## 2013 Framework for Teaching Evaluation Instrument

### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Component 1a:</th>
<th>Demonstrating Knowledge of Content and Pedagogy</th>
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<tbody>
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<td>In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.</td>
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<td>Elements of component 1a:</td>
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<td>• Knowledge of content and the structure of the discipline</td>
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<td>Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.</td>
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<td>• Knowledge of prerequisite relationships</td>
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<td>Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.</td>
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<td>• Knowledge of content-related pedagogy</td>
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<td>Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching.</td>
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<td>Indicators:</td>
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<td>• Lesson and unit plans that reflect important concepts in the discipline</td>
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<td>• Lesson and unit plans that accommodate prerequisite relationships among concepts and skills</td>
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<td>• Clear and accurate classroom explanations</td>
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<td>• Accurate answers to student questions</td>
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<td>• Feedback to students that furthers learning</td>
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<td>• Interdisciplinary connections in plans and practice</td>
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<tr>
<td>Critical Attributes</td>
<td>Unsatisfactory</td>
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<td>Teacher makes content errors.</td>
<td>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</td>
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**Possible Examples 1a**

- The teacher plans to use only verbal descriptions to teach simple shapes (circle, square, triangle) knowing that his class has only learned the circle.
- The teacher plans to assign a worksheet to teach one to one correspondence.
- When planning for a reading lesson, the teacher decides to use round robin as the only reading instruction. She does not consider the different reading levels of her class which includes two gifted and 3 ELL students.
- The teacher plans to use only verbal descriptions to teach simple shapes (circle, square, triangle) knowing that his class has only learned the circle.
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| Teacher makes content errors. | Teacher’s understanding of the discipline is rudimentary. | Teacher can identify important concepts of the discipline and their relationships to one another. | Teacher cites intra- and interdisciplinary content relationships. |
| Teacher does not consider prerequisite relationships when planning. | Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete. | Teacher provides clear explanations of the content. | Teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed. |
| Teacher’s plans use inappropriate strategies for the discipline. | Lesson and unit plans use limited instructional strategies, and some are not suitable to the content. | Teacher answers student questions accurately and provides feedback that furthers their learning. | Teacher’s plans reflect recent developments in content-related pedagogy. |
| | | Instructional strategies in unit and lesson plans are entirely suitable to the content. | |
| The teacher plans to have students copy random words from the board at the end of each day with no connection to lessons or review. The teacher uses this time to check his email. |
| The teacher’s plan relies on a ‘cute’ store bought book of size word worksheets. He uses the worksheets to teach rote memorization for color words. |
| The teacher plans to organize an interactive word wall that includes size words. Teacher directs students to locate specific words on the board to be used in a sentence. The teacher bases the individual student directions on their instructional level. |
| The teacher plans lessons to bridge content areas, such as prompting the students to find props and identify corresponding and size-related words to retell the story of Goldilocks and the Three Bears. |
Component 1b: Demonstrating Knowledge of Students

Teachers don’t teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources that will ensure that they will be able to learn.

Elements of component 1b:

- Knowledge of child and adolescent development
  *Children learn differently at different stages of their lives.*
- Knowledge of the learning process
  *Learning requires active intellectual engagement.*
- Knowledge of students’ skills, knowledge, and language proficiency
  *What students are able to learn at any given time is influenced by their level of knowledge and skill.*
- Knowledge of students’ interests and cultural heritage
  *Children’s backgrounds influence their learning.*
- Knowledge of students’ special needs
  *Children do not all develop in a typical fashion.*

Indicators:

- Formal and informal information about students gathered by teacher for use in planning instruction
- Student interests and needs learned by teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share heritage
- Database of students with special needs

