

A. PLANNING AND PREPARATION

A1. KNOWLEDGE of STUDENTS (Ss) *TPE 1, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> TC shows minimal understanding of how Ss learn – in their ways of learning, knowledge & skills, special needs, interests, & cultural identities – and does not indicate that such knowledge is valuable 	<ul style="list-style-type: none"> TC shows general knowledge and awareness of how Ss learn – in their ways of learning, knowledge & skills, special needs, interests, & cultural identities – but tends to teach to the class as a whole 	<ul style="list-style-type: none"> TC purposefully acquires knowledge about how the whole class AND groups of Ss learn – in their ways of learning, knowledge & skills, special needs, interests, & cultural identities – and plans lessons accordingly TC understands that Ss learn through developmentally appropriate & active intellectual engagement with content 	<ul style="list-style-type: none"> TC purposefully acquires knowledge about how the whole class, groups, AND individual Ss learn – in their ways of learning, knowledge & skills, special needs, interests, & cultural identities – and plans lessons accordingly TC understands that Ss learn through developmentally appropriate & active intellectual engagement, AND that misconceptions & gaps in knowledge and experience may need to be uncovered

A2. SETTING INSTRUCTIONAL OUTCOMES *TPE 3, 4, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> Outcomes represent low expectations/lack of rigor All outcomes are unclear Outcomes are not measurable Outcomes are poorly aligned with content standards All outcomes are not suitable for most Ss 	<ul style="list-style-type: none"> Outcomes represent moderate expectations/rigor Some outcomes are unclear Some outcomes are not measurable Outcomes are somewhat aligned with content standards Some outcomes are suitable for most Ss 	<ul style="list-style-type: none"> Most outcomes represent high expectations/rigor Most outcomes are clear Most outcomes are measurable Most outcomes are aligned with content standards Most outcomes are suitable for most Ss 	<ul style="list-style-type: none"> All outcomes represent high expectations/rigor All outcomes are clear All outcomes are measurable All outcomes are aligned with content standards All outcomes are suitable for Ss with differentiation/flexibility for individual Ss

A3. DESIGNING COHERENT INSTRUCTION *TPE 1, 3, 4, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> Learning activities are poorly aligned with learning outcomes and/or content standards Learning activities do not follow an organized progression Ss are not actively engaged in cognitive activities with no evidence of UDL No use of groupings Unrealistic time allocations 	<ul style="list-style-type: none"> Some learning activities are aligned with learning outcomes and/or content standards Some learning activities do not follow an organized progression Ss are minimally engaged in cognitive activities with limited evidence of UDL Some use of groupings but may be inappropriate Uneven time allocations 	<ul style="list-style-type: none"> Most learning activities are aligned with learning outcomes and content standards Most learning activities follow an organized progression Ss are engaged in cognitive activities with evidence of UDL Appropriate use of groupings Appropriate time allocations 	<ul style="list-style-type: none"> All learning activities are aligned with learning outcomes and content standards All learning activities follow an organized progression Ss are challenged in high-level cognitive activities with appropriate UDL Appropriate and varied groupings that include S choice Appropriate time allocations with flexibility for individual Ss

A4. DESIGNING STUDENT ASSESSMENT *TPE 5*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> Assessments do not match learning outcomes and/or content standards Lack of criteria for expectations Minimal formative assessment 	<ul style="list-style-type: none"> Assessments partially match learning outcomes and/or content standards Criteria available but unclear Rudimentary use of formative assessment 	<ul style="list-style-type: none"> Assessments match learning outcomes and content standards Criteria clear Appropriately-designed formative assessment 	<ul style="list-style-type: none"> Assessments clearly match learning outcomes and content standards Well-developed criteria Well-designed formative assessment adapted to individuals as needed. Ss contribute to assessment process

A5. SUPPORTING EMERGENT BILINGUALS *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> Missing or inappropriate ELD Standards Missing or inappropriate EB scaffolding & support 	<ul style="list-style-type: none"> ELD standards not aligned with learning outcomes, assessments, AND/OR instructional activities General scaffolds that do not adequately support EB language production AND/OR content engagement 	<ul style="list-style-type: none"> ELD standards aligned with & support learning outcomes, assessments, & instructional activities Whole-class scaffolds that adequately support EBs' academic language production & content engagement 	<ul style="list-style-type: none"> ELD standards aligned with & support learning outcomes, assessments, & instructional activities AND meet specific needs of individual ELs/EBs Targeted scaffolds that support individual EBs' academic language production & content engagement, building on prior knowledge AND/OR language proficiency

