Danielson Framework for Teaching (2022) Rubrics by Washington State

Criterion 1: Centering instruction on high expectations for student achievement.			
2b: Fostering a Culture for Learning			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The culture of the class is not conducive to learning and does not support development.	The culture of the class is partially conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.
Critical Attributes: Purpose and Motivation			
The teacher does not convey to students the importance of learning and the feeling of success that comes with it.	The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success.	The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish.	The teacher and students display dedication to learning the content and a sense of purpose for their learning; the teacher and the students value both content mastery and personal growth.
Critical Attributes: Dispositions for Learning			
The teacher ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect.	The teacher occasionally encourages student curiosity, critical thinking, reasoning, and reflection.	The teacher encourages and intentionally develops student curiosity, critical thinking, reasoning, and reflection.	Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct effect on instruction, student learning, and development.
Critical Attributes: Student Agency and Pride in Work			
Students have little or no agency in learning experiences or classroom life.	Students are given some opportunities to exercise agency, that they may not be taken up or maybe infrequent.	Students have multiple opportunities to exercise agency, and the teacher intentionally develops and celebrates.	Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.
Critical Attributes: Support and Perseverance			
The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	The teacher encourages confidence, resilience, persistence, and teamwork promoting a conviction that with hard work and perseverance, all students can master the content.	The teacher intentionally develops and celebrates confidence, resilience, persistence, and teamwork that support student perseverance.	Students encourage one another to persevere and use strategies to support each other through challenging work.

3a: Communicating about Purpose and Content			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.
Critical Attributes: Purpose for Learning and Criteria for Success			
The teacher does not convey to students what they will be learning.	The teacher partially explains the purpose of learning but with little elaboration or specificity.	The teacher clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like.	Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.
Critical Attributes: Specific Expectations			
The teachers unclear or incomplete explanation of the learning activities hinders student engagement.	Expectations for learning activities are somewhat clear to students.	The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement.	The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning.
Critical Attributes: Explanations of Content			
The teacher makes significant content errors or fails to provide clear explanations, affecting student understanding of the content.	The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and only invite minimal participation or engagement by students.	The teacher's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding.	Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking, curiosity, and understanding of its purpose and relevance.
Critical Attributes: Use of Academic Language			
The teacher's communications include incorrect or imprecise use of academic language.	The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	The teacher's content specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to	Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students.

		support student development.	
3c: Engaging Students in Learning			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences; and make suggestions for modifications that increase meaning and relevance.
Critical Attributes: Rich Learning Experiences			
Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.	All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.	Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging.
Critical Attributes: Collaboration and Teamwork			
Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities.	Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.	Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful.
Critical Attributes: Use of Instructional Materials and Resources			
Students do not use instructional materials and resources correctly or effectively; materials and resources are not supportive of their learning, and are not equitably available.	Students use instructional materials and resources with some success to support learning and have equitable access to them.	Students use Instructional materials and resources effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content.	Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.
Critical Attributes: Opportunities for Thinking and Reflection			
The pace of the lesson is too slow or is rushed, or opportunities for	The pacing of the lesson provides opportunities for some	The pacing of the lesson supports high levels of intellectual engagement	Through opportunities provided by the teacher or their own initiative, students

thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	thought and reflection, allowing students to engage and develop understanding.	and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.	demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing a reflection in order to consolidate understanding and solidify new learning.

Criterion 2: Demonstrating effective teaching practices.			
3b: Using Questioning and Discussion Techniques			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Questioning and discussion are absent, low level, or do not support learning and development.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop their own and others thinking, reasoning skills, and habits of reflection.
Critical Attributes: Critical Thinking and Deeper Learning			
Questioning and discussion do not invite student thinking, provide little cognitive challenge, and often have a single correct response.	The teacher frames questions to promote critical thinking and deeper understanding but with uneven success.	Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.	Students initiate higher order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding.
Critical Attributes: Reasoning and Reflection			
Questioning and discussion do not invite or require students to explain their thinking.	Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so.	Through questioning and discussion, students have the opportunity to successfully reason, reflect on learning, and justify their thinking.	Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry.
Critical Attributes: Student Participation			
Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.	The teacher calls on many students or invites them to respond directly to one another but only some students answer or participate in the discussion.	The teacher successfully engages students in discussion; students actively participate and ask questions of one another.	Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.
4a: Engaging in Reflective Practice			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of the instruction.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction	The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of the instruction, exploration of new ideas and approaches and

