time equitably. ☐ Flexibly groups students. ☐ Assumes that all students will meet or exceed expectations. ☐ Ensures that all students participate with a high level of frequency.	**. . . and** **Students:** ☐ Actively participate in classroom activities. ☐ Monitor their performance for frequency of participation. ☐ Seek opportunities to respond to difficult questions.	**. . . and** **Students:** ☐ Select challenging content and activities when given the choice in order to stretch their skills and abilities. ☐ Encourage fellow students to participate and challenge themselves. ☐ Participate in collaborative learning and appropriate group processes.

CDE Draft 2-24-2012

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Not Evident	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element d: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.				
The teacher: ☐ Follows publishers' example lesson plans rather than customizing lessons to address individual student learning needs. ☐ Engages in limited collaboration with specialists, families, and colleagues to understand student needs. ☐ Makes value judgments that make families feel uncomfortable.	**The teacher:** ☐ Designs instruction to address specific learning needs of some groups of students (e.g., ELL, special needs, gifted and talented). ☐ Challenges all students to learn to their greatest ability. ☐ Monitors the quality of student participation and performance.	**. . . and** **The teacher:** ☐ Solicits input from parents, colleagues, specialists, and others to understand students' learning needs. ☐ Uses multiple strategies to teach and assess students. ☐ Adapts instructional strategies to meet student needs.	**. . . and** **Students:** ☐ Actively participate in classroom activities. ☐ Articulate an awareness of their learning needs. ☐ Advocate for themselves. ☐ Reflect about their learning and make adjustments to accommodate their learning needs.	**. . . and** **Students:** ☐ Seek out ways to cope with learning differences and apply coping skills to classroom situations. ☐ Share coping strategies and with fellow students. ☐ Support fellow classmates by implementing peer supports.
Element e: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.				
The teacher: ☐ Collaborates with others infrequently or only as required in order to address identify, understand and address student learning needs. ☐ Establishes a classroom environment that is not inviting to families and significant adults in the lives of students.	**The teacher:** ☐ Maintains appropriate and respectful relationships with students and their significant adults. ☐ Uses a variety of methods to initiate communication with parents and significant adults. ☐ Is sensitive to the diverse family structures in communication to/about the student.	**. . . and** **The teacher:** ☐ Partners with families and significant adults to help student meet education goals. ☐ Maximizes the home/school connection by coordinating information from significant adults with colleagues who provide student services. ☐ Seeks out services and resources to meet the diverse needs of students.	**. . . and** **Students:** ☐ Communicate with teachers and family members to advocate for help in meeting learning goals. **Families:** ☐ Initiate communication with teachers to discuss student needs. ☐ Participate in a variety of school-based activities. ☐ Willingly share information that may impact student learning (e.g., family dynamics, language development issues.)	**. . . and** **Students:** ☐ Seek out available assistance such as tutoring, advice from specialists, and guidance from fellow students to address learning issues. **Families:** ☐ Seek the teacher's assistance to find resources and services to support student needs. ☐ Partner with the teacher and the school for the benefit of their students.

CDE Draft 2-24-2012

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Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Not Evident	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element f: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.				
The teacher: ☐ Provides a transition period at the beginning of each class prior to beginning instruction. ☐ Posts rules as required but does not monitor student adherence to them.	**The teacher:** ☐ Begins lessons on time. ☐ Puts procedures in place to avoid interruption to instructional time. ☐ Posts class rules where they are readily available to all students.	**. . . and** **The teacher:** ☐ Monitors students' time on task and makes adjustments to classroom management strategies when necessary. ☐ Ensures that students adhere to school and class rules. ☐ Uses appropriate intervention strategies to maintain a safe and orderly environment.	**. . . and** **Students:** ☐ Use time efficiently and effectively by staying on task and avoiding interruptions to their work. ☐ Abide by school and class rules.	**. . . and** **Students:** ☐ Help other students stay on task. ☐ Accept responsibility for their own behavior and use of time.

Examples of Artifacts that may be used to provide evidence of performance:	**Evidence of performance provided by artifact:**
☐ Student Achievement Data	
☐ Student feedback	
☐ Parent feedback	
☐ Lesson plans/units of study	
☐ Feedback from walkthrough observations	
☐ Instructional activities schedules	
☐ Student journals/learning logs	
☐ Student work	
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Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.