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<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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<tr>
<td><strong>1b: Demonstrating Knowledge of Students</strong></td>
<td>Teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage—and does not indicate that such knowledge is valuable.</td>
<td>Teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage yet may apply this knowledge not to individual students but to the class as a whole.</td>
<td>Teacher understands the active nature of student learning and attains information about levels of development for groups of students. Teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage.</td>
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### Critical Attributes
- Teacher does not understand child development characteristics and has unrealistic expectations for students.
- Teacher does not try to ascertain varied ability levels among students in the class.
- Teacher is not aware of student interests or cultural heritages.
- Teacher takes no responsibility to learn about students' medical or learning disabilities.
- Teacher cites developmental theory but does not seek to integrate it into lesson planning.
- Teacher is aware of the different ability levels in the class but tends to teach to the "whole group.”
- Teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- Teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.
- Teacher knows, for groups of students, their levels of cognitive development.
- Teacher is aware of the different cultural groups in the class.
- Teacher has a good idea of the range of interests of students in the class.
- Teacher has identified “high,” “medium,” and “low” groups of students within the class.
- Teacher is well informed about students’ cultural heritage and incorporates this knowledge in lesson planning.
- Teacher is aware of the special needs represented by students in the class.
- Teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly.
- Teacher seeks out information from all students about their cultural heritage.
- Teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

### Possible Examples

#### 1b

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<tr>
<th>Critical Attributes</th>
<th>Possible Examples</th>
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<td>- The teacher does not plan to engage students or families of Mexican-American students when planning a unit or project on Mexico.</td>
<td>- The teacher does not plan to incorporate information about individual students’ IEP and learning goals when planning daily lessons.</td>
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<td>- The teacher plans activities without reviewing students’ formative or summative assessment data.</td>
<td>- The teacher knows the students who have IEPs and has read their learning goals but has not purposefully planned to differentiate for these student learning needs in the planning process.</td>
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<td>- The teacher plans to teach his/her students to play music/carols.</td>
<td>- The teacher chooses music/carols to engage Spanish-speaking students to discuss their ancestry with their peers as part of their unit or project on Mexico.</td>
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<td>- Teacher makes arrangements for the</td>
<td>- The teacher plans to meet several of his/her students’ extended family members while attending the local Mexican Heritage Celebration and uses the experience to plan classroom activities which reflect students’ lives. OR teacher has asked a few family members of her Mexican-American students’ to come into the class, bring in some of their traditional foods, and talk about their customs and culture.</td>
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<td>- The teacher regularly creates IEP based adapted assessment materials for several students needing accommodations. The teacher plans his/her lesson with three different follow-up activities designed to meet the varied ability levels of his/her students.</td>
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<td>- The teacher regularly incorporates information gathered from families at curriculum night/open house about hopes and goals for their students’ learning. Teacher also has a method of regular communication with the families about students’ progress and incorporates that data into her plans too.</td>
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<td>Class Christmas carols, despite the fact that he has four religions represented among his/her students.</td>
<td>Represent two of the four religions in the classroom. They are downloaded on the student computers for individual students to listen to but the teacher does not share the music with the whole class.</td>
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<td>● When planning lessons, units, projects, center, or other learning experiences, the teacher recycles lesson plans and learning experiences from past years, or chooses topics and activities that interest her, or what she “thinks’ should be interesting to her students.</td>
<td>● During snack time or other free times the teacher listens to the students sharing their personal interests or about their lives outside school, but the teacher’s plans does not apply what is shared when teacher plans lessons, units, projects, center, or other learning experiences.</td>
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## Component 1c: Setting Instructional Outcomes