A6. SUPPORTING STUDENTS with DISABILITIES *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
Plans: <ul style="list-style-type: none"> Lack appropriate instructional methods and/or supports for providing instruction to Ss with disabilities Demonstrate no evidence of providing accommodations or modifications as stated on student IEPs or 504 plans Do not allow Ss with disabilities access to grade aligned and standards-based instruction 	Plans: <ul style="list-style-type: none"> Include instructional methods and/or supports that do not consistently address the individualized needs of Ss with disabilities Include non-individualized accommodations or modifications OR do not include all of the relevant accommodations or modifications as stated on Ss' IEPs or 504 plans Allow Ss with disabilities inconsistent access to grade aligned and standards-based instruction 	Plans: <ul style="list-style-type: none"> Include research or evidence-based instructional methods and/or supports, including assistive technology as needed to support the individualized needs of Ss with disabilities Fully address accommodations and modifications as indicated on Ss' IEPs or 504 plans Allow Ss with disabilities access to grade aligned and standards-based instruction 	Plans: <ul style="list-style-type: none"> Include opportunities for Ss with disabilities to manage their own scaffolds and supports, including assistive technology as needed Fully address accommodations and modifications as indicated on Ss' IEPs and 504 plans and provide opportunities for Ss to understand and advocate for strategies that meet their individual learning needs Allow Ss with disabilities meaningful and consistent access to grade aligned and standards-based instruction

B. CLASSROOM ENVIRONMENT

B1. CREATING an ENVIRONMENT of RESPECT & RAPPORT *TPE 2*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<p>Interactions (TC:Ss & Ss:Ss) are mostly negative. Interactions may:</p> <ul style="list-style-type: none"> • Be inappropriate or insensitive to Ss' ages, culture, AND/OR developmental levels • Lack of warmth in the classroom OR Includes sarcasm/put-downs AND/OR TC may ignore put downs • No evidence of intellectual risk taking 	<p>Interactions (TC:Ss & Ss:Ss) are generally appropriate with occasional inconsistencies. Interactions may:</p> <ul style="list-style-type: none"> • Show TC's disregard for Ss' ages, culture, AND/OR developmental levels • Create a neutral classroom environment (neither warm nor disrespectful) • Few students take intellectual risks 	<p>Interactions (TC:Ss & Ss:Ss) are friendly & respectful. Interactions are:</p> <ul style="list-style-type: none"> • Appropriate for all ages, cultures, AND developmental levels • Polite, respectful • Some Ss take intellectual risks 	<p>Interactions (TC:Ss & Ss:Ss) are highly respectful. Interactions are:</p> <ul style="list-style-type: none"> • Sensitive to Ss as individuals • Create classroom with genuine warmth and care; high-level of respect • Many Ss comfortable taking intellectual risks

B2. MANAGING CLASSROOM PROCEDURES *TPE 2*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<p>Substantial instructional time lost due to inefficient routines & procedures</p> <ul style="list-style-type: none"> • TC management of transitions AND/OR materials not clearly evident • Ss do not clearly know or follow established routines 	<p>Some instructional time lost due to partially inefficient routines & procedures</p> <ul style="list-style-type: none"> • TC management of transitions AND/OR materials inconsistent • Ss require prompting to follow established routines 	<p>Little loss of instructional time due to effective routines & procedures</p> <ul style="list-style-type: none"> • TC management of transitions AND materials effective • Ss need minimal guidance/prompting to follow established routines 	<p>Maximized instructional time due to efficient, seamless routines & procedures</p> <ul style="list-style-type: none"> • Ss take initiative in managing transitions AND/OR materials • Routines are well understood and some may be initiated by Ss

B3. MANAGING STUDENT BEHAVIOR *TPE 2*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> • No established standard of conduct • Little OR no monitoring of student behavior • TC response to misbehavior is repressive OR disrespectful of student dignity 	<ul style="list-style-type: none"> • Standards of conduct established, but inconsistent implementation • Some monitoring of student behavior • TC response to student misbehavior is inconsistent 	<ul style="list-style-type: none"> • Standards of conduct established, consistent implementation • Effective monitoring of student behavior • TC response to misbehavior is consistent AND respectful 	<ul style="list-style-type: none"> • Standards of conduct clearly established with Ss • Ss take an active role in monitoring their own & others behavior • TC response to misbehavior is subtle, preventive, and sensitive to individual student needs & respect for dignity