Comments of person being evaluated. (Optional)

CDE Draft 2-24-2012

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Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Not Evident	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element a: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.				
		. . . and	**. . . and**	**. . . and**
The teacher: ☐ Provide instruction that is developmentally appropriate for some, but not all, students. ☐ Differentiates instruction only for the hardest to reach students.	**The teacher**: ☐ Provides instruction that is developmentally appropriate for all students. ☐ Studies emerging research to expand personal knowledge of how students learn and to better understand the learning needs of students	**The teacher**: ☐ Adapts lessons to address the strengths and weaknesses of students. ☐ Applies knowledge of current developmental science to address student needs. ☐ Collaborates with colleagues with experience in these areas to improve the quality of lessons.	**Students**: ☐ Articulate their developmental and learning needs. ☐ Seek out materials and resources appropriate for their learning styles and needs. ☐ Strive to perform at levels exceeding expectations. ☐ Monitor and track their own performance data to understand how they learn and where their time and efforts are best used.	**Students**: ☐ Recommend to the teacher ways to adapt lessons to make them more engaging, challenging, and relevant. ☐ Perform at levels exceeding expectations.
Element b: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.				
		. . . and	**. . . and**	**. . . and**
The teacher: ☐ Inconsistently uses assessment feedback to guide adjustments to instruction. ☐ Delivers instruction based on publishers' scope and sequence and pacing guides.	**The teacher**: ☐ Assures that required skills are taught and assessed by making connections among learning targets and assessment methods and strategies. ☐ Advances students' content knowledge and skills	**The teacher**: ☐ Monitors instruction against student performance and make real-time adjustments. ☐ Encourages students to take academic risks. ☐ Assures that students advance through the curriculum at a pace that will allow them to achieve learning objectives and maintain grade level proficiency.	**Students**: ☐ Partner with the teacher and fellow students to suggest engaging and motivating lessons and relevant content. ☐ Monitor their own level of engagement and confer with teacher to achieve learning targets.	**Students**: ☐ Strive to address their own learning needs and close gaps between their level of performance and that of other students. ☐ Take academic risks.

CDE Draft 2-24-2012

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Not Evident	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.				
The teacher: ☐ Relies on craft knowledge and personal experience to guide instruction. ☐ Resists changes to instructional practices	**The teacher**: ☐ Makes lesson objectives clear to the students. ☐ Ensures that students understand the importance of lesson objectives. ☐ Employs a variety of instructional strategies. ☐ Encourages critical thinking, problem solving, and performance skills. ☐ Checks for student understanding..	**. . . and** **The teacher**: ☐ Facilitates learning by supporting students as they learn new material. ☐ Creates an environment in which students are invited to reflect on and communicate about their own learning. ☐ Researches effectiveness of instructional technology approaches and activities and selects those most appropriate for lesson at hand.	**. . . and** **Students:** ☐ Articulate the importance of the lesson objective and connect it their prior knowledge in a significant and meaningful way. ☐ Describe their level of performance in relation to lesson objectives.	**. . . and** **Students:** ☐ Recommend to the teacher ways to adapt lessons to make them more engaging, challenging, and relevant. ☐ Apply skills and knowledge learned in the classroom. ☐ Articulate to their teacher and peers the ways in which they learn most effectively.
Element d: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.				
The teacher: ☐ Uses technology infrequently to facilitate classroom instruction.	**The teacher:** ☐ Teacher uses technology to facilitate instruction. ☐ Assures that all students have equal access to available technology.	**. . . and** **The teacher:** Uses available technology to: ☐ Enhance student learning. ☐ Develop students' knowledge and skills. ☐ Enhance creative and innovative skills. ☐ Provide engaging and motivating learning experiences.	**. . . and** **Student:** ☐ Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology.	**. . . and** **Students** find new ways to use technology to: ☐ Accelerate their learning to advance to the next level of performance. ☐ Apply team building and networking skills. ☐ Deepen critical thinking skills. ☐ Communicate with fellow students, teachers, parents, and others more effectively.

