# DCPS TEACHING AND LEARNING FRAMEWORK

## EFFECTIVE TEACHERS ...

*All children, regardless of background or circumstance, can achieve at the highest levels. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • It is critical to engage our students' families and communities as valued partners. • Our decisions at all levels must be guided by robust data.*

## PLAN

**INSTRUCTION**

1. Develop annual student achievement goals
2. Create standards-based unit plans and assessments
3. Create objective-driven daily lessons

**LEARNING ENVIRONMENT**

4. Adopt a classroom behavior management system
5. Develop classroom procedures and routines
6. Organize classroom space and materials

## TEACH

1. Focus students on lesson objectives
2. Deliver content clearly
3. Engage all students in learning
4. Target multiple learning styles
5. Check and respond to student understanding
6. Maximize instructional time
7. Invest students in their learning
8. Interact positively and respectfully with students
9. Reinforce positive behavior, redirect off-task behavior, and de-escalate challenging behavior

## INCREASE EFFECTIVENESS

1. Assess student progress
2. Track student progress data
3. Improve practice and re-teach in response to data

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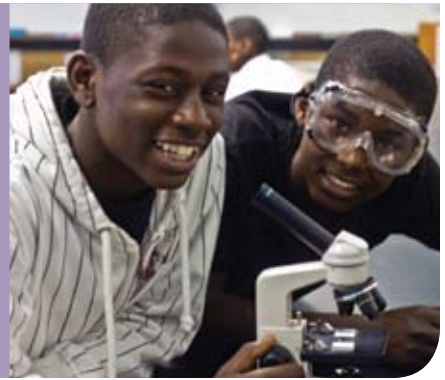PUBLIC SCHOOLS

# PLAN

## EFFECTIVE TEACHERS …
# DEVELOP ANNUAL STUDENT ACHIEVEMENT GOALS

**1**

## WHY THIS IS IMPORTANT

Annual student achievement goals allow effective teachers to focus instruction on a central outcome. Additionally, these goals provide students with clear expectations for achieving at the highest levels.

**2**

## WHAT THIS MEANS

Annual student achievement goals should be aligned to the content standards and should be:

### Ambitious

■ Goals that strive for students to achieve at a level beyond what their past academic achievement might predict.

### Measurable

■ Goals that can be clearly assessed and allow teachers to monitor student progress toward attainment.

Achievement goals should be ambitious but attainable. Along with setting high expectations for students, effective teachers also set their students up for success.

Students should be able to communicate the goals in a developmentally appropriate manner. Students should also be able to articulate how they will know they have reached the goals.

# 3 HOW TO DO THIS

1. **Identify what outcomes, aligned to content standards, are most important for your grade level and/or course.**

   - For instance, a second grade classroom might have a goal focused on increasing reading fluency (words per minute). A ninth grade algebra classroom might have a goal focused on scoring proficient on the end of course examination.

2. **Use historical and current data to set a *measurable* goal that is likely to be ambitious for the average student.**

   - For instance, a teacher uses a combination of past achievement levels as well as diagnostic tests at the beginning of the school year to determine what is ambitious for the class.

3. **Ensure that all students understand the goal and have a means of tracking their own progress towards the goal.**

   - For instance, students are able to track their progress toward their fluency goal by following their marker on a mountain displayed on a bulletin board in the classroom.

# 4 WHAT EXCELLENCE LOOKS LIKE

- Teacher develops an ambitious and measurable annual student achievement goal for her/his class that is aligned to the DCPS content standards.

- All or nearly all students (4 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.

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# EFFECTIVE TEACHERS …
# CREATE STANDARDS-BASED UNIT PLANS AND ASSESSMENTS

## 1 WHY THIS IS IMPORTANT

By "planning with the end in mind," effective teachers logically group content standards into units of study, identify essential questions to guide student learning, and design summative assessments for those units. Long-term planning also ensures sufficient allocation of instructional time to various skills and concepts throughout the year.

## 2 WHAT THIS MEANS

### Essential Questions

Essential questions are guiding questions that promote student inquiry, curiosity, open discussion, and create opportunities for multiple connections to real-life and other academic subjects.

### Assessments

Assessments evaluate students' mastery of the content standards and allow students to demonstrate their understanding of the essential questions.

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## 3 HOW TO DO THIS

1. **Unwrap, prioritize, and group DCPS content standards that students will master in each unit.**

   ■ For instance, a fourth grade math teacher who analyzed and prioritized the content standards might group a set of standards into a unit on division.

2. **Articulate essential questions for each unit.**

   ■ For instance, a teacher might include, "Why is division the opposite of multiplication?" as one essential question for a unit on division.

3. **Create summative assessments for each unit** (see also, *Increase Effectiveness 1: Assess Student Progress*).

4. **Schedule units onto a calendar.**

5. **Use diagnostic and formative assessment data to tailor plans to meet the needs of students.**

   ■ For instance, a teacher may alter the length of specific units based on students' strengths and weaknesses identified in a diagnostic exam.

## 4 WHAT EXCELLENCE LOOKS LIKE

■ Based on the annual student achievement goal, teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; 2) articulating well-designed essential questions for each unit; 3) creating well-designed assessments before each unit begins ("beginning with the end in mind"); and 4) allocating an instructionally appropriate amount of time for each unit.

■ For any given unit, all or nearly all students (4 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.

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**EFFECTIVE TEACHERS …**
# CREATE OBJECTIVE-DRIVEN DAILY LESSONS

## 1  WHY THIS IS IMPORTANT

Objective-driven daily lessons ensure that all instructional decisions and strategies used in a lesson are chosen to further students' progress toward mastery of the lesson objectives.

## 2  WHAT THIS MEANS

Effective teachers create lesson plans by ensuring:

- the **objective** of the lesson aligns to a content standard,
- the selected **strategies**, resources, and activities will effectively help students achieve the intended learning objectives, and
- students will be **assessed** on their progress toward mastery.

Effective teachers consistently use data to identify the academic needs of their students and to inform the design of their daily lesson plans.

## 3 HOW TO DO THIS

1. **Write an objective for the lesson that aligns to the content standard being addressed.**

   ■ For instance, to address a standard about figurative language, a teacher writes the following objective: "By the end of the lesson, students will be able to identify and explain the meaning of three similes in *Of Mice and Men.*"

2. **Determine how students' progress toward mastery will be assessed.**

   ■ For instance, a teacher may decide to give students an exit slip with five questions to determine mastery of simplifying fractions.

3. **Choose instructional strategies, resources, and activities that will most effectively help students achieve the lesson objectives.**

   ■ For instance, a teacher may choose to use pattern blocks to teach a lesson on the attributes of shapes.

## 4 WHAT EXCELLENCE LOOKS LIKE

■ Based on the unit plan, teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to the DCPS content standards and connected to prior learning; 2) matching instructional strategies and resources to the lesson objectives; and 3) designing daily assessments that measure progress towards mastery.

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## EFFECTIVE TEACHERS …
# ADOPT A CLASSROOM BEHAVIOR MANAGEMENT SYSTEM
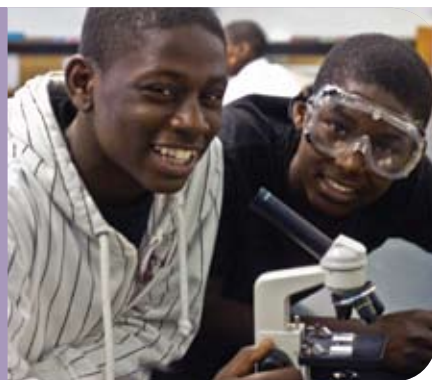
## 1 WHY THIS IS IMPORTANT

When behavior management systems are thoughtfully planned and implemented, students have a clear understanding of behavioral expectations, allowing for more instructional time.

## 2 WHAT THIS MEANS

Successful classroom behavior management systems include:

**Norms/Rules** that are:

- Clear
- Age appropriate
- Positively worded
- Few in number

**Positive and negative consequences** that are:

- Appropriate and logical
- Progressive
- Promote the desired behavior
- Minimize disruption to instruction

**Tracking Systems** that:

- Are easy to manage
- Hold students, groups, and classes accountable

# 3 HOW TO DO THIS

1. **Clearly define, teach, and model the rules for behavior in your classroom and explain the rationale behind them to your students.**

   ■ When appropriate, have students contribute to this process to create buy-in.

2. **Clearly explain the consequences for appropriate and inappropriate behavior.**

3. **Use a tracking system that is easy to manage and holds students accountable for their behavior.**

   ■ Examples: Card Chart, Logs

4. **Be consistent in enforcing the consequences.**

# 4 WHAT EXCELLENCE LOOKS LIKE

■ Plan 4: Adopt a Classroom Behavior Management System is not included in the Teaching and Learning Framework Rubric. The action manifests itself in the Teach domain.

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**EFFECTIVE TEACHERS …**

# DEVELOP CLASSROOM PROCEDURES AND ROUTINES

## 1 WHY THIS IS IMPORTANT

Effective procedures and routines support a focus on instruction by maximizing the amount of time students are engaged in active learning. Procedures and routines provide students with clear expectations for classroom activities and minimize time off-task.