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

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

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

### Indicators:
- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability
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<th>Unsatisfactory</th>
<th>Basic</th>
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<td><strong>1c: Setting Instructional Outcomes</strong></td>
<td>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</td>
<td>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</td>
<td>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</td>
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<td><strong>Critical Attributes</strong></td>
<td>• Outcomes lack rigor.</td>
<td>• Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline.</td>
<td>• Outcomes represent high expectations and rigor.</td>
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<td>• Outcomes do not represent important learning in the discipline.</td>
<td>• Outcomes are related to “big ideas” of the discipline.</td>
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<td>• Outcomes are not clear or are stated as activities.</td>
<td>• Outcomes are written in terms of what students will learn rather than do.</td>
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<td>• Outcomes are not suitable for many students in the class.</td>
<td>• Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.</td>
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<tr>
<td><strong>Possible Examples 1c</strong></td>
<td>The teacher plans to paste apples on a paper but there is no link to outcomes in the plans, nor an explanation as to how this is considered rigorous for this group of students or rigorous for this curriculum/discipline.</td>
<td>The teacher’s plans show activities in a unit about apples are related to outcomes but are not coordinated across curriculum/discipline content areas.</td>
<td>The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.</td>
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<td>Teacher plans for second graders to copy a poem but the outcomes are not stated nor linked to students’ learning needs.</td>
<td>The teacher planned outcomes for second graders is to learn a poetry form by memorizing a poem and to choose an element from the poem to illustrate the form. The plan describes how this is suitable for most of the class, but there are indications that some students may find this more or less advanced according to their abilities.</td>
<td>Teacher connects outcomes to previous and future learning.</td>
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<td>The teacher decides all learning outcomes for the whole class without considering individual student needs.</td>
<td>The outcomes are written with the needs of the “middle” group in mind; however, however, students’ IEP,</td>
<td>Outcomes are differentiated to encourage individual students to take educational risks.</td>
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<td>The teacher writes outcomes in a way that allows groups or individual students to approach activities at their levels or</td>
<td>The teacher’s plans include a concept map that links previous current and future learning goals and outcomes by connecting the essential idea of life cycles beginning with apples and extending to humans/animals.</td>
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<td>The teacher intentionally provides the opportunities for students to write and reference poetry and its forms across the curriculum and in future study. Students are able to choose the poems they are interested in studying, or writing their own.</td>
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<td>The teacher reviews goals and modifies project objectives and expectations to align with students’ IEP, cultural or educational risks.</td>
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### Component 1d: Demonstrating Knowledge of Resources

Student learning is enhanced by a teacher’s skillful use of resources. Some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide no instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

**Elements of component 1d:**
- Resources for classroom use
  - *Materials must align with learning outcomes.*
- Resources to extend content knowledge and pedagogy
  - *Materials that can further teachers’ professional knowledge must be available.*
- Resources for students
  - *Materials must be appropriately challenging.*

**Indicators:**
- Materials provided by the district
- Materials provided by professional organizations
- Range of texts
- Internet resources
- Community resources
- Ongoing participation by teacher in professional education courses or professional groups
- Guest speakers
<table>
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<tr>
<th>Id: Demonstrating Knowledge of Resources</th>
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<tbody>
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<td>Teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is teacher aware of resources for expanding one’s own professional skill.</td>
<td>Teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one’s professional skill but does not seek to expand this knowledge.</td>
<td>Teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet for classroom use and for extending one’s professional skill, and seeks out such resources.</td>
<td>Teacher’s knowledge of resources for classroom use and for extending one’s professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</td>
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### Critical Attributes

- **Teacher uses only district-provided materials, even when more variety would assist some students.**
- **Teacher does not seek out resources available to expand his/her own skill.**
- **Although aware of some student needs, teacher does not inquire about possible resources.**
- **Teacher uses materials in the school library but does not search beyond the school for resources.**
- **Teacher participates in content-area workshops offered by the school but does not pursue other professional development.**
- **Teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.**
- **Texts are at varied levels.**
- **Texts are supplemented by guest speakers and field experiences.**
- **Teacher facilitates use of Internet resources.**
- **Resources are multidisciplinary.**
- **Teacher expands knowledge through professional learning groups and organizations.**
- **Teacher pursues options offered by universities.**
- **Teacher provides lists of resources outside the classroom for students to draw on.**
- **Texts are matched to student skill level.**
- **Teacher has ongoing relationship with colleges and universities that support student learning.**
- **Teacher maintains log of resources for student reference.**
- **Teacher pursues apprenticeships to increase discipline knowledge.**
- **Teacher facilitates student contact with resources outside the classroom.**