		and results in specific changes and adjustments.	ongoing changes to practices and mindsets focused on supporting students who need it most.
Critical Attributes: Self-Assessment of Teaching			
The teacher does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.	The teacher has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development.	The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.	The teacher's assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice, and addresses the specific impact of the design or execution of elements of instruction on student learning and development.
Critical Attributes: Analysis and Discovery			
The teacher does not or is unable to analyze their impact on student success or makes no suggestions for growth or improvement.	The teacher analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindsets or beliefs, or be willing to explore new strategies or ideas.	The teacher analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.	The teacher critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing Improvement for students who need it the most.
Critical Attributes: Application and Continuous Improvement			
The teacher does not plan or consider opportunities to improve practice.	Based on reflection, the teacher has some plans for future action that will better support student learning and development.	Based on reflection, the teacher considers multiple paths forward; communicates a commitment to the success of all students; and plans, practices, and implement improvements.	Based on reflection, the teacher focuses on the best course of action for student success, demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect and analyze the results.

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			
1b: Knowing and Valuing Students			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs, partially supports learning and development.	The teacher's knowledge of students supports learning and development and enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success.
Critical Attributes: Respect for Students' Identities			
The teacher is not aware of or pays little attention to students' race, culture, or identity.	The teacher applies knowledge of students' race, culture, and identities to planning and preparation with limited success.	The teacher successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.	The teacher recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.
Critical Attributes: Understanding of Students' Current Knowledge and Skills			
The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets.	The teacher applies an understanding of students' varied knowledge and skill levels, as well as mindsets related to learning, is applied with limited success.	The teacher's understanding of students' levels of knowledge and skill, as well as their mindsets about learning, is applied successfully in planning and preparation.	The teacher's deep understanding of each student's knowledge, skills, and mindsets ensures that students receive appropriate scaffolds when necessary, meet rigorous outcomes, and are challenged to do their best work.
Critical Attributes: Knowledge of Whole Child Development			
The teacher does not attend to or have understanding of students' cognitive, social, emotional, and character development.	The teacher addresses an understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.	The teacher's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.	The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.
Critical Attributes: Knowledge of the Learning Process and Learning Differences			
The teacher displays insufficient understanding of how students learn and develop in general or of	The teacher has limited understanding of the learning process and of individual learning differences.	The teacher's accurate understanding of how students learn and learn differently is evident in planning and preparation.	In lessons planned or adapted, the teacher uses extensive knowledge of the learning process and learning differences to

individual differences for students in the class			design experiences that are engaging and successful.
3e: Responding Flexibly to Student Needs			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teachers' adjustments and responsiveness lead to deeper understanding for students and new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.
Critical Attributes: Evidence-Based Adjustments			
The teacher does not recognize, or ignores, evidence of low engagement or lack of student understanding.	The teacher attempts to adjust learning experiences based on evidence but is only partially successful.	The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs.	Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with support and encouragement of the teacher.
Critical Attributes: Receptiveness and Responsiveness			
The teacher brushes aside or does not fully address students' questions or difficulties.	The teacher attempts to incorporate students' questions and respond to their interest but only minimally or with limited success.	The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy.	Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the teacher or others in the school and beyond.
Critical Attributes: Determination and Persistence			
The teacher does not convey a level of responsibility for student learning and success or is uncertain about how to assist students.	The teacher conveys responsibility and commitment to efficacy but lacks certainty or is only partially successful in responding to student difficulties.	Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.	Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.
Student Growth 3.1: Establish Student Growth Goal(s)			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential. OR	The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential. The teacher explains how the **knowledge of**	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential. The teacher explains how the **knowledge of**	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential. The teacher explains how the **knowledge of**