## 2 WHAT THIS MEANS

Effective teachers consistently plan, teach, and implement procedures and routines starting on day one.

Students know what they are expected to be doing throughout the day/class so that both teachers and students can focus on instruction. Effective teachers implement clear step-by-step expectations for all common classroom routines, including:

- Taking attendance
- Distributing materials
- Bringing the classroom to attention
- Sharpening pencils
- Lining up
- Using the restroom
- Transitioning to the lunchroom
- Turning in papers/homework

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## 3 HOW TO DO THIS

1. **Identify the activities in your daily schedule that require procedures or routines.**

2. **Create an efficient procedure for each activity that matches the needs of students and maintains a focus on maximizing instructional time.**

3. **Explicitly teach, model, and practice each procedure with students.**

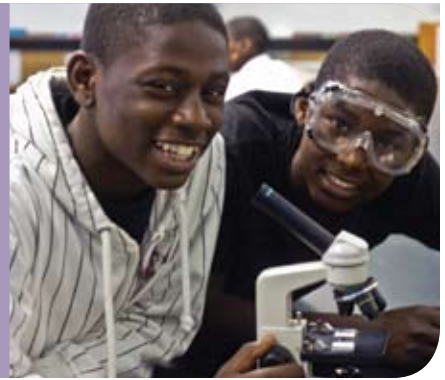4. **Consistently implement and enforce each procedure.**

## 4 WHAT EXCELLENCE LOOKS LIKE

- Plan 5: Develop Classroom Procedures and Routines is not included in the Teaching and Learning Framework Rubric. The action manifests itself in the Teach domain.

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**EFFECTIVE TEACHERS …**
# ORGANIZE CLASSROOM SPACE AND MATERIALS

## 1 WHY THIS IS IMPORTANT

A well-organized classroom supports instruction, reinforces student learning, provides student recognition, and promotes student achievement.

## 2 WHAT THIS MEANS

Effective teachers organize all components of their classroom to support learning, including:

**Seating arrangements**

- Seating arrangements reflect the needs of individual students and the type of learning that is going to take place.

**Bulletin Boards**

- Bulletin boards support student learning and engagement while providing examples of key instructional strategies and samples of students' work.

**Materials**

- Materials are easily accessible and can be returned without disrupting the instructional flow.

**P**

## 3 HOW TO DO THIS

**1. Arrange your classroom to support instruction.**

- For instance, desks are placed together in groups during a cooperative learning activity.

**2. Ensure all materials are ready for use.**

- For instance, manipulatives such as pattern blocks are sorted and ready for distribution before beginning a math lesson.

## 4 WHAT EXCELLENCE LOOKS LIKE

- Plan 6: Organize Classroom Space and Materials is not included in the Teaching and Learning Framework Rubric. The action manifests itself in the Teach domain.

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# TEACH

# EFFECTIVE TEACHERS …
# FOCUS STUDENTS ON LESSON OBJECTIVES

## 1 WHY THIS IS IMPORTANT

When students are clear about the objective of the lesson, they can monitor their progress and take ownership of their learning.

## 2 WHAT THIS MEANS

### Lesson Opening:

Effective teachers focus students on the lesson objective by communicating to students …

■ what they are learning,
■ why they are learning it,
■ how it connects to prior knowledge, and
■ what they will be able to do by the end of the lesson.

Students should be able to …

■ articulate what they are learning and
■ articulate what they will be able to do by the end of the lesson.

### Lesson Closing:

Effective teachers use the final part of the lesson to …

■ re-emphasize the lesson objective,
■ re-emphasize the significance of the lesson, and
■ assess students' progress toward mastery.

### Clarification

■ A teacher using more constructive instruction models, such as inquiry-based learning or Socratic method, will still focus students on a lesson objective by the end of the lesson. For instance, "Today we learned …" or "What did we discover today?"

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# 3 HOW TO DO THIS

## Lesson Opening:

1. **Focus students on what they will learn in the lesson.**
   - For instance, "Today we are learning about …"

2. **Communicate to students why they are learning it.**
   - "This is important because …"

3. **Engage students with opening activities that activate prior knowledge.**
   - "Yesterday we learned about …"
   - "Tell me what you know already about …"

4. **Communicate to students what mastery looks like.**
   - "By the end of the day, you will be able to …"

## Lesson Closing:

1. **Re-emphasize the objective of the lesson.**
   - For instance, "What, specifically, did we learn today?"

2. **Re-emphasize the significance of the lesson.**
   - "This will help you …"

3. **Assess students' progress toward mastery.**
   - For instance, a teacher uses an exit slip to check whether students can multiply two-digit numbers.

# 4 WHAT EXCELLENCE LOOKS LIKE

- Teacher effectively develops students' understanding of the objective by: 1) communicating what students will know or be able to do by the end of the lesson; 2) connecting the objective to prior knowledge; 3) explaining the importance of the objective; and 4) referring back to the objective at key points during the lesson.

## EFFECTIVE TEACHERS …
# DELIVER CONTENT CLEARLY

## 1 WHY THIS IS IMPORTANT

Clear delivery of content is critical to helping students meet lesson objectives, to growing their knowledge and skills, and to motivating them to engage in the material.

## 2 WHAT THIS MEANS

### Lesson Opening:

Effective teachers maintain a dynamic presence in the classroom and deliver content in understandable, organized, and memorable ways.

Teachers deliver **factually correct** content …

- in a well-organized manner that shows progression throughout the lesson,
- by emphasizing key points in a memorable way.

A teacher who maintains a **dynamic presence …**

- uses engaging body language, tone, and volume;
- orchestrates student learning, acting as a guide and a leader;
- delivers content with confidence;
- conveys enthusiasm for the content; and
- speaks clearly using age-appropriate language.

### Clarification

- Effective delivery does not require teachers to be theatrical in their style or presentation. A variety of styles can yield dynamic instruction.

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# 3

## HOW TO DO THIS

1. **Deliver factually correct content in a well-organized manner using instructional strategies that match the lesson objectives.**

   - For instance, a teacher may use cause and effect to explore a concept or use a graphic organizer to teach character traits.

2. **Emphasize key points in a memorable way.**

   - For instance, a teacher may use an analogy to illustrate a key point or use a demonstration to teach about chemical reactions.

3. **Use engaging body language, tone, and volume to maintain a dynamic presence.**

   - For instance, a teacher varies her tone and volume appropriately during instruction to foster student attention.

# 4

## WHAT EXCELLENCE LOOKS LIKE

- Teacher has a dynamic presence in the classroom AND delivers content that is: 1) factually correct; 2) well-organized; and 3) accessible and challenging to all students.

## EFFECTIVE TEACHERS …
# ENGAGE ALL STUDENTS IN LEARNING

**1** **WHY THIS IS IMPORTANT**

By ensuring that all students are actively engaged in the lesson, effective teachers provide opportunities for all students to access the content and demonstrate mastery.

**2** **WHAT THIS MEANS**

When students are actively engaged in learning they are …

- attentive and focused,
- completing the assigned task, and
- participating in activities.

Active engagement includes:

**Attentive Listening**
- Maintaining eye contact
- Nodding
- Volunteering to answer questions

**Participation**
- Talking to peers
- Writing
- Calculating
- Experimenting
- Completing assignments
- Asking questions

## Clarification

- Active engagement is only meaningful if students are engaged in activities aligned to the content standards.

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# 3  HOW TO DO THIS

1. **Use strategies to capture students' attention and connect them to the content or activity.**

   - For instance, a teacher uses think-pair-share to increase the level of participation in response to a teacher's question.

2. **Circulate around the classroom, monitoring student performance and providing assistance as needed to complete the assigned task.**

   - For instance, during independent practice in a math class, a teacher circulates to monitor student progress and kneels down to provide assistance to a student who is struggling with long division.

3. **Establish and maintain clear expectations for student engagement during the lesson.**

   - For instance, while working in small groups, all students have assigned roles, such as timekeeper, facilitator, scribe, and reporter.

# 4  WHAT EXCELLENCE LOOKS LIKE

- All or nearly all students are actively engaged throughout the lesson.

**EFFECTIVE TEACHERS …**
# TARGET MULTIPLE LEARNING STYLES

## 1 WHY THIS IS IMPORTANT

By purposefully matching instructional strategies to various student learning styles, effective teachers ensure all students have the opportunity to meet the lesson objectives.

## 2 WHAT THIS MEANS

To target multiple learning styles, effective teachers vary the **content** or the **process** of their lessons by:

- Using varied media to present content: visual, auditory, kinesthetic, tactile, interpersonal, social, linguistic
- Designing learning centers
- Using graphic organizers
- Teaching to multiple intelligences
- Allowing for student choice

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# 3 HOW TO DO THIS

**1. Use instructional strategies that purposefully target the various learning styles of the students.**

- For instance, when teaching acute, right, and obtuse angles, a teacher meets the needs of visual, auditory, kinesthetic, and tactile learners by:

  - Depicting examples on chart paper (visual),

  - Talking through examples of types of angles in everyday life (auditory),

  - Asking students to make various angles using their arms (kinesthetic), and

  - Having students use popsicle sticks to construct various types of angles during independent practice (tactile).