C. INSTRUCTION

C1. COMMUNICATING with STUDENTS *TPE 1, 3, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> • Unclear purpose of lesson • Confusing directions/procedures • Major content errors • Inappropriate use of academic language (e.g., vocabulary, grammar, syntax, discourse) 	<ul style="list-style-type: none"> • Limited understanding of lesson purpose • Somewhat clear directions/procedures but need clarification • Minor content errors • Academic language (e.g., vocabulary, grammar, syntax, discourse) not used AND/OR explained 	<ul style="list-style-type: none"> • Clear instructional purpose • Clear directions/procedures that may be modeled • No content errors • Appropriate use of academic language (e.g., vocabulary, grammar, syntax, discourse) 	<ul style="list-style-type: none"> • Clear instructional purpose that links to larger curriculum • Clear directions/procedures with possible confusion anticipated • Content thorough & clear • Appropriate use of academic language (e.g., vocabulary, grammar, syntax, discourse) that extends Ss' vocabularies • Ss contribute to appropriate use of academic language

C2. USING QUESTIONING *TPE 5*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> • Low cognitive challenge with single correct responses • Does not ask Ss to explain their thinking • TC mediates all questions & answers • Few Ss participate in discussion with predominantly recitation-style responses • Limited wait time 	<ul style="list-style-type: none"> • Single path of inquiry with answers seemingly determined in advance • Inconsistently attempts to have Ss explain their thinking • TC inconsistently encourages Ss to respond to each other • Some Ss are involved in discussions designed to engage student thinking • Inconsistent wait time 	<ul style="list-style-type: none"> • Some questions designed to promote Ss' thinking and understanding • Consistently challenges Ss to explain their thinking • Ss formulate questions & initiate topics • Most Ss involved in discussion with TC employing strategies to ensure most voices are heard • Adequate wait time 	<ul style="list-style-type: none"> • Variety of questions to challenge Ss cognitively, advance discourse, & promote metacognition • Challenges Ss to take active/lead role in questioning/discussion • Genuine discussion among Ss with TC stepping aside when appropriate • Ss ensure that all voices are heard • Consistently appropriate wait time

C3. ENGAGING STUDENTS in LEARNING *TPE 1, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> • Tasks & materials poorly aligned with learning outcomes and/or content standards • Rote responses • Lesson lacks structure (e.g., groupings unsuitable, poor pacing – too slow or too rushed) • One pathway to learning 	<ul style="list-style-type: none"> • Tasks & materials partially aligned with learning outcomes and/or content standards • Minimal S thinking required & little opportunity to demonstrate thinking • Lesson has recognizable structure (e.g., groupings moderately suitable, pacing may be too slow or too rushed) • Some options for engagement 	<ul style="list-style-type: none"> • Tasks & materials aligned with learning outcomes and content standards • Challenges S thinking (with scaffolds/support) & an opportunity for Ss to demonstrate thinking • Lesson has recognizable & suitable structure (e.g., groupings suitable to activities, appropriate pacing) • Multiple options for engagement 	<ul style="list-style-type: none"> • Tasks & materials aligned with learning outcomes and content standards • Well-designed & scaffolded tasks & materials encourage complex thinking w/ evidence of S initiation of inquiry • Lesson has clearly defined structure that enhances student learning (e.g., pacing that promotes S reflection) • Options for engagement that Ss initiate

C4. USING ASSESSMENT in INSTRUCTION *TPE 5, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> Ss unaware of assessment criteria Little or no monitoring of student learning <ul style="list-style-type: none"> Questions show little alignment with learning outcomes and/or content standards No self-assessment Feedback to Ss is absent OR of poor quality One means of expression provided 	<ul style="list-style-type: none"> Ss partially aware of assessment criteria Monitoring of student learning for the class as a whole <ul style="list-style-type: none"> Questions show alignment with learning outcomes and/or content standards Few Ss engage in self-assessment Feedback to Ss is general and provided to the whole class Some options for means of expression provided 	<ul style="list-style-type: none"> Ss aware of assessment criteria Monitoring student learning for the class as a whole AND small groups <ul style="list-style-type: none"> Questions show alignment with learning outcomes and content standards Ss' responses inform TC's next steps Some Ss engage in self-assessment Feedback to Ss is accurate & specific, provided to the whole class & small groups Multiple means of expression provided 	<ul style="list-style-type: none"> Ss aware of & have contributed to assessment criteria Ss monitor own learning All Ss self-assess their learning Feedback to Ss from both TC & Ss is accurate & specific, provided to whole class, small groups, AND individuals Ss involved in creating assessment options