The teacher does not explain how the **knowledge of individual students** informed the goal. The goal does not address an **essential standard** for the teacher's content and grade level. The goal does not require students' **cognitive or emotional engagement**. The teacher does not communicate with students' families about the goal.	**students** informed the goal for the students as a group, but not as individuals. The goal addresses an **essential standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement**. The teacher communicates the goal to students' families.	**individual students** informed the goal in specific ways. The goal addresses an **essential standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement**. The teacher seeks and considers, when provided, input from students' families in developing the goal.	**individual students** informed the goal in specific ways. The goal addresses an **essential standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement**. The teacher seeks and considers, when provided, input from students' families in developing the goal. The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.
Student Growth 3.2: Achievement of Student Growth Goal(s)			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher provides evidence of student progress on the stated learning goal from only summative assessments. There is no evidence of **student engagement in assessment** of their own progress. There is no evidence of opportunities for students to share **feedback on how they experienced the learning**. The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is limited evidence of **student engagement in assessment** of their own progress. There is limited or no evidence of opportunities for students to share **feedback on how they experienced the learning**. The teacher reflects with supervisor on student learning progress overall, but	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is evidence of **student engagement in assessment** and student monitoring of their own progress. There is evidence of opportunities for students to share **feedback on how they experienced the learning.** The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is evidence of **student engagement in assessment** and student monitoring of their own progress. There is evidence of opportunities for students to share **feedback on how they experienced the learning.** The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional

The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.	not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress. The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.	and instructional decisions impacted student progress. The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	decisions impacted student progress. The teacher uses information from student progress and students' experience of learning to: • Guide their next steps for instruction, and • Effect changes in instructional practice or professional learning beyond their own classroom or context.

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
1a: Applying Knowledge of Content and Pedagogy			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teacher's understanding of content and pedagogy partially supports student learning of the content.	The teacher's understanding of content and pedagogy supports student learning of the content.	The teacher's understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
Critical Attributes: Disciplinary Expertise			
Planning and preparation include content errors or demonstrate a lack of understanding of the content.	Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another.	Planning and preparation reflects solid understanding of the content and structure of the discipline being taught.	Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline.
Critical Attributes: Pedagogical Content Knowledge			
Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.	Lesson and unit plans include instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content.	Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.	In lessons and units planned or adapted instructional strategies and representations of content are chosen wisely in explicitly for their suitability to the content and their ability to foster high levels of intellectual engagement, skill development, and critical thinking.
Critical Attributes: Knowledge of Interdisciplinary Relationships and Skills			
No interdisciplinary relationships are identified in plans or preparation.	Plans and preparation cite some relevant connections to Concepts and other disciplines and to skills that transfer across disciplines.	Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills and their real-world application.	Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.
1c: Setting Instructional Outcomes			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Instructional outcomes are not identified, are	Instructional outcomes are moderately rigorous and are	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important

not rigorous, or are inappropriate.	appropriate for most students in the class.		content and support student autonomy, curiosity and intellectual risk-taking.
Critical Attributes: Value and Relevance			
Instructional outcomes are not relevant or meaningful or do not reflect important learning.	Instructional outcomes are somewhat relevant and partially reflect important learning and development.	Instructional outcomes are mostly relevant and reflect important learning and development	Instructional outcomes consistently reflect important, meaningful, and relevant learning that requires critical thinking.
Critical Attributes: Alignment to Grade Level Standards			
Instructional outcomes do not reflect grade-level standards.	Instructional outcomes partially reflect grade-level standards.	Instructional outcomes mostly reflect grade-level standards.	Instructional outcomes consistently reflect grade-level standards that challenge all students in the class and encourage intellectual risk taking.
Critical Attributes: Clarity of Purpose			
Instructional outcomes are unclear or are stated as activities.	Instructional outcomes are somewhat clear and partially describe what students will learn	Instructional outcomes are mostly clear and specific, likely to ensure that students understand what they will learn and how.	Instructional outcomes are uniformly clear and specific and support students to extend their learning.
Critical Attributes: Integration of Multiple Aspects of Student Development			
Instructional outcomes do not reflect a range of purposes.	Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.	Instructional outcomes represent a range of high priority, developmentally appropriate purposes, including academic, social- emotional, and character development goals.	Instructional outcomes integrate academic, social-emotional, and character development goals rather than treating them separately.
1d: Using Resources Effectively			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher is not aware of, or does not appropriately or effectively use, instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support student learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
Critical Attributes: Instructional Materials			
When instructional materials are provided,	When instructional materials are provided,	When instructional materials are provided,	When instructional materials are provided, the