### Possible Examples

#### 1d

- **For their unit on weather, the teacher plans to have students find all of their information in the district-supplied textbook.**
- **For a unit on weather, the teacher borrows only the three or four books available from the school library, but does not seek out others the public library.**
- **The teacher thinks students would benefit from hearing from a professional and contacts the school nurse to visit the classroom during a health unit.**
- **The teacher uses the information shared at the school-based math workshop but does not do additional extended research or resource collection beyond this session.**
- **The teacher provides lists of resources outside the classroom for students to draw on.**
- **The teacher generates a list of resources including websites and community partners that will help enrich a health study.**
- **The teacher uses the information available from the school, district, or community resources beyond the classroom to enhance health unit.**
- **The teacher is not sure how to teach fractions but doesn’t seek additional resources or information from professional colleagues.**
- **The teacher uses the information shared at the school-based math workshop but does not do additional extended research or resource collection beyond this session.**
- **The teacher takes district, community or university classes or workshops to increase overall knowledge of math concepts and teaching strategies.**
- **The teacher coordinates a math centered professional learning community (PLC) within the school and expands it by creating a web presence to share ideas on national and international levels.**
- **The teacher organizes field trips and expert visits in the community after surveying students on what they know and don’t know about the health community (fire department, ambulance, doctors, dentists, etc.)**
- **The teacher uses individual students’ skill levels to offer weather books and other materials like maps and video at a wide range of complexity and in varying genres.**
### Component 1e: Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.

**Elements of component 1e:**

- Learning activities
  
  *Instruction is designed to engage students and advance them through the content.*

- Instructional materials and resources
  
  *Aids to instruction are appropriate to the learning needs of the students.*

- Instructional groups
  
  *Teachers intentionally organize instructional groups to support student learning.*

- Lesson and unit structure
  
  *Teachers produce clear and sequenced lesson and unit structures to advance student learning.*

**Indicators:**

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans
<table>
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<tr>
<td><strong>1e: Designing Coherent Instruction</strong></td>
<td>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</td>
<td>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some time allocations reasonable.</td>
<td>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</td>
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</tbody>
</table>
| **Critical Attributes** | - Learning activities are boring and/or not well aligned to the instructional goals.  
- Materials are not engaging or do not meet instructional outcomes.  
- Instructional groups do not support learning.  
- Lesson plans are not structured or sequenced and are unrealistic in their expectations. | - Learning activities are moderately challenging.  
- Learning resources are suitable, but there is limited variety.  
- Instructional groups are random, or they only partially support objectives.  
- Lesson structure is uneven or may be unrealistic about time expectations. | - Learning activities are matched to instructional outcomes.  
- Activities provide opportunity for higher-level thinking.  
- Teacher provides a variety of appropriately challenging materials and resources.  
- Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.  
- The plan for the lesson or unit is well structured, with reasonable time allocations. | - Activities permit student choice.  
- Learning experiences connect to other disciplines.  
- Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.  
- Lesson plans differentiate for individual student needs. |
| **Possible Examples 1e** | - The teacher includes as two lead activities in a butterfly unit to memorize the parts of a butterfly and complete a worksheet about the parts of a butterfly.  
- The teacher’s plan describes how the class will be organized in rows, seating the students alphabetically; and plans to have students stay in groups of four for the first nine weeks of school with groupings based on student’s proximity to each other at their desks.  
- The teacher’s lesson plans are written on sticky notes in his/her grade book; they indicate: lecture, activity, or test, along with page numbers in the text. | - After a mini lesson on butterflies, the teacher plans to have the whole class play a game to reinforce the skill he taught.  
- The teacher always plans to let students self-select a working group because they behave better when they can choose with whom to sit.  
- The teacher’s lesson plans are well formatted, but the timing for many activities are typically too short to focus deeply upon the key concepts. | - The teacher reviews his/her learning activities with a reference to high-level vocabulary and rewrites some of the activities to increase the challenge level.  
- The teacher plans for students to complete a project in small groups; she carefully selects group members by their ability level and learning style based on formative and assessment data and what she knows about how they learn best.  
- The teacher reviews lesson plans with his/her principal; they are wellstructured, with pacing times and activities clearly indicated. | - The teacher’s unit on butterflies lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.  
- After the cooperative group lesson, the teacher plans to have students reflect on their participation and focus upon “celebrations…what worked well” and “concentrations…what can we improve”.  
- The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his/her students to link the current lesson outcomes to those they previously learned. |
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<td>The teacher plans to use mostly narrative-based texts and few with appropriate and/or interesting pictures.</td>
<td>The teacher plans to use a variety of reading materials but no other kinds of resources to teach a topic.</td>
<td>The literacy block/center is planned to include access to a variety of materials which address different learning modalities; charts, listening center, space for dramatic interpretation, and art materials.</td>
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Component 1f: Designing Student Assessments