C5. SUPPORTING EMERGENT BILINGUALS *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> Limited opportunity for EBs to use academic language or demonstrate understanding orally or in writing No attempt to draw on home language, culture, and/or prior knowledge Did not implement language supports or instructional scaffolds to engage EBs 	<ul style="list-style-type: none"> Few opportunities for EBs to use academic language or demonstrate understanding orally or in writing Limited or superficial attempts to draw on home language, culture, and/or prior knowledge Implemented few language supports and instructional scaffolds to engage EBs 	<ul style="list-style-type: none"> Multiple opportunities for EBs to use academic language or demonstrate understanding orally or in writing Some attempt to draw on home language, culture, and/or prior knowledge Implemented some whole class language supports and instructional scaffolds to engage EBs 	<ul style="list-style-type: none"> Multiple opportunities for EBs to use academic language AND demonstrate understanding orally or in writing Tasks draw on home language, culture, AND prior knowledge Implemented targeted language supports and instructional scaffolds based on individual EB's language proficiency

C6. SUPPORTING STUDENTS with DISABILITIES *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> Does not use instructional methods to address the individualized needs of Ss with disabilities Does not provide individualized supports (including accommodations and modifications as indicated on Ss' IEPs and 504 plans) No opportunity for Ss with disabilities to actively participate in grade-level and standards-based content 	<ul style="list-style-type: none"> Instructional methods do not consistently address the individualized needs of Ss with disabilities General accommodations or modifications provided but no individualized supports provided, as indicated on Ss' IEPs and 504 plans Ss with disabilities have inconsistent access to grade-level and standards-based content throughout instruction 	<ul style="list-style-type: none"> Instructional methods include use of assistive technology as needed to support the individualized needs of Ss with disabilities Instruction includes accommodations and modifications as indicated on Ss' IEPs and 504 plans Ss with disabilities access grade-level and standards-based instruction 	<ul style="list-style-type: none"> Ss with disabilities manage many of their own scaffolds and supports, including assistive technology as needed Ss have consistent access to individualized accommodations and modifications as indicated on Ss' IEPs and 504 plans and are provided with opportunities to understand and advocate for strategies that meet their individual learning needs Ss with disabilities demonstrate ability to transfer grade-level & standards-based content across contexts

D. PROFESSIONAL RESPONSIBILITIES - REFLECTION

D1. REFLECTING on TEACHING *TPE 6*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<p>Reflections on teaching indicate:</p> <ul style="list-style-type: none"> TC is unsure of whether the lesson was effective or achieved its instructional outcomes OR the TC profoundly misjudges the success of a lesson TC has no suggestions for how a lesson could be improved 	<p>Reflections on teaching indicate:</p> <ul style="list-style-type: none"> TC has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met TC makes general suggestions for how a lesson could be improved 	<p>Reflections on teaching indicate:</p> <ul style="list-style-type: none"> TC makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes; TC can cite general references to support this judgment TC makes a few specific suggestions of what can be tried the next time the lesson is taught 	<p>Reflections on teaching indicate:</p> <ul style="list-style-type: none"> TC makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes; TC cites many specific examples – including the results of formative assessments – to support this judgment TC offers several specific alternative actions and measures probable success of those actions

D2. PROFESSIONALISM *TPE 6*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<p>TC disregards professional best practices or policies</p> <ul style="list-style-type: none"> Inappropriate/Distracting attire Interactions with Ss or other adults overly confident or overly timid TC is not alert to Ss' needs, engaging in inappropriate practices that result in Ss being ill-served 	<p>TC must be reminded of professional best practices or policies</p> <ul style="list-style-type: none"> Potentially distracting attire Interactions with Ss or other adults occasionally too confident or too timid TC's attempts to serve Ss are inconsistent or limited, which results in some Ss being ill-served 	<p>TC is receptive to professional best practices or policies</p> <ul style="list-style-type: none"> Appropriate attire Interactions with Ss and adults appropriately confident TC is active in serving Ss, working to ensure that all Ss receive a fair opportunity to succeed 	<p>TC proactively implements professional best practices or policies</p> <ul style="list-style-type: none"> Appropriate attire and well-suited to classroom context and lesson content Interactions with Ss and adults appropriately confident TC is highly proactive in serving Ss, seeking out resources when needed TC makes a concerted effort to challenge negative attitudes or practices to ensure all Ss, esp. those traditionally underserved, are honored in the school