# 4 WHAT EXCELLENCE LOOKS LIKE

- Teacher attempts to target 3 or more learning styles and effectively targets at least 3.

**EFFECTIVE TEACHERS …**

# CHECK FOR AND RESPOND TO STUDENT UNDERSTANDING

## 1   WHY THIS IS IMPORTANT

By checking for and responding to student understanding during the lesson, effective teachers are able to provide feedback to students and ensure accurate development of knowledge and skills.

## 2   WHAT THIS MEANS

Effective teachers monitor and respond to student learning during a lesson by:

**Using varied methods to check for understanding in real time throughout the lesson.**
- Whiteboards
- Popsicle sticks
- Exit Slips

**Using appropriate types of questioning.**
- Closed (Yes/No) questions
- Open-ended questions

**Responding to misunderstandings.**
- Scaffolding incorrect answers by breaking the question into smaller, component parts

**Enriching student understanding.**
- Probing correct answers by asking higher-level follow-up questions

### Clarifications

- Effective teachers do not simply ask, "Does everyone understand?" and move forward.

- Effective teachers do not only call on students who have raised their hands.

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# 3 HOW TO DO THIS

**1. Use varied methods to check for understanding in real time.**

- For instance, a teacher asks students to respond to a yes/no question by showing either a thumb up or a thumb down.

**2. Use appropriate types of questioning.**

- For instance, a teacher asks a closed question to quickly check the retention of knowledge from a prior lesson or a teacher asks an open question to promote discussion and higher-order thinking.

**3. Check for understanding throughout the lesson.**

- For instance, a teacher asks a variety of questions during the activator, the introduction of new material, guided practice, independent practice, and the closing.

**4. Respond to misunderstandings and enrich student understanding.**

- For instance, a teacher responds to a student's incorrect answer by breaking the question down into smaller, component parts (scaffolding) until the student reaches a correct understanding.

- For instance, a teacher responds to a student's correct answer by asking higher-level follow-up questions ("Why?" / "How do you know?") that broaden the student's thinking.

# 4 WHAT EXCELLENCE LOOKS LIKE

- Teacher is very effective at checking for understanding.

- Teacher responds to almost all student misunderstandings with effective scaffolding.

- Teacher frequently responds to students' correct answers by probing for higher-level understanding in an effective manner.

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**DCPS Teaching and Learning Framework**

# EFFECTIVE TEACHERS …
# MAXIMIZE INSTRUCTIONAL TIME

## 1 WHY THIS IS IMPORTANT

If a teacher increases instructional time by just 15 minutes a day through the use of more efficient routines and procedures, students in that classroom would gain 45 additional hours of instructional time per year.

## 2 WHAT THIS MEANS

Effective teachers maximize instructional time by …

- using efficient procedures and routines, and
- maintaining an efficient pace of instruction by adhering to an appropriate amount of time for each phase of the lesson.

### Clarification

- Maximizing instruction does not mean teachers stick to a regimented amount of time without monitoring students' progress and understanding. Effective teachers check and respond to student understanding and adapt their lesson, when necessary, by either slowing down or moving faster depending on students' needs.

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# 3    HOW TO DO THIS

1. **Use efficient procedures and routines to move students through classroom activities.** (see also, *Plan 5: Develop Classroom Procedures and Routines*)

   - For instance, a teacher has a system for passing out papers efficiently or for allowing students to move efficiently from desks to the rug.

2. **Maintain efficient instructional pacing by spending an appropriate amount of time on each phase of the lesson.**

   - For instance, a five to ten minute lesson opening is sufficient for a 90-minute instructional block.

   - For instance, the introduction of a new skill may demand more time for teacher-led instruction than for student practice. Alternatively, reviewing a skill may require more time for student practice than for teacher-led instruction.

# 4    WHAT EXCELLENCE LOOKS LIKE

- Teacher is very effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.

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## EFFECTIVE TEACHERS …
# INVEST STUDENTS IN THEIR LEARNING

## 1 WHY THIS IS IMPORTANT

When invested in their own learning, students have the incentive and willingness to engage in a lesson, try new tasks, and ask critical questions.

## 2 WHAT THIS MEANS

Students choose to invest in their own learning when they …

- find the material worthwhile,
- believe they can achieve,
- form positive relationships with their teacher, and
- feel supported in their efforts.

Effective teachers ensure that they are sending two key messages to their students:

1. "You can succeed if you work hard."
2. "I expect your best."

Effective teachers often seek student input and feedback in order to invest students in their learning. Effective teachers are not afraid to ask students about their interests and opinions.

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# 3

## HOW TO DO THIS

1. **Develop relevant lessons that connect to future academic work and to life beyond the classroom.**
   - ■ "The work is important."

2. **Advocate a theory of malleable intelligence, which holds that everyone is capable of growing their knowledge and skills. Teach students that achievement is a function of effort, not innate ability.**
   - ■ "You can succeed if you work hard."

3. **Establish high expectations for students and their work. Assign rigorous academic work.**
   - ■ "I expect your best."

4. **Build supportive relationships with all students. Create a class-room climate that fosters collaboration and support among peers.**
   - ■ "I will never give up on you."

# 4

## WHAT EXCELLENCE LOOKS LIKE

■ There is significant evidence that the teacher: 1) establishes high expectations for all students and engages students in rigorous academic work; AND 2) effectively works to instill the belief that students can succeed if they work hard.

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**EFFECTIVE TEACHERS …**

# INTERACT POSITIVELY AND RESPECTFULLY WITH STUDENTS

## 1 WHY THIS IS IMPORTANT

A classroom where positive and respectful interactions are the norm is likely a safe place where students will work hard and achieve at high levels.

## 2 WHAT THIS MEANS

Positive components of interaction may include, but are not limited to:

- shared activities,
- social conversation,
- smiling,
- laughter,
- enthusiasm,
- praise,
- eye contact,
- warm and calm voices, and
- respectful language.

Effective teachers extend their positive interactions with students beyond their classroom walls and into the hallways of the school before, during, and after the school day.

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## 3 HOW TO DO THIS

1. **Display a positive affect when interacting with students.**

   - For instance, a teacher demonstrates enthusiasm for student success by congratulating the class for exemplary performance on an assessment.

2. **Build relationships with students by showing interest in individual students and by providing students with individual acknowledgement.**

   - For instance, a teacher greets students as they enter the classroom.

3. **Demonstrate respect for students.**

   - For instance, a teacher uses a calm, clear voice and respectful language when redirecting off-task behavior.

## 4 WHAT EXCELLENCE LOOKS LIKE

- There is significant evidence that the teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and no instances of disrespect by the teacher.

## EFFECTIVE TEACHERS …

# REINFORCE POSITIVE BEHAVIOR, REDIRECT OFF-TASK BEHAVIOR, AND DE-ESCALATE CHALLENGING BEHAVIOR

## 1 WHY THIS IS IMPORTANT

By reinforcing positive behavior and redirecting off-task behavior, effective teachers maximize instructional time and provide a safe and productive learning environment for all students.

## 2 WHAT THIS MEANS

Effective teachers reinforce positive behavior by using:

■ Recognition
■ Praise
■ Rewards/Positive Consequences

Effective teachers redirect off-task behavior without disrupting the flow of instruction by using:

■ Prompts
■ Proximity control
■ Non-verbal signals

Effective teachers calmly, quickly, and appropriately de-escalate challenging behaviors to return students to learning as promptly as possible.

### Clarification

■ Under all circumstances a teacher should follow the district's discipline policy. This policy has been put in place to ensure a safe and effective learning environment for you *and* your students.

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# 3 HOW TO DO THIS

**1. Regularly communicate desired behaviors to students.**

- "Please show me that you have completed number 1 by placing all eyes on me."

**2. Recognize, praise, or reward students who are demonstrating the expected behaviors.**

- "I know Anthony has completed number 1 because he is looking up at me."

**3. When possible, reengage students without disrupting the flow of instruction.**

- For instance, the teacher moves close to a group of students who are whispering to each other.

**4. When challenging behaviors arise, respond calmly, quickly, and in alignment with the DCPS Student Discipline Code (DCMR, Chapter 25) and established classroom consequences.**

- For instance, if a student is crying at her desk, the teacher approaches the student, attempts to calm her, and returns her to learning without disrupting the rest of the class.

- For instance, if a teacher finds a student leaving school without permission, she responds using a disciplinary action outlined in the Tier III responses of the district's discipline policy.

# 4 WHAT EXCELLENCE LOOKS LIKE

- Inappropriate and off-task student behavior has no impact on the learning of students in the class.

- Teacher strategically reinforces positive behavior AND there is significant evidence that students reinforce positive classroom culture.

- Teacher addresses almost all inappropriate, off-task, or challenging behaviors efficiently.

# INCREASE
# EFFECTIVENESS

**IE**

**IE**

EFFECTIVE TEACHERS …
# ASSESS STUDENT PROGRESS

## 1 WHY THIS IS IMPORTANT

Assessing student progress allows effective teachers to determine standards mastery, to evaluate lesson effectiveness, and to make informed decisions about students' needs.