CDE Draft 2-24-2012

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Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
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Element e: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.				
The teacher: ☐ Incorporates higher order thinking or problem solving skills into instructional strategies into few, if any, lessons..	**The teacher:** ☐ Sets student expectations at a level that challenges some, but not all, students. ☐ Incorporates higher order thinking, critical thinking and/or problem-solving skills into lessons.	**. . . and** **The teacher:** ☐ Clearly communicates high expectations for all students. ☐ Systematically and explicitly teaches higher-order thinking and problem-solving skills. ☐ Allows time for responses and discussion.	**. . . and** **Students:** ☐ Strive to achieve the expectations set by the teacher. ☐ Apply higher-order thinking and problem-solving skills to address challenging issues. ☐ Apply higher-order thinking and problem-solving skills in new learning environments.	**. . . and** **Students:** ☐ Monitor their progress to determine how well they are progressing to achieving teacher's high expectations. ☐ Seek out opportunities to test their problem-solving and higher-order skills in order to improve performance.
Element f: Teachers provide students with opportunities to work in teams and develop leadership qualities.				
The teacher: ☐ Includes some, but not all students in individual and group activities. ☐ Provides limited opportunities for students to participate using various roles and modes of communication.	**The teacher** plans lessons that**:** ☐ Require students to work individually and in groups. ☐ Provide opportunities for students to participate using various roles and modes of communication.	**. . . and** **The teacher:** ☐ Adjusts lessons when necessary to provide students with opportunities to work in teams. ☐ Adjusts group composition based on lesson objectives and student needs.	**. . . and** **Students:** ☐ Assume leadership roles in their teams whenever possible. ☐ Accept their assigned roles within the team.	**. . . and** **Students:** ☐ Utilize group processes to build trust and promote effective interactions among team members.
Element g: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.				
The teacher: ☐ Communicates ineffectively with students. ☐ Does not set expectations for students to communicate effectively.	**The teacher:** ☐ Models effective communication skills. ☐ Sets expectations for students to communicate effectively.	**. . . and** **The teacher:** ☐ Models and teaches effective skills in listening, presenting ideas, and leading discussions. ☐ Provides opportunities for students to practice communication skills.	**. . . and** **Students:** ☐ Apply effective written and oral communication skills in their work. ☐ Demonstrate a respectful and sensitive approach toward fellow students, parents, and teachers.	**. . . and** **Students:** ☐ Facilitate teams in ways that build trust and ownership of ideas among team members. ☐ Model formal communications in academic settings.

CDE Draft 2-24-2012

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Not Evident	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element h: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.				
The teacher: ☐ Rarely provides feedback to students and parents. ☐ Assigns grades using inconsistent and/or inappropriate strategies. ☐ Assigns grades based on procedures that do not provide a complete picture of student skills and knowledge. ☐ Does not involve students in monitoring their own learning.	**The teacher:** ☐ Establishes consistent and appropriate strategies for assigning grades. ☐ Bases grades on multiple measures that provide a comprehensive and consistent picture of student skills and knowledge. ☐ Provides feedback to students and their significant adults as required by the school and/or district.	**. . . and** **The teacher:** ☐ Requires students to complete assessment tasks similar to those on state (e.g., CSAP) and national (e.g., SAT, NAEP) assessments. ☐ Uses a variety of assessment methods (formative assessment data, work samples, artifacts, and quantitative performance data). ☐ Provides frequent, timely, specific and individualized feedback about the quality of student work. ☐ Teaches students to use feedback in their learning.	**. . . and** **Students:** ☐ Self assess on a variety of skills and concepts. ☐ Articulate their personal strengths and needs based on self assessment. ☐ Effectively use formal and informal feedback to monitor their learning.	**. . . and** **Students** assume ownership for : ☐ Evaluating and monitoring their progress. ☐ Setting learning goals. ☐ Compiling portfolios of their work. ☐ Applying teacher feedback to improve performance and accelerate their learning.

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☐ Feedback from walkthrough observations	
☐ Instructional activities schedules	
☐ Student journals/learning logs	
☐ Student work	
☐ Anecdotal records	
☐ Formative and summative assessments of student work	

CDE Draft 2-24-2012

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Comments of person being evaluated (optional).