the teacher does not use or learn to effectively implement them. When instructional materials are not provided, the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement.	the teacher implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials. When instructional materials are not provided, the teacher selects and uses materials that are partially aligned to standards to serve as the core of instruction and support student learning and development.	the teacher's understanding of the materials supports appropriate choices based on the specific needs of students that increase the effectiveness of the curriculum. When instructional materials are not provided, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of the students that increase the effectiveness of those materials.	teacher uses them wisely, integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy. When instructional materials are not provided, the teacher identifies a strong core set of instructional materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning and development, and deep intellectual engagement.
Critical Attributes: Technology and Digital Resources			
The teacher does not appropriately access digital resources to support student learning and development.	The teacher uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources.	Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development.	Technology and other digital resources support intellectual engagement, personalized instructional pathways for student learning and development.
Critical Attributes: Supports for Students			
The teacher does not inquire about or seek out resources to support individual student needs.	The teacher seeks some additional resources and supports a line to the individual needs of the students.	The teacher provides resources and supports aligned to students' individual needs and learning differences, allowing each student to access the curriculum and meet the learning outcomes.	Resources and supports provided or suggested by the teacher promote student agency and increase efficacy and utilizing resources to support their own learning and development.
1e: Planning Coherent Instruction			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and

	meet the intended outcomes.		support student assumption of responsibility for learning.
Critical Attributes: Tasks and Activities			
Tasks and activities are uninteresting to students, do not challenge them, or do not align to instructional outcomes.	Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge.	Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking.	Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content.
Critical Attributes: Flexible Learning			
The teacher has only a single approach or activity planned for students to learn the content.	The teacher has multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson.	The teacher tailors multiple strategies and approaches to the needs of various students to accelerate and support their success learning the content of the lesson.	Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with students to co-design learning experiences.
Critical Attributes: Student Collaboration			
Student groupings are not used or do not support learning.	Students are in groups that are only partially appropriate to the learning activities or goals.	Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.	Collaboration through teacher-designed and student-chosen instructional groups is an essential component of learning and development.
Critical Attributes: Structure and Flow			
Plans for learning are not well structured or sequenced.	Plans for learning are partially well-structured but may not be realistic about time expectations.	Plans for learning are well structured and have a flow that allows for student learning and reflection.	Plans for learning are well structured and have a flow that supports student autonomy in the learning process.

Criterion 5: Fostering and managing a safe, positive learning environment.			
2a: Cultivating Respectful and Affirming Environments			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Students do not feel safe and valued: learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
Critical Attributes: Positive Relationships			
Interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	Interactions, both between the teacher and students and among students, are inconsistently caring and respectful but form a foundation for positive relationships to develop.	Interactions, both between the teacher and students and among students demonstrate caring and respect that honor students' identities and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
Critical Attributes: Sense of Belonging			
Student participation or communication indicates that some students feel isolated, insecure, or not part of the learning community.	Student participation and communication indicate that many students feel part of a learning community that welcomes and honors their individual identity.	Student participation and communication indicate most students are engaged in a learning community that reflects their collective goals and interests while honoring individual identities.	Student participation and communication indicate they are co-creating a learning community that reflects their collective goals and interests while honoring individual identities.
Critical Attributes: Cultural Responsiveness			
Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.
Critical Attributes: Positive Conflict Resolution			
Conflict and disrespectful interactions occur in the classroom and are	Conflict and disrespectful interactions are addressed by the	The teacher and students effectively use a clear and culturally competent approach to conflict	Students in the class are responsible for resolving conflict and actively follow established processes or