## 2 WHAT THIS MEANS

### Assessment Methods

Assessment methods include:

**Selected Response**
- Multiple Choice
- True /False

**Constructed Response**
- Short Answer
- Essay

**Performance Tasks**
- Project
- Presentation

**Personal Communication**
- Log or Journal
- Portfolio

### Routine Use

Effective teachers routinely use daily, weekly, and/or unit assessments to track student progress and inform instruction.

### Well-designed

- Effective assessment methods and items accurately measure the lesson objective or unit goals.

- Effective teachers use a variety of assessment methods and question formats.

### Multiple Opportunities

- Effective teachers provide multiple opportunities over the course of the unit or year for students to demonstrate mastery. For instance, if a student does not demonstrate mastery initially, he should be retaught the content and be provided additional assessment opportunities.

**IE**

## 3 HOW TO DO THIS

1. **Define mastery. "How will you know your students have mastered the learning goal(s)?"**

   - For instance, students demonstrate an understanding of the circulatory system by identifying the parts and functions of the system.

2. **Consider the quality and alignment of pre-made assessment tools. Adopt or modify these tools, as needed.**

   - For instance, a math teacher finds a chapter test in the textbook to assess students' mastery of fractions. The teacher uses two-thirds of the test and creates three additional word problems aligned with the content standards covering fractions.

3. **If creating your own assessment, choose appropriate assessment methods and design assessment items.**

   - For instance, a social studies teacher develops a map-based assessment to measure a geographic skill objective.

4. **Assess students.**

## 4 WHAT EXCELLENCE LOOKS LIKE

Teacher: 1) routinely uses assessments to measure student mastery of content standards; 2) provides students with multiple ways of demonstrating mastery (e.g., selected response, constructed response, performance task, and personal communication); and 3) provides students with multiple opportunities during the unit to demonstrate mastery.

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**IE**

## EFFECTIVE TEACHERS …
# TRACK STUDENT PROGRESS DATA

**1**

### WHY THIS IS IMPORTANT

To best meet the needs of students and inform instructional planning, effective teachers are acutely aware of their students' mastery levels in relation to their overall achievement goals.

**2**

### WHAT THIS MEANS

Teachers regularly record and monitor a variety of student data, such as:

- Assessment data
- Assignment completion data
- Special needs data (IEP goals, 504 plans)
- Attendance data
- Observational data
- Behavioral data

Tracking systems should:

- indicate progress over time,
- inform students and teachers of their progress, and
- align to objectives and goals.

**IE**

# 3 HOW TO DO THIS

1. **Use tracking systems that are efficient and easy to use.**
   - Grading programs (e.g., Excel, Grade Pro)

2. **Routinely and promptly organize data in a meaningful way.**
   - Check attendance daily
   - Grade assessments, constructed responses, exit slips

3. **Determine student progress and mastery toward goals.**

4. **Share progress with students and stakeholders.**

# 4 WHAT EXCELLENCE LOOKS LIKE

- Teacher: 1) routinely records the student progress data gathered in IE 1; 2) uses a system (e.g. gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery; and 3) at least 1/2 of the students (2 or more of 4 surveyed) know their progress toward mastery.

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**IE**

EFFECTIVE TEACHERS …

# IMPROVE PRACTICE AND RE-TEACH IN RESPONSE TO DATA

## 1 WHY THIS IS IMPORTANT

Effective teachers improve their teaching practices by analyzing and reflecting on data. If students are not mastering the content standards, it is the teacher's responsibility to modify instruction and re-teach the content.

## 2 WHAT THIS MEANS

Effective teachers examine various sources of data including achievement, behavior, attendance, and student feedback data. They identify specific trends in the data, including:

- Number of students who did not master an objective
- Frequency of disruptive behavior
- Percentage of students absent

Effective teachers also identify areas for improvement (e.g. planning lessons, delivering instruction, managing learning environment) and make strategic and thoughtful modifications to instructional practices.

Finally, effective teachers re-teach content, as necessary.

**IE**

## 3 HOW TO DO THIS

1. **Look for trends in data that identify gaps in students' progress towards achievement goals.**

   - For instance, 50% of students incorrectly answered the same question on the DC BAS.

2. **Identify possible instructional factors that may have contributed to gaps in students' progress.**

   - For instance, a teacher may identify ineffective instructional delivery or a misaligned assessment as negatively impacting student progress.

3. **Generate possible solutions to identified gaps in student achievement.**

   - For instance, a teacher contacts her Instructional Coach for strategies to improve her classroom management system.

4. **Strategically revise instructional approaches and re-teach to ensure that students master the learning objective.**

   - For instance, a teacher re-introduces the lesson using a media clip as an alternative to a lecture format.

5. **Thoughtfully modify long-term plans to ensure student success and mastery.**

## 4 WHAT EXCELLENCE LOOKS LIKE

- In response to IE 2, teacher: 1) re-teaches, as appropriate; 2) modifies long-term plans, as appropriate; and 3) modifies practice, as appropriate.

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# TLF
# RUBRIC

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: PLAN

*NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.*

| | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|
| **TLF P1: DEVELOP ANNUAL STUDENT ACHIEVEMENT GOALS** | | |
| **TLF P1A** | Teacher develops an **ambitious and measurable** annual student achievement goal for her/his class that is **aligned** to the DCPS content standards. | Teacher develops a **measurable** annual student achievement goal for her/his class that is **aligned** to the DCPS content standards. |
| **TLF P1B** | **All or nearly all** students (4 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed. | **Most** students (3 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed. |
| **TLF P2: CREATE STANDARDS-BASED UNIT PLANS AND ASSESSMENTS** | | |
| **TLF P2A** | Based on the annual student achievement goal, Teacher plans units by: 1) **identifying** the DCPS content standards that her/his students will master in each unit; 2) **articulating** well-designed essential questions for each unit; 3) **creating** well-designed assessments before each unit begins ("beginning with the end in mind"); and 4) **allocating** an instructionally appropriate amount of time for each unit. | Based on the annual student achievement goal, Teacher plans units by: 1) **identifying** the DCPS content standards that her/his students will master in each unit; 2) **articulating** well-designed essential questions for each unit; and 3) **creating** well-designed assessments before each unit begins ("beginning with the end in mind"). |
| **TLF P2B** | For any given unit, **all or nearly all** students (4 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit. | For any given unit, **most** students (3 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit. |
| **TLF P3: CREATE OBJECTIVE-DRIVEN LESSON PLANS** | | |
| **TLF P3** | Based on the unit plan, Teacher plans daily lessons by: 1) **identifying** lesson objectives that are aligned to the DCPS content standards and connected to prior learning; 2) **matching** instructional strategies to the lesson objectives; and 3) **designing** daily assessments that measure progress towards mastery. | Based on the unit plan, Teacher plans daily lessons by: 1) **identifying** lesson objectives that are aligned to the DCPS content standards and connected to prior learning; and 2) **matching** instructional strategies to the lesson objectives. |

*Each line of the rubric is assessed independently.*

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| Teacher develops a **measurable** annual student achievement goal for her/his class. | Teacher develops a **general** annual student achievement goal for her/his class **OR does not develop** a goal at all. |
| **Half** of the students (2 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed. | **Less than 1/2** of the students (1 or 0 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed. |
| Based on the annual student achievement goal, Teacher plans units by: 1) **identifying** the DCPS content standards that her/his students will master in each unit; and 2) **articulating** well-designed essential questions for each unit. | Teacher **does not plan units by identifying** the DCPS content standards that her/his students will master in each unit **OR does not articulate** well-designed essential questions for each unit. |
| For any given unit, **1/2** of the students (2 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit. | For any given unit, **less than 1/2** of the students (1 or 0 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit. |
| Based on the long-term plan, Teacher plans daily lessons by **identifying** lesson objectives that are aligned to the DCPS content standards. | Teacher has **little or no evidence** of daily lesson planning based on the DCPS content standards. |