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.

Elements of component 1f:
- Congruence with instructional outcomes
  Assessments must match learning expectations.
  Criteria and standards
  Expectations must be clearly defined.
- Design of formative assessments
  Assessments for learning must be planned as part of the instructional process.
  Use for planning
  Results of assessment guide future planning.

Indicators:
- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

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<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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<tbody>
<tr>
<td>1f: Designing Student Assessments</td>
<td>Assessment procedures are not congruent with instructional outcomes and contain no criteria by which student performance will be assessed. Teacher has no plan to incorporate formative assessment in the lesson or unit.</td>
<td>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</td>
<td>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</td>
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### Critical Attributes
- Assessments do not match instructional outcomes.
- Assessments have no criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.
- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.
- All the learning outcomes have a method for assessment.
- Assessment types match learning expectations.
- Plans indicate modified assessments when they are necessary for some students.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.
- Assessments provide opportunities for student choice.
- Students participate in designing assessments for their own work.
- Teacher-designed assessments are authentic, with real-world application as appropriate.
- Students develop rubrics according to teacher-specified learning objectives.
- Students are actively involved in collecting information from formative assessments and provide input.

### Possible Examples

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<tr>
<th>If</th>
<th>Then</th>
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<tbody>
<tr>
<td>The teacher plans to use observation but no documentation as the only means for assessing behavior.</td>
<td>The teacher plans to use a social emotional checklist with a numerical range, but no narrative descriptors of levels to assess student behavior.</td>
<td>The teacher plans to use a social emotional checklist with a numerical range, and narrative descriptors of levels to assess student behavior.</td>
<td>The teacher designs and/or uses instruments to measure social emotional growth in concert with other teachers and with input from students’ families.</td>
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<td>The teacher does not purposefully build in formative checks of literacy skills outside of district assessments.</td>
<td>The teacher’s plans regularly assess only the fluency rate of each reader but is does not include other reading skills to assess.</td>
<td>In an early learning class the teacher uses anecdotal notes from last week’s literacy lesson/block to form differentiated groups.</td>
<td>The teacher creates a system which allows students to chart their growth as readers and set their own learning goals.</td>
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<td>The teacher does not use past math summative results to guide her/his planning for the upcoming math unit.</td>
<td>The teacher plans to reteach a math concept to the whole class based upon the results of a math worksheet, although some students’ work shows mastery of the concept.</td>
<td>During individual work time, the teacher assesses each students understanding of the math lesson by observing their work and having them articulate their method for solving the math problem.</td>
<td>The teacher has developed a routine for his/her class; students know that if they are struggling with a math concept, they first check with another student in group, and then meet with teacher at “help desk” during independent work time.</td>
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