neither addressed nor resolved.	teacher, with uneven results.	resolution to resolve conflict and restore trust.	norms for resolving conflict and restoring trust.
2c: Maintaining Purposeful Environments			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures established or managed primarily by the teacher and taught explicitly to students, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student directed and maximize opportunities for student learning and development.	Students have an active voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.
Critical Attributes: Productive Collaboration			
Students are not productively engaged during group work.	Students are somewhat engaged in group work.	Students are productively engaged during small group work, working purposefully and collaboratively with their peers.	Students play an active role in ensuring their time in groups is used purposely and meets their individual in group needs.
Critical Attributes: Student Autonomy and Responsibility			
Routines do not support student autonomy or assumption of responsibility.	Routines and procedures partially support student autonomy and assumption of responsibility	Routines and procedures allow students to operate autonomously and to take responsibility for their learning.	Students take responsibility for routines and procedures and take initiatives to suggest adjustments that would further support their learning and development.
Critical Attributes: Equitable Access to Resources and Supports			
Resources and supports are not deployed efficiently, effectively, or equitably.	Resources and supports are managed somewhat efficiently and effectively, those students may not have equitable access.	Resources and supports are deployed efficiently and effectively; all students are able to access what they need.	Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need.
Critical Attributes: Noninstructional Tasks			
Students do not complete noninstructional tasks or complete them inefficiently, resulting in loss of instructional time or potential danger to students.	Students complete noninstructional tasks with some efficiency but lose instructional time.	Students complete most noninstructional tasks efficiently, with little loss of instructional time.	Students complete noninstructional tasks seamlessly with no loss of instructional time.
2d: Supporting Positive Student Behavior			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
There is little evidence of explicit modeling, instruction, or guidance	The teacher models positive behaviors and	Students display positive behaviors, which the teacher models and	Students consistently and independently display positive behaviors and seek

related to positive student behaviors.	occasionally teaches them explicitly.	reinforces to promote reflection and recalibration rather than compliance.	opportunities to build a better classroom community.
Critical Attributes: Expectations for the Learning Community			
The teacher does not communicate expectations or address negative behavior.	The teacher establishes expectations to promote positive behavior but with uneven success.	The teacher and students have successfully established and agreed upon expectations.	Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.
Critical Attributes: Modeling and Teaching Habits of Character			
The teacher does not explicitly model or teach habits of character.	The teacher models and teaches habits of character but with uneven success.	The teacher models, explicitly teaches, and reinforces habits of character to promote learning, ethical behavior and citizenship.	Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment.
Critical Attributes: Self-Monitoring and Collective Responsibility			
Students take no responsibility for their own behavior and do not display awareness of their impact on others.	The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students successfully monitor their own behavior and attend to their effect on other students.	Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.
2e: Organizing Spaces for Learning			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.
Critical Attributes: Safety and Accessibility			
The space endangers student safety or is not accessible to all students.	The space is generally safe and accessible with some issues that need to be addressed.	The space is safe and accessible to all students.	Modifications are made to the environment as necessary by students and teachers to accommodate individual needs and safety.
Critical Attributes: Design for Learning and Development			
The design of the space is an impediment to learning and development.	The design of the space is not an impediment to learning but does not enhance it.	The design of the space supports student learning and development and is	The design of the space optimizes learning and development and is

		appropriate for the goals and activities.	appropriately adjusted to align to goals and activities.
Critical Attributes: Co-Creation and Shared Ownership			
Students do not help create or arrange the space for Learning and demonstrate little pride or ownership in the space.	Students have some voice in creating the space and demonstrate some ownership of it.	Students have a voice in creating the space and demonstrate shared ownership of it.	Students take initiative in designing the space, demonstrate a sense of Pride and ownership, and adjust the space as necessary to create a more beautiful and joyful environment.