*Each line of the rubric is assessed independently.*

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# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.*

| | | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|---|
| | **TLF T1: FOCUS STUDENTS ON LESSON OBJECTIVES** | | |
| **TLF T1** | | Teacher **effectively** develops students' understanding of the objective by: 1) **communicating** what students will know or be able to do by the end of the lesson; 2) **connecting** the objective to prior knowledge; 3) **explaining** the importance of the objective; and 4) **referring back** to the objective at key points during the lesson. | Teacher **effectively** develops students' understanding of the objective by: 1) **communicating** what students will know or be able to do by the end of the lesson; 2) **connecting** the objective to prior knowledge; and 3) **explaining** the importance of the objective. |
| | **COMMUNICATION OF OBJECTIVE** | **Communicates** the objective (i.e., what students are learning and what they will know or be able to do by the end of the lesson).<br><br>*For example:*<br><br>• "Students will be able to identify the main causes of World War II."<br>• "Students will be able to describe the characteristics of an effective essay."<br>• "Students will be able to divide by two-digit numbers."<br><br>*Note: To "communicate" the objective, the teacher must have it written in the room (e.g., on the board, on a projector, or on handouts for students) and must focus student attention on it in some way (e.g., by reading it to students or having them read it together).* | **Communicates** the objective (i.e., what students are learning and what they will know or be able to do by the end of the lesson).<br><br>*For example:*<br><br>• "Students will be able to identify the main causes of World War II."<br>• "Students will be able to describe the characteristics of an effective essay."<br>• "Students will be able to divide by two-digit numbers."<br><br>*Note: To "communicate" the objective, the teacher must have it written in the room (e.g., on the board, on a projector, or on handouts for students) and must focus student attention on it in some way (e.g., by reading it to students or having them read it together).* |
| | **CONNECTION TO PRIOR KNOWLEDGE** | **Connects** the objective to students' prior knowledge.<br><br>• For example, the teacher might relate the current lesson to previous lessons, to what students have learned in other classes, or to the students' personal background or knowledge. | **Connects** the objective to students' prior knowledge.<br><br>• For example, the teacher might relate the current lesson to previous lessons, to what students have learned in other classes, or to the students' personal background or knowledge. |
| | **IMPORTANCE OF OBJECTIVE** | **Explains** the importance of learning the objective by giving specific and meaningful real world or academic applications.<br><br>• For example, the teacher might explain why solving equations is an essential skill for architects or explain how learning to compose clear thesis statements will help students write better essays in future classes. | **Explains** the importance of learning the objective by giving specific and meaningful real world or academic applications.<br><br>• For example, the teacher might explain why solving equations is an essential skill for architects, or explain how learning to compose clear thesis statements will help students write better essays in future classes. |
| | **REFERENCES TO OBJECTIVE** | **Refers back** to the objective at key points during the lesson.<br><br>• For example, the teacher might introduce each activity by explaining how it will help students accomplish the objective or might have students verbalize how their work connects to the objective. | **Does not refer** back to the objective at key points during the lesson. |

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| Teacher **effectively** develops students' understanding of the objective by: 1) **communicating** what students will know or be able to do by the end of the lesson; and 2) **connecting** the objective to prior knowledge. | Teacher **ineffectively** develops students' understanding of the objective by **not communicating** it **OR** teacher **does not have** a clear objective **OR** teacher's lesson **does not connect** to the objective. |
| **Communicates** the objective (i.e., what students are learning and what they will know or be able to do by the end of the lesson).<br><br>*For example:*<br><br>• "Students will be able to identify the main causes of World War II."<br>• "Students will be able to describe the characteristics of an effective essay."<br>• "Students will be able to divide by two-digit numbers."<br><br>*Note: To "communicate" the objective, the teacher must have it written in the room (e.g., on the board, on a projector, or on hand-outs for students) and must focus student attention on it in some way (e.g., by reading it to students or having them read it together).* | • **Does not communicate** the objective.<br><br>    *For example:*<br><br>    • The teacher might not have the objective written in the room.<br>    • The teacher might have the objective written in the room but not communicate it.<br><br>• **Does not have** a clear objective.<br><br>    *For example:*<br><br>    • The objective might only identify the topic and not state what students will know or be able to do by the end of the lesson (e.g., the objective might read "Addition" or "Learn about the Civil War").<br>    • There may be no objective for the lesson.<br><br>• Communicates an objective but lesson **does not connect** to the objective. |
| **Connects** the objective to students' prior knowledge.<br><br>• For example, the teacher might relate the current lesson to previous lessons, to what students have learned in other classes, or to the students' personal background or knowledge. | **Does not connect** the objective to students' prior knowledge. |
| **Does not explain** the importance of learning the objective by giving specific and meaningful real world or academic applications. | |
| | |

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# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.*

| | | | **LEVEL 4 (HIGHEST)** | **LEVEL 3** |
|---|---|---|---|---|
| **TLF T2: DELIVER CONTENT CLEARLY** | | | | |
| **TLF T2** | | | Teacher has a **dynamic** presence in the classroom **AND** delivers content that is: 1) **factually correct**; 2) **well-organized**; and 3) **accessible and challenging to all** students. | Teacher has a **solid** presence in the classroom **AND** delivers content that is: 1) **factually correct**; 2) **well-organized**; and 3) **accessible and challenging to most** students. |
| | **CLASSROOM PRESENCE** | | Has a **dynamic** presence:<br><br>• Maintains student interest by using engaging body language, tone, and volume.<br>• Speaks clearly using age-appropriate language.<br>• Delivers content with confidence.<br>• Conveys enthusiasm for content.<br><br>*Note: To receive a Level 4 rating, a teacher does not need to be theatrical in her/his presentation. A variety of styles can yield dynamic instruction.* | Has a **solid** presence:<br><br>• Maintains student interest by using engaging body language, tone, and volume.<br>• Speaks clearly using age-appropriate language.<br>• Delivers content with confidence. |
| | **FACTUALLY COR-RECT CONTENT** | | Presents information **without** any mistake that would leave students with a misunderstanding at the end of the lesson.<br><br>*Note: A teacher may make one minor mistake that appears accidental in nature. In this case, the mistake should not affect the teacher's rating.* | Presents information **without** any mistake that would leave students with a misunderstanding at the end of the lesson.<br><br>*Note: A teacher may make one minor mistake that appears accidental in nature. In this case, the mistake should not affect the teacher's rating.* |
| | **WELL-ORGANIZED CONTENT** | | **Delivers** content in a well-organized manner.<br><br>• For example, the teacher might begin by activating prior knowledge and then present concepts in a logical sequence so that each idea builds on the previous one. | **Delivers** content in a well-organized manner.<br><br>• For example, the teacher might begin by activating prior knowledge and then present concepts in a logical sequence so that each idea builds on the previous one. |
| | **ACCESSIBLE AND CHALLENGING CONTENT** | | **Makes** content accessible and challenging to **all** students according to different levels of learning readiness.<br><br>*For example, the teacher might:*<br><br>• Spend additional time with certain students to ensure that they can access the content or to ensure that they are adequately challenged.<br>• Assign leveled texts to different groups of readers.<br>• Make specific, appropriate accommodations and/or modifications for students with special needs. | **Makes** content accessible and challenging to **most** students according to different levels of learning readiness.<br><br>*For example, the teacher might:*<br><br>• Spend additional time with certain students to ensure that they can access the content, but pay too little attention to a few struggling students to ensure that they can access the content.<br>• Make some accommodations and/or modifications, but not all that are necessary, for students with special needs. |

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| Teacher has a **solid** presence in the classroom **AND** delivers content that is **factually correct**. | Teacher has an **inadequate** presence in the classroom **OR** delivers **factually incorrect** information. |
| Has a **solid** presence:<br>• Maintains student interest by using engaging body language, tone, and volume.<br>• Speaks clearly using age-appropriate language.<br>• Delivers content with confidence. | Has an **inadequate** presence:<br>• May not use engaging body language, tone, and volume.<br>• May speak unclearly.<br>• May deliver content without confidence. |
| Presents information **without** any mistake that would leave students with a misunderstanding at the end of the lesson.<br><br>*Note: A teacher may make one minor mistake that appears accidental in nature. In this case, the mistake should not affect the teacher's rating.* | Delivers information with **at least one** mistake that leaves students with a misunderstanding at the end of the lesson. |
| **Does not deliver** content in a well-organized manner. | |
| **Does not make** content accessible and challenging to **most** students according to different levels of learning readiness. | |

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# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

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| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|

**TLF T3: ENGAGE ALL STUDENTS IN LEARNING**

**TLF T3**

| **All or nearly all** students are actively engaged throughout the lesson. | **Approximately ¾** of the students are actively engaged throughout the lesson. |
|---|---|

**Examples of Active Engagement**

- Students are attentive to visual cues.
- Students are eager to respond.
- Students are sitting up and tracking the teacher.

- Students ask questions or make comments about the lesson.
- Students follow directions.
- Students have their hands raised.

- Students interact constructively with materials and manipulatives.
- Students interact constructively with their peers and the teacher.

**Notes**

1) Observers will assess the fraction of students actively engaged every five minutes during the lesson. The average of those ratings will serve as the overall score for this standard.

2) If certain behaviors (e.g., rocking, tapping, or walking in class) are part of a student's IEP accommodation, they should not be considered signs of disengagement.

## LEVEL 2

## LEVEL 1 (LOWEST)

**Approximately ½** of the students are actively engaged throughout the lesson.

**Less than ½** of the students are actively engaged throughout the lesson.

- Students make connections to their lives and the real world.
- Students participate in whole group activities.
- Students proactively attempt to clarify misunderstandings.

- Students volunteer to come to the board.
- Students work diligently on assignments.

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.*

| | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|
| **TLF T4: TARGET MULTIPLE LEARNING STYLES** | | |
| **TLF T4** | Teacher attempts to target **3 or more** learning styles and effectively targets **at least 3**. | Teacher attempts to target **3 or more** learning styles and effectively targets **2**. |

**Notes**

1) Some examples of learning styles include auditory, visual, kinesthetic, tactile, and social/interpersonal.

2) An "effective" effort to target a learning style is one that is well-executed and significantly promotes student mastery of the objective. For example, a math teacher might have her/his students make angles with their arms as part of a lesson on different types of angles. Since the activity promotes student mastery of the objective, this would be counted as an "effective" targeting of the kinesthetic learning style as long as it was well-executed. If it was not well-executed (e.g., students were given unclear instructions and so did not understand how to make different types of angles with their arms), then it would count as a learning style "attempted" rather than as a learning style targeted "effectively."