Quality Standard IV: Teachers reflect on their practice.				
Not Evident	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element a: Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.				
The teacher: ☐ Collects and analyze student data when required to do so. ☐ Uses data to submit required reports to school or district administrators.	**The teacher:** ☐ Understands the importance of knowing how student learning occurs and what can be done to improve student growth. ☐ Dialogues with colleagues to make connections between school and classroom data and research-based practices.	**. . . and** **The teacher:** ☐ Communicates with students, significant adults, and colleagues to collect information about students' development and growth. ☐ Applies knowledge of student learning, development, and growth to the development/ revision of lesson plans and instructional strategies. ☐ Collects multiple examples of student work over time and uses it as evidence of how students are progressing.	**. . . and** **The teacher:** Modifies instruction to assure that all students: ☐ Understand what is expected of them. ☐ Are challenged to meet or exceed expectations. ☐ Participate in classroom activities with a high level of frequency and quality. ☐ Take responsibility for their work. ☐ Have the opportunity to build on their interests and strengths.	**. . . and** **The teacher:** ☐ Monitors and evaluates personal behavioral changes to determine what works for students. ☐ Develops individual student learning plans based on multiple examples of student work and information gathered from students, parents, and colleagues.

CDE Draft 2-24-2012

Quality Standard IV: Teachers reflect on their practice.				
Not Evident	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element b: Teachers link professional growth to their professional goals.				
The teacher: ☐ Ignores performance feedback from supervisor and/or colleagues. ☐ Completes some, but not all, required professional development requirements. ☐ Does not link professional development to professional practice.	**The teacher:** ☐ Seeks out high quality professional development opportunities to meet professional goals. ☐ Links professional development to strengths and weaknesses. ☐ Learns new skills to improve student learning. ☐ Applies knowledge and skills learned through professional development to instructional decisions.	**. . . and** **The teacher:** ☐ Shares lessons learned with colleagues. ☐ Develops and follows a long-term professional development plan to guide professional growth. Plans and engages in professional development activities based on: ☐ Likelihood of having a positive impact on student learning. ☐ Alignment with content standards and school and district initiatives. ☐ Current research. ☐ Student needs.	**. . . and** **Students:** ☐ Embrace new and different ways of approaching content. ☐	**. . . and** **Students**: ☐

CDE Draft 2-24-2012

Quality Standard IV: Teachers reflect on their practice.				
Not Evident	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element c: Teachers are able to respond to a complex, dynamic environment.				
The teacher does not collaborate with colleagues to**:** ☐ Consider new ideas to improve teaching and learning**.** ☐ Support struggling students. ☐ Contribute to campus goals.	**The teacher:** ☐ Contributes to school committees and teams. Maintains a positive, productive and respectful relationship with colleagues. ☐ Requests feedback from colleagues to help improve performance.	**. . . and** **The teacher:** Initiates and leads collaborative activities with colleagues to: ☐ Analyze student data and interpret results. ☐ Apply findings to improve teaching practice. ☐ Support struggling and/or advanced/above grade level students.	**. . . and** **Teachers:** ☐ Serves as a critical friend for colleagues, both providing and receiving feedback on performance.	**. . . and** **Teachers:** ☐ Strengthen teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. ☐ Seeks out specific feedback on areas of professional practice that are in need of improvement.

Examples of Artifacts that may be used to provide evidence of performance:	**Evidence of performance provided by artifact:**
☐	
☐	
☐	

Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.

Comments of person being evaluated (Optional)

CDE Draft 2-24-2012

2012-03-12 ---DRAFT – for development purposes only. Will be revised during first three months of 2012