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
1f: Designing and Analyzing Assessments			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the teacher know that students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and students.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.
Critical Attributes: Congruence with Instructional Outcomes			
Assessments are not aligned to the instructional outcomes.	Assessments are partially aligned to instructional outcomes but may not assess them completely.	Assessments will fully and fairly provide evidence of student understanding of the content and Mastery of outcomes, as well as reveal specific misunderstandings.	Students have varied and multiple opportunities to demonstrate Mastery of outcomes; Assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred.
Critical Attributes: Criteria and Standards			
Assessments lack criteria by which student performance can be accurately assessed.	Assessment criteria and standards have been developed, but they are unclear or too vague.	Assessment criteria and standards are established, clear, and fully understood by students.	Assessment criteria and standards are clear, and students have contributed to their development.
Critical Attributes: Planning Formative Assessments			
The teacher has no formative assessments planned.	The teacher has planned some formative assessments that will give a partially accurate picture of student learning throughout the lesson.	Formative assessments will give an accurate picture of student learning, and plans for lessons indicate possible adjustments based on formative assessment data.	Formative assessments will provide accurate and timely information to teachers and students allowing students to adjust course with minimal teacher guidance.
Critical Attributes: Analysis and Application			
Assessment results are not relevant or used for future planning.	Assessment results are used in future planning for some students, groups of students, or the class as a whole.	Assessment results from prior lessons and units are a key tool the teacher uses in planning future instruction.	Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.
3d: Using Assessment for Learning			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Formative assessment is not used during instruction or is not aligned to the	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to illicit evidence of	Students take initiative to analyze their own progress against a clear standard in order to achieve the

instructional purpose of the lesson.		understanding, analyze progress, and provide constructive feedback.	outcome and identify new opportunities and challenges.
Critical Attributes: Clear Standards of Success			
The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful.	Students partially understand how they will know they are progressing successfully and how their work will be evaluated.	The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment.	Students and those who support them have an active voice in establishing standards for success that are relevant and ambitious; they clearly understand how their progress is being assessed.
Critical Attributes: Monitoring Student Understanding			
The teacher does not determine whether students are progressing towards mastery of the goals and provides no structured opportunities for students to monitor their own progress.	The teacher's attempts to monitor student understanding and support self-assessment are limited or only partially effective.	The teacher uses questions and assessments to elicit accurate evidence of student understanding and model strategies for self-assessment, allowing students to successfully analyze their own progress toward goals.	Students take initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals.
Critical Attributes: Timely, Constructive Feedback			
Students receive no feedback, or the only feedback given is global or for only a few students.	The teacher provides some feedback, but the feedback is unclear or not oriented toward Improvement or mastery.	Students receive timely, constructive feedback from the teacher or others that advances learning.	Students make decisions and assume responsibility for their learning using high-quality, Improvement-focused feedback from many sources.
4b: Documenting Student Progress			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them.	The teacher documents some aspects of student progress, in a manner that is accessible to students and those who support them.	The teacher documents student progress towards mastery, focusing on the attainment of learning and developmental goals; students and those who support them engage in reflection on their learning progress.	Students monitor progress towards mastery in their own attainment of learning and development goals; they regularly analyze and discuss their progress with the teacher and those who support them.
Critical Attributes: Student Progress Toward Mastery			
The teacher does not adequately track student progress or the approach is not focused on mastery or aligned to goals.	The teacher tracks student progress towards mastery but it is not comprehensive or may not be useful to	There is a clear system for tracking progress towards mastery and the teacher communicates understandable and useful information to	Students are consistently aware of their own progress towards mastery of their goals; they are able to identify, reflect on, and discuss their strengths and

	students and those who support them.	students and those who support them.	needs based on clear evidence of progress.
Critical Attributes: Shared Ownership			
The teacher does not engage students or those who support them in setting, understanding, or monitoring progress toward goals.	The teacher makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success.	The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.	Students and those who support them are engaged as full Partners in setting goals, monitoring progress, and evaluating and celebrating success.
Critical Attributes: Maintaining Reliable Records			
The teacher does not have a tracking system for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	The teacher has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	The teacher has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	The teacher's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.
Student Growth 6.1: Establish Student Growth Goal(s)			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher does not develop a student growth goal. OR The teacher does not explain how the **knowledge of students** informed the goal. The goal does not address an **essential standard** for the teacher's content and grade level. The goal does not require students' **cognitive or emotional engagement**.	The teacher develops a student growth goal for students in one grade level or class. The teacher uses a single data element to explain how the **knowledge of students** informed the goal. The goal addresses an **essential standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement**.	The teacher develops a student growth goal for students in one grade level or class. The teacher uses multiple data elements to explain how the **knowledge of students** informed the goal. The goal addresses an **essential standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement**.	The teacher develops a student growth goal for students in one grade level or class. The teacher uses multiple data elements to explain how the **knowledge of students** informed the goal. The goal addresses an **essential standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement**. The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their