3) A teacher must make a legitimate effort to target a learning style in order for it to be counted as an "attempted" learning style. An activity that has little or no connection to the objective should not be counted as an attempt (e.g., a physical activity just to reenergize students should not be counted as an attempt to target the kinesthetic learning style).

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| Teacher attempts to target **2** learning styles and effectively targets **2**. | Teacher attempts to target **fewer than 2** learning styles **OR** effectively targets **fewer than 2**. |

4) There are different ways in which teachers effectively target multiple learning styles:

- The teacher might assign different activities tailored to students' individual learning styles or allow students to choose their own learning experience based on individual preferences. For example, tactile students might derive the formula for the area of a triangle by cutting rectangles in half while visual students might study pictures of triangles and rectangles on grid paper to observe that the area of a triangle is half the area of a rectangle.

- Or, the teacher might provide the whole class with the opportunity to interact with or engage in learning experiences that address diverse learning styles. For example, the teacher might show students hand gestures and movements that represent the relative sizes of different units of measurement (visual). The teacher might then lead a game of Simon Says in which students demonstrate the sizes of units of measurement with their hands (kinesthetic). Finally, students might work in pairs to answer questions about which units of measurement would be appropriate for given scenarios (interpersonal).

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# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.*

|  | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|
| **TLF T5A: CHECK FOR AND RESPOND TO STUDENT UNDERSTANDING DURING THE LESSON** | | |
| **TLF T5A** | Teacher is **very effective** at checking for understanding. | Teacher is **mostly effective** at checking for understanding. |
| FREQUENCY | **Checks** for understanding of content **at all** key moments (i.e., when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through independent practice). | **Checks** for understanding of content but **misses one or two** key moments (i.e., when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through independent practice). |
| QUALITY | **Gets** an accurate "pulse" of the class's understanding from **every** check such that the teacher has enough information to adjust subsequent instruction if necessary. | **Gets** an accurate "pulse" of the class's understanding from **almost every** check (i.e., all but one or two) such that the teacher has enough information to adjust subsequent instruction if necessary. |

### Examples of Checks for Understanding

- Asking clarifying questions
- Asking reading comprehension questions
- Asking students to rephrase material
- Calling on students individually from within groups
- Conferencing with individual students
- Drawing upon peer conversations/explanations
- Having students respond on white boards
- Having students vote on answer choices
- Moving around to look at each group's work

### Notes

1) A teacher does not necessarily have to check with every student in order to gauge the understanding of the class (get the "pulse"). As long as the teacher calls both on students who raise their hands and on those who do not, a series of questions posed to the entire class can enable a teacher to get the "pulse" of the class even if she or he does not call on every student. Or, if the teacher checks the understanding of a number of students, finds that very few of them understand some part of the lesson, and immediately reteaches that part to the entire class, s/he should receive credit for effectively getting the "pulse" of the class because s/he gained enough information to be able to adjust subsequent instruction.

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| Teacher is **somewhat effective** at checking for understanding. | Teacher is **ineffective** at checking for understanding. |
| **Checks** for understanding of content but **misses several** key moments (i.e., when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through independent practice). | **Checks** for understanding of content but **misses nearly all** key moments (i.e., when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through independent practice) **OR does not check** for understanding. |
| **Gets** an accurate "pulse" of the class's understanding from **most** checks (i.e., a majority) such that the teacher has enough information to adjust subsequent instruction if necessary. | **Does not get** an accurate "pulse" of the class's understanding from most checks.<br><br>*For example, the teacher might:*<br>• Neglect some students.<br>• Use checks that provide only a limited picture of student understanding (e.g., the questions are too simple to get a complete view of how well students have mastered the objective). |

- Scanning progress of students working independently
- Using constructed responses
- Using exit slips
- Using Fist-to-Five
- Using role playing
- Using Think-Pair-Share

2) For some lessons, checking the "pulse" of the class may not be an appropriate standard. For example, if students are spending the majority of the period working on individual essays and the teacher is conferencing with a few students, it may not be necessary for the teacher to check the understanding of the entire class. In these cases, the teacher should be judged based on how deeply and effectively s/he checks for the understanding of the students with whom s/he is working.

3) All of the techniques in the list of examples above can be effective checks for understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective check for understanding, the technique must be well-executed and appropriate to the objective and thus succeed in getting the "pulse" of the class's understanding.

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# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.*

|  | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|
| **TLF T5B: RESPOND TO STUDENT MISUNDERSTANDINGS** | | |
| **TLF T5B** | Teacher responds to **almost all** student misunderstandings with effective scaffolding. | Teacher responds to **about 3/4** of student misunderstandings with effective scaffolding. |

**Examples of Techniques for Scaffolding Learning**

- Activating background knowledge
- Asking leading questions
- Breaking the task into smaller parts
- Coaching
- Communicating concrete prompts
- Giving hints or cues with a mnemonic device
- Having students verbalize their thinking processes

**Notes**

1) At some points in a lesson, it is not appropriate to immediately respond to student misunderstandings (e.g., at the beginning of an inquiry-based lesson, or when stopping to respond to a single student's misunderstanding would be an ineffective use of instructional time for the rest of the class). In cases such as this, an effective teacher might wait until later in the lesson to respond and scaffold learning. Observers should be sensitive to these situations and not penalize a teacher for failing to respond to misunderstandings immediately when it would be more effective to wait.

2) In some cases, it can be appropriate for a teacher to continue with the lesson even if a student or a small number of students still does not understand, provided that the teacher clearly makes some arrangement to address the misunderstanding later.

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| Teacher responds to **about 1/2** of student misunderstandings with effective scaffolding. | Teacher responds to **less than 1/2** of student misunderstandings with effective scaffolding. |

- Helping students to think aloud
- Modeling
- Providing auditory cues
- Providing visual cues
- Suggesting strategies or procedures
- Using analogies

3) All of the techniques in the list of examples above can be effective techniques for scaffolding learning if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective scaffold, the technique must be well-executed and appropriate to the objective and thus succeed in addressing the student's misunderstanding.

4) If there are no evident student misunderstandings during the 30-minute observation, this category should be scored "N/A."

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.*

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|

**TLF T5C: PROBE FOR HIGHER-LEVEL UNDERSTANDING**

**TLF T5C**

| Teacher **frequently** responds to students' correct answers by probing for higher-level understanding in an effective manner. | Teacher **sometimes** responds to students' correct answers by probing for higher-level understanding in an effective manner. |
|---|---|

**Examples of Probes for Higher-Level Understanding**

- Activating higher levels of inquiry on Bloom's taxonomy (i.e., using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," "restate," or "represent")

- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea

- Asking students to apply a new skill or understanding in a different context

**Notes**

1) At some points in a lesson, it is not appropriate to immediately probe for higher-level understanding (e.g., if students are rehearsing a skill such as pronunciation of phonemes). A teacher should not be penalized for failing to probe for higher-level understanding in these cases. However, over the course of a 30-minute observation, there should be some opportunities to probe for higher-level understanding. As a result, this category cannot be scored "N/A."

2) The percentage of student answers that a teacher should respond to by probing for higher-level understanding will vary depending on the topic and type of lesson. For example, in a high school history lesson on the Industrial Revolution, a teacher should likely be probing for higher-level understanding much of the time. In this case, an observer might be looking for a teacher to probe for higher-level understanding in response to roughly 50% or more of students' correct answers in order to be rated as "frequently." In contrast, in a lesson on the appropriate use of punctuation, a teacher should still be probing for higher-level understanding but might not do so quite as frequently. In this case, an observer might be looking for a teacher to probe for higher-level understanding in response to roughly 25% of students' correct answers in order to be rated as "frequently."

## LEVEL 2

## LEVEL 1 (LOWEST)

| | |
|---|---|
| Teacher **rarely** responds to students' correct answers by probing for higher-level understanding in an effective manner. | Teacher **never** responds to students' correct answers by probing for higher-level understanding in an effective manner. |

- Asking students questions to help them make connections
- Increasing rigor of lesson content or assessment

- Prompting students to make connections to previous material or prior knowledge

3) All of the techniques in the list of examples above can be effective probes for higher-level understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective probe, the technique must be well-executed and appropriate to the objective and thus succeed in activating higher-level understanding.