Quality Standard V: Teachers demonstrate leadership.				
Not Evident	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element a: Teachers demonstrate leadership in their schools.				
The teacher: ☐ Participates only in school activities expected of all teachers. ☐ Limits collaboration with colleagues to relationship building. ☐ Avoids opportunities to assume leadership roles within the school. ☐ Works in isolation most of the time.	**The teacher:** ☐ Participates in school and district school improvement initiatives. ☐ Contributes to school committees and teams. ☐ Maintains a positive, productive and respectful relationship with colleagues.	**. . . and** **The teacher** collaborates with colleagues to: ☐ Supports student growth and development ☐ Contributes to school goals ☐ Enhances opportunities for professional growth. ☐ Provides input into the management of the school. ☐ Mentors and supports new or struggling teachers.	**. . . and** **The teacher:** ☐ Shares knowledge of good practices with colleagues in other schools and districts. ☐ Confers with school administrators to improve teacher working and student learning conditions. ☐ Participate in district wide decision making processes that impact the school.	**. . . and** **The teacher:** Initiates and leads collaborative activities with colleagues to: ☐ Analyze student data and interpret results. ☐ Apply findings to improve teaching practice. ☐ Share ideas to improve teaching and learning ☐ Contribute to school goals. ☐ Support struggling students. ☐ Advocates for the inclusion of teachers in education and government decision making processes.
Element b: Teachers contribute knowledge and skills to educational practices and the teaching profession.				
The teacher: ☐ Avoids leadership responsibilities within the school and the district.	**The teacher:** ☐ Participates in professional growth and development activities whenever possible.	**. . . and** **The teacher:** ☐ Provides leadership to school-based teams in order to harness the skills and knowledge of colleagues.	**. . . and** **The teacher:** ☐ Participates in district wide decision making processes that impact the school.	**. . . and** ☐ Advocates for the inclusion of teachers in education and government decision making processes.

CDE Draft 2-24-2012

2012-03-12 ---DRAFT – for development purposes only. Will be revised during first three months of 2012

Quality Standard V: Teachers demonstrate leadership.				
Not Evident	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element c: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				
The teacher: ☐ Does not participate in activities designed to improve policies and procedures that affect school climate and student learning.	**The teacher:** ☐ Participates in school and district task forces and committees charged with development or revision of policies and procedures.	**. . . and** **The teacher:** ☐ Implements school and district policies and procedures with fidelity. ☐ Encourages students to participate in school and district governance activities.	**. . . and** **Students:** ☐ Collaborate with teachers, administrators, and their significant adults to suggest changes to their school experience that affect their ability to acquire a high quality education. ☐ Articulate their support of policies and practices that improve their access to learning opportunities.	**. . . and** **Students:** ☐ Collaborate with school and district leaders to develop school improvement strategies. ☐ Advocate for curricular, school climate, and instructional improvements. ☐ Participate in school governance activities
Element d: Teachers demonstrate high ethical standards.				
The teacher: ☐ Maintains confidentiality only of student records as required by law. ☐ Exhibits indicators of personal and professional integrity demonstrate gaps in standards of professional practice.	**The teacher:** ☐ Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others.	**. . . and** **The teacher:** ☐ Maintains confidentiality of student and fellow teacher interactions as well as student and personal data.	**. . . and** **The teacher:** ☐ Demands ethical behavior on the part of students. ☐ Encourages colleagues to demonstrate ethical behavior.	**. . . and** **Students:** ☐ Adhere to ethical principles and demonstrate ethical behavior such as honesty, integrity, and respect for others.

Examples of Artifacts that may be used to provide evidence of performance:	**Evidence of performance provided by artifact:**
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Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.

Comments of person being evaluated (Optional)

CDE Draft 2-24-2012

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CDE Draft 2-24-2012

References:

[1]**Teacher Leadership Exploratory Consortium (2011). Teacher Leader Model Standards. http://www.teacherleaderstandards.org/downloads/TLS_Brochure.pdf. Downloaded June 7, 2011.**

[2]**Rhode Island Teacher Evaluation System**
Delaware Teacher Evaluation System
Douglas Co., CO Teacher Evaluation System
Austin Independent School District Teacher Evaluation
Jefferson Co., CO Teacher Evaluation System
Wenatchee Classroom Teacher Evaluation Instrument

Crosswalk Between Standards and Artifacts

Artifact	**1**	**2**	**3**	**4**	**5**	**6**
Individualized Education Plans						
Individualized Assistance Plans						
Lesson Plans						

Glossary: **(Go to rulemaking doc and use definitions provided there.)**

Workforce Readiness
Postsecondary Readiness
21st Century Skills

CDE Draft 2-24-2012