			own or their collective professional learning.
Student Growth 6.2: Achievement of Student Growth Goal(s)			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher provides evidence of student progress on the stated learning goal from only summative assessments. There is no evidence of **student engagement in assessment** of their own progress. There is no evidence of opportunities for students to share **feedback on how they experienced the learning**. The teacher does not provide evidence of taking responsibility for student learning progress. The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is limited evidence of **student engagement in assessment** of their own progress. There is limited or no evidence of opportunities for students to share **feedback on how they experienced the learning**. The teacher reflects with supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress, and/or next steps for groups of students or individuals. The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is evidence of **student engagement in assessment** and student monitoring of their own progress. There is evidence of opportunities for students to share **feedback on how they experienced the learning.** The teacher reflects with supervisor on the learning progress for three groups of students: Students who • exceeded the learning goal • met or nearly met the learning goal • did not yet meet the learning goal The reflection includes analysis of why students did or did not make progress, and next steps for each group. The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is evidence of **student engagement in assessment** and student monitoring of their own progress. There is evidence of opportunities for students to share **feedback on how they experienced the learning.** The teacher reflects with supervisor on the learning progress for three groups of students: Students who • exceeded the learning goal • met or nearly met the learning goal • did not yet meet the learning goal The teacher uses information from student progress and students' experience of learning to: • Guide their next steps for instruction, and • Effect changes in instructional practice or professional learning beyond their own classroom or context.

Criterion 7: Communicating and collaborating with parents and the school community.			
4c: Engaging Families and Communities			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging Partnerships that further the academic and personal success of each and every student.
Critical Attributes: Respect and Cultural Competence			
The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias.	The teacher's efforts to engage families in communities are respectful and demonstrate some cultural awareness and a commitment to learn more.	The teacher engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds.	The teacher, students, and families partner together to support student success in a manner that honors the contributions of all and focuses on meeting the needs of students.
Critical Attributes: Community Values			
The teacher does not take the values of families into account when planning learning experiences or designing learning environments.	The teacher makes some efforts to engage families and communities in contributing to the ethos and values of the learning community.	The teacher engages families in co-creating elements of the learning community that reflect the values of the larger community.	The teacher, students, and families partner together to establish a learning community that honors the ethos and values of all members.
Critical Attributes: Instructional Program			
Little or no information about the standards, curriculum, or learning expectations is available to parents.	The teacher shares basic information about the standards, curriculum, or learning expectations; the information is limited, inaccessible, or incomplete.	The teacher frequently shares accessible informative updates about the standards, curriculum, or learning expectations and seeks input from families.	The teacher partners with families to ensure that everyone who supports students understands the instructional program and has opportunities to engage thoughtfully in its development.
Critical Attributes: Engagement in Learning Experiences			
The teacher provides no opportunities for families to engage in learning experiences with students.	The teacher invites families to engage in learning experiences with students but with limited success.	The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.	The teacher views and incorporates families as essential partners in the learning experiences.

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
4d: Contributing to School and Community Culture			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The teacher makes some contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families.
Critical Attributes: Relational Trust and Collaborative Spirit			
The teacher's relationships with colleagues are characterized by negativity or combativeness.	The teacher has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues.	The teacher has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.	The teacher actively builds relational trust with colleagues and models collaboration focused on student success.
Critical Attributes: Culture of Inquiry and Innovation			
The teacher avoids activities promoting professional inquiry or only participates when required making few or negative contributions.	The teacher participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success.	The teacher regularly and actively participates in and contributes thoughtfully to professional inquiry.	The teacher takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school.
Critical Attributes: Service to the School			
The teacher avoids involvement in school events, projects, and initiatives.	The teacher participates in school events, projects, and initiatives as expected.	The teacher makes a substantial contribution to school events, projects, and initiatives.	The teacher takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.
4e: Growing and Developing Professionally			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others.	The teacher directs their own professional inquiry in learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing	The teacher appropriately exercises autonomy to direct professional learning for themselves and their peers, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.