**DISTRICT OF COLUMBIA PUBLIC SCHOOLS**

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.*

| | | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|---|
| | | **TLF T6: MAXIMIZE INSTRUCTIONAL TIME** | |
| **TLF T6** | | Teacher is **very effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management. | Teacher is **mostly effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management. |
| | **ROUTINES, PROCEDURES & TRANSITIONS** | **No** instructional time is lost due to poorly designed routines and procedures or poorly executed transitions between activities.<br><br>*For example:*<br>• Routines and procedures run smoothly without any prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do.<br>• Transitions are orderly, efficient, and systematized, and require little teacher direction.<br>• Students are never idle while waiting for the teacher (e.g., while the teacher takes attendance or prepares materials). | **Little** instructional time is lost due to poorly designed routines and procedures or poorly executed transitions between activities.<br><br>*For example:*<br>• Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities but may have to ask a few questions or receive teacher guidance occasionally.<br>• Transitions are generally smooth but require more teacher direction in order to run efficiently.<br>• Students may be idle for very brief periods of time while waiting for the teacher (e.g., while the teacher takes attendance or prepares materials). |
| | **INSTRUCTIONAL PACING** | **No** instructional time is lost due to inefficient instructional pacing.<br><br>*For example:*<br>• The teacher spends an appropriate amount of time on each part of the lesson.<br>• The lesson progresses at a rapid enough pace that students are almost never bored or left with nothing to do (e.g., after finishing the assigned work). | **Little** instructional time is lost due to inefficient instructional pacing.<br><br>*For example:*<br>• The teacher spends too much time on one part of the lesson (e.g., allows the opening to continue longer than necessary).<br>• The lesson progresses at a quick pace, but students may occasionally be bored or left with nothing to do (e.g., after finishing the assigned work). |
| | **CLASSROOM MANAGEMENT** | **No** instructional time is lost due to inappropriate or off-task student behavior.<br><br>*For example:*<br>• Inappropriate or off-task student behavior never interrupts or delays the lesson.<br>• The teacher never needs to stop the lesson to address student behavior. | **Little** instructional time is lost due to inappropriate or off-task student behavior.<br><br>*For example:*<br>• Inappropriate or off-task student behavior only occasionally interrupts or delays the lesson.<br>• The teacher rarely needs to stop the lesson to address student behavior. |

|  LEVEL 2  |  LEVEL 1 (LOWEST)  |
| --- | --- |
| Teacher is **somewhat effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management. | Teacher is **ineffective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management. |
| **Some** instructional time is lost due to poorly designed routines and procedures or poorly executed transitions between activities.<br><br>*For example:*<br><br>• Routines and procedures are in place but require significant teacher prompting and direction; students may be unclear about what they should be doing and may ask questions frequently.<br><br>• Transitions are fully directed by the teacher and may be less orderly and efficient.<br><br>• Students may be idle for short periods of time while waiting for the teacher (e.g., while the teacher takes attendance or prepares materials). | **Significant** instructional time is lost due to poorly designed routines and procedures or poorly executed transitions between activities.<br><br>*For example:*<br><br>• There are no evident routines and procedures, so the teacher directs every activity; students are unclear about what they should be doing and ask questions constantly or simply ignore the teacher.<br><br>• Transitions are disorderly and inefficient despite constant teacher direction.<br><br>• Students may be idle for significant periods of time while waiting for the teacher (e.g., while the teacher takes attendance or prepares materials). |
| **Some** instructional time is lost due to inefficient instructional pacing.<br><br>*For example:*<br><br>• The teacher spends an excessive amount of time on one or more parts of the lesson (e.g., continues the guided practice even after all students have clearly mastered the skill).<br><br>• The lesson progresses at a moderate pace, but students are sometimes bored or left with nothing to do (e.g., after finishing the assigned work). | **Significant** instructional time is lost due to inefficient instructional pacing.<br><br>*For example:*<br><br>• The teacher spends an inappropriate amount of time on one or more parts of the lesson (e.g., spends 20 minutes on the warm-up).<br><br>• The lesson progresses at a notably slow pace, and students are frequently bored or left with nothing to do (e.g., after finishing the assigned work). |
| **Some** instructional time is lost due to inappropriate or off-task student behavior.<br><br>*For example:*<br><br>• Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.<br><br>• The teacher frequently needs to stop the lesson to address student behavior. | **Significant** instructional time is lost due to inappropriate or off-task student behavior.<br><br>*For example:*<br><br>• Inappropriate or off-task student behavior constantly interrupts or delays the lesson.<br><br>• The teacher constantly needs to stop the lesson to address student behavior. |

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# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.*

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|

**TLF T7: INVEST STUDENTS IN LEARNING**

| | |
|---|---|
| There is **significant** evidence that the teacher: 1) establishes high expectations for all students and engages students in rigorous academic work; **AND** 2) effectively works to instill the belief that students can succeed if they work hard. | There is **some** evidence that the teacher: 1) establishes high expectations for all students and engages students in rigorous academic work; **AND** 2) effectively works to instill the belief that students can succeed if they work hard. |

**TLF T7**

**Evidence of High Expectations and Rigor**

- Assigning challenging content and work that accelerates learning while pushing students towards attainable objectives
- Communicating and modeling high standards for student performance
- Eliciting student comments indicating rigor of content and activities
- Explicitly setting ambitious classroom goals
- Giving all students adequate time to answer questions
- Not accepting inadequate work
- Providing timely, tailored, and thorough feedback to all students
- Rewarding and reinforcing incremental successes towards goals

## LEVEL 2

## LEVEL 1 (LOWEST)

There is **at least a little** evidence that the teacher: 1) establishes high expectations for all students and engages students in rigorous academic work; **AND** 2) effectively works to instill the belief that students can succeed if they work hard.

There is **no** evidence that the teacher establishes high expectations for all students and engages students in rigorous academic work **OR** there is **no** evidence that the teacher effectively works to instill the belief that students can succeed if they work hard.

**Evidence of Belief that Hard Work Leads to Success**

- Affirming (verbally or in writing) student effort or the connection between hard work and achievement
- Demonstrating perseverance, optimism, and positivity when working with a frustrated student
- Employing motivational activities (e.g., affirmation chants, poems, and cheers)
- Encouraging students to take academic risks through classroom activities
- Tying reward systems to academic achievement and/or effort
- Using monitoring systems (e.g., reading logs, process charts) that show evidence of goal setting

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.*

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **TLF T8: INTERACT POSITIVELY AND RESPECTFULLY WITH STUDENTS** | |
| There is **significant** evidence that the teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and **no** instances of disrespect by the teacher. | There is **some** evidence that the teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and **no** instances of disrespect by the teacher. |

**TLF T8**

**Evidence of Positive Rapport**

- Calling on a variety of students
- Demonstrating reciprocal trust
- Discussing student feelings
- Encouraging students to take academic risks
- Maintaining eye contact
- Maintaining a friendly demeanor
- Providing genuine, regular affirmations

- Knowing student likes/dislikes
- Knowing student preferences
- Laughing with students
- Recognizing student growth
- Using class time to recognize student successes
- Using encouraging words
- Sharing appropriate personal information

**Notes**

A stern or assertive tone does not necessarily constitute disrespect. A teacher may sternly admonish a student or the entire class while still being respectful. Similarly, a sarcastic tone can be respectful and demonstrate positive rapport, though at other times it can constitute disrespect. Observers should take the teacher's tone, the context, and the students' reactions into consideration in assessing whether these situations demonstrate positive rapport or disrespect.

## LEVEL 2

## LEVEL 1 (LOWEST)

There is **at least a little** evidence that the teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and **no** instances of disrespect by the teacher.

There is **no** evidence that the teacher has a positive rapport with her/his students **OR** there are **1 or more** instances of disrespect by the teacher.

**Examples of Disrespect**

- Directing inappropriate personal comment toward a student
- Dismissing student needs (e.g., "I won't help you" or "I'm done with you")
- Dismissively or critically commenting on a student or her/his family
- Drawing negative attention to a student's disability
- Embarrassing a student
- Using sarcasm that visibly hurts or decreases the comfort of one or more students

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# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.*

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **TLF T9A: STUDENT BEHAVIOR** | |
| Inappropriate and off-task student behavior has **no** impact on the learning of students in the class. | Inappropriate and off-task student behavior has **little** impact on the learning of students in the class. |

**TLF T9A**

*For example:*

- There may be rare instances of inappropriate or off-task student behavior, but these are isolated to the student and momentary in duration.
- Inappropriate or off-task student behavior never escalates or causes other students to get off-task.
- At all times, students follow established expectations of behavior and the teacher almost never has to interrupt instruction to address student behavior.

*For example:*

- There may be periodic instances of inappropriate or off-task student behavior, but these are isolated to the student and momentary in duration.
- Inappropriate or off-task student behavior never escalates and only causes other students to briefly get off-task on a few occasions.
- The teacher might periodically have to interrupt instruction to address student behavior, but all interruptions are brief and do not interrupt the flow of instruction.

### Examples of Inappropriate Behaviors

- Students leave the classroom without permission.
- Students inappropriately use school equipment, supplies, and facilities.

- Students pass notes.
- Students push, fight, or engage in other inappropriate or disruptive physical contact.

- Students sharpen pencils for excessive periods of time.
- Students sleep in class.

### Notes

1) Observers should consider developmental level in determining what constitutes inappropriate or off-task behavior. For example, sleeping might not be considered an off-task behavior in an early childhood class in the same way that it would be in a high school class.

2) If certain behaviors (e.g., rocking, tapping, or walking in class) are part of a student's IEP accommodation, they should not be considered inappropriate.

## LEVEL 2

## LEVEL 1 (LOWEST)

| Inappropriate and off-task student behavior has **some** impact on the learning of students in the class. | Inappropriate and off-task student behavior has a **significant** impact on the learning of students in the class. |
|---|---|
| *For example:*<br><br>• There may be frequent instances of inappropriate or off-task student behavior. These may involve individuals or groups of students and may persist, but they do not last throughout the class period.<br><br>• Inappropriate or off-task student behavior may occasionally escalate and may frequently cause other students to get off-task, but students are still generally able to focus on the lesson.<br><br>• The teacher frequently has to interrupt instruction to get students back on task, but is still generally able to maintain the flow of instruction. | *For example:*<br><br>• There may be constant instances of inappropriate or off-task behavior. These may involve individuals or groups of students, and they may last throughout the class period.<br><br>• Inappropriate or off-task student behavior may frequently escalate and generally prevents most students in the class from being able to focus on the lesson.<br><br>• The teacher constantly has to interrupt instruction to address student behavior and is unable to maintain the flow of instruction. |

• Students socially converse with peers.

• Students throw objects.

• Students use profanity or make inappropriate gestures.

• Students use unauthorized portable electronic devices (e.g., mp3 players, cell phones).

• Students wander or run around the room.

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.*

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|

**TLF T9B: REINFORCE POSITIVE BEHAVIOR**

| | |
|---|---|
| Teacher **strategically reinforces** positive behavior **AND** there is significant evidence that **students** reinforce positive classroom culture. | Teacher **strategically reinforces** positive behavior. |

**TLF T9B**

**Effective Ways to Reinforce Positive Behavior**

- Calling parents to recognize successes
- Employing teaming strategies
- Having short, individual conversations to affirm positive behavior
- Non-verbally recognizing positive behavior (e.g., smiling, giving a thumbs-up or a high-five)
- Tracking behavior through charts on walls or desks
- Using individual and/or class incentives
- Verbally recognizing positive behavior
- Writing notes or praise to students

**Notes**

1) A teacher "strategically" reinforces positive behavior (Level 3 and 4) by reinforcing positive behavior at key moments to preempt inappropriate or off-task behavior or to bolster the positive behavior of a student who has struggled with inappropriate or off-task behavior.

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| Teacher **reinforces** positive behavior. | Teacher **does not** reinforce positive behavior. |

**Evidence that Students Reinforce Positive Classroom Culture**

- Students actively listen and respond to each other during discussion.
- Students clap for each other.
- Students encourage each other with verbal praise or redirection.
- Students help each other grasp new concepts.
- Students help with classroom jobs or tasks.
- Students remain on task and ignore peers who exhibit off-task behavior.
- Students remind each other of behavior expectations in an appropriate manner.
- Students share or lend supplies.
- Students use respectful, polite language with each other.

2) The frequency with which teachers reinforce positive behavior will likely vary depending on grade level and on the strength of the teacher's classroom management. Effective teachers who have established clear expectations for behavior and are strong in classroom management may not need to engage in frequent reinforcement of positive behavior. A teacher like this who only reinforces positive behavior once or twice during the class period, perhaps targeting these reinforcements to individual students, can still be rated at Level 3 or 4 if these were the only times it was necessary to reinforce positive behavior.

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# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

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## LEVEL 4 (HIGHEST)                    LEVEL 3

### TLF T9C: ADDRESS INAPPROPRIATE, OFF-TASK, OR CHALLENGING BEHAVIOR

| | |
|---|---|
| Teacher addresses **almost all** inappropriate, off-task, or challenging behavior efficiently. | Teacher addresses **most** inappropriate, off-task, or challenging behavior efficiently. |

**TLF T9C**

**Examples of Addressing Inappropriate, Off-Task, or Challenging Behavior Efficiently**

- Allowing students to have a moment to calm down
- Asking students to state their conflicts in order to find a mutually agreed upon solution
- Developing behavior contracts with students
- Employing use of student self-reflection sheets

- Encouraging students to move to a new location to calm down
- Encouraging students to speak with a peer about a problem
- Encouraging students to write about the problem in a journal

- Engaging students in one-on-one "talk time"
- Gesturing or using other non-verbal behavior cues
- Helping students to use emotion management techniques

**Notes**

1) Addressing inappropriate, off-task, or challenging behavior "efficiently" means addressing it quickly and effectively. Addressing behavior quickly does not necessarily mean that a teacher must address each behavior as soon as it arises (see Note #2), but rather that, when a teacher does address a behavior, s/he must address it quickly so that instructional time is not lost. Addressing behavior effectively means that, when a teacher addresses a behavior, s/he must address it in a way that ensures that the behavior does not continue, escalate, or recur.

## LEVEL 2

## LEVEL 1 (LOWEST)

Teacher addresses **some** inappropriate, off-task, or challenging behavior efficiently.

Teacher **does not** address off-task, inappropriate, or challenging behavior efficiently.

- Moving students who are having trouble focusing
- Purposefully ignoring attention-seeking behavior that does not disrupt instruction
- Quietly communicating a warning

- Recognizing students who exhibit positive behavior
- Reminding students of class rules
- Standing near students who are off-task

2) In some cases, an effective teacher might not address an inappropriate or off-task student behavior immediately. For example, if a student is engaging in an attention-seeking inappropriate behavior, the most effective strategy might sometimes be to ignore the behavior as long as it is not affecting the learning of other students. Observers should consider the context of the behavior, other students' responses to it, and how long it persists in determining whether ignoring a particular student behavior is an effective means of addressing it.

3) If there are no off-task, inappropriate, or challenging behaviors during the entire observation period and the teacher thus has no opportunity to address them effectively, the teacher should receive a Level 4.

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# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: INCREASE EFFECTIVENESS

*NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.*

| | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|
| **TLF IE1: ASSESS STUDENT PROGRESS** | | |
| **TLF IE1** | Teacher: 1) routinely **uses assessments** to measure student mastery of content standards; 2) provides students with **multiple ways** of demonstrating mastery (e.g., selected response, constructed response, performance task, and personal communication); and 3) provides students with **multiple opportunities** during the unit to demonstrate mastery. | Teacher: 1) routinely **uses assessments** to measure student mastery of content standards; and 2) provides students with **multiple ways** of demonstrating mastery (e.g., selected response, constructed response, performance task, and personal communication). |
| **TLF IE2: TRACK STUDENT PROGRESS DATA** | | |
| **TLF IE2** | Teacher: 1) routinely **records** the student progress data gathered in IE 1; 2) **uses a system** (e.g., gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery; and 3) **at least 1/2** of the students (2 or more of 4 surveyed) know their progress toward mastery. | Teacher: 1) routinely **records** the student progress data gathered in IE 1; and 2) **uses a system** (e.g., gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery. |
| **TLF IE3: IMPROVE PRACTICE AND RE-TEACH IN RESPONSE TO DATA** | | |
| **TLF IE3** | In response to IE 2, Teacher: 1) **re-teaches**, as appropriate; 2) **modifies long-term plans**, as appropriate; and 3) **modifies practice**, as appropriate. | In response to IE 2, Teacher: 1) **re-teaches**, as appropriate; and 2) **modifies long-term plans**, as appropriate. |

*Each line of the rubric is assessed independently.*
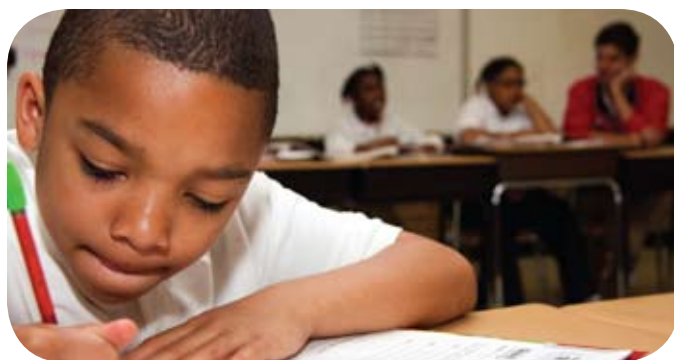
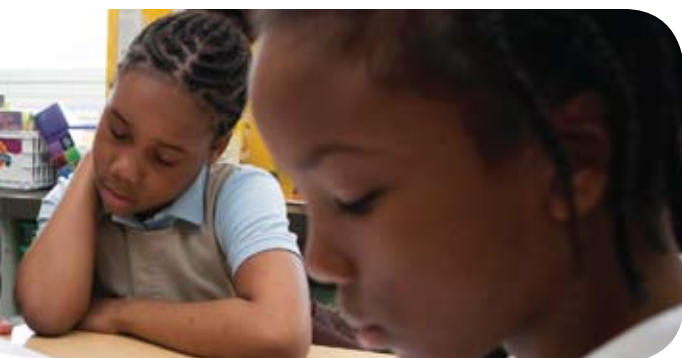| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| Teacher routinely **uses assessments** to measure student mastery of content standards. | Teacher **does not routinely use assessments** to measure student mastery of content standards. |
| Teacher routinely **records** the student progress data gathered in IE 1. | Teacher **does not routinely record** student progress data gathered in IE 1. |
| In response to IE 2, Teacher **re-teaches**, as appropriate. | Teacher **does not re-teach**. |

*Each line of the rubric is assessed independently.*

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