		knowledge, skills, and mindsets.	
Critical Attributes: Curiosity and Autonomy			
The teacher demonstrates little or no interest in professional learning and takes no initiative to improve.	The teacher engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth.	The teacher regularly seeks out and identifies high quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.	The teacher takes a leadership role in the school, directing their own and others' learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students.
Critical Attributes: Developing Cultural Competence			
The teacher demonstrates little or no cultural knowledge or awareness or assigns negative value to cultural differences.	The teacher has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally competent.	The teacher accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.	The teacher demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities.
Critical Attributes: Enhancing Knowledge and Skills			
The teacher does not stay current on content and pedagogical knowledge.	The teacher engages in activities designed specifically to strengthen content and pedagogical knowledge and deeper understanding of curriculum.	The teacher takes initiative and deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues.	The teacher is an expert and leader in understanding and continuously improving and refining their knowledge of content, pedagogy, and curriculum.
Critical Attributes: Seeking and Acting on Feedback			
The teacher resists discussing feedback on their practice or ignores feedback that is given.	The teacher invites, accepts, and acts on feedback given by colleagues.	The teacher invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The teacher takes a leadership role in the school supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.
4f: Acting in Service of Students			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher acts unethically and does not understand the	The teacher acts ethically and attempts to make deliberate	The teacher models high standards of ethical practice and wise	The teacher is a leader in the school defining and upholding high standards

needs of students or make decisions in their best interest.	decisions in the best interest of students, families, and colleagues.	decision-making on behalf of students, families, and colleagues.	of ethical practice and modeling wise decision making that honors the inherent worth and dignity of each and every student and prioritizes their needs.
Critical Attributes: Acting with Care, Honesty, and Integrity			
The teacher's actions are uncaring or dishonest.	The teacher acts honestly and with care and integrity.	The teacher is known for and looked to as a model of care, honesty, and integrity.	The teacher is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and teachers to seek opportunities to develop these qualities.
Critical Attributes: Ethical Decision-Making			
The teacher makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	The teacher seeks to make wise, discerning decisions in the best interest of students and engages others stakeholders in these decisions whenever possible or practical.	The teacher makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.	The teacher is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.
Critical Attributes: Advocacy			
The teacher fails to act on behalf of students when deliberate action is warranted.	The teacher addresses the needs of students through their actions but may do so inconsistently or with partial success.	The teacher is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values.	The teacher serves as a model of advocacy for students in acts as a leader in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.
Student Growth 8.1: Establish Team Student Growth Goal(s)			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher does not collaboratively develop the student growth goal. OR Collaboration does not yield a goal that: • Is informed by **knowledge of students**	The teacher collaborates with other grade, school, or district team members to develop the student growth goal. The team uses a single data element to explain how **knowledge of**	The teacher collaborates with other grade, school, or district team members to develop the student growth goal. The team uses multiple data elements to explain how **knowledge of students** informed the goal.	The teacher collaborates with other grade, school, or district team members to develop the student growth goal. The team uses multiple data elements to explain how **knowledge of students** informed the goal.

• Addresses an **essential standard** for the teacher's content and grade level • Require **cognitive or emotional engagement** The teacher undermines team's ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment.	**students** informed the goal. The goal addresses an **essential standard** for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.) The goal requires students' **cognitive and emotional engagement**.	The goal addresses an **essential standard** for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.) The goal requires students' **cognitive and emotional engagement**. The teacher follows through with team decisions regarding instruction and assessment.	The goal addresses an **essential standard** for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.) The goal requires students' **cognitive and emotional engagement**. The teacher follows through with team decisions regarding instruction and assessment. The teacher helps develop other team members' capacity to be effective.