CEL 5D+™ Rubric for Instructional Growth and Teacher Evaluation (2016), version 3 by Washington State Criteria

Criterion 1: Centering	instruction on high ex	pectations for student	achievement.
P1 Learning target(s) connected to standards			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.
P4 Communication of I		T	T
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.
P5 Success criteria			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.
CEC2 Learning routines	5		
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective	Learning routines for discussion and collaborative work are present, and result in effective discourse.	Learning routines for discussion and collaborative work are present, and result in effective discourse.



Criterion 1: Centering instruction on high expectations for student achievement.			
	discourse. Students are held accountable for completing their work but not for learning.	Students are held accountable for completing their work and for learning.	Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.

Criterion 2: Demonstr	rating effective teachin	g practices.	
SE1 Quality of question	ning		
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
	upport for participation a		
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline- specific meaning making. Meaning making is often student- led.
SE5 Student talk			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects disciplinespecific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.
CP5 Use of scaffolds		T	T
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4

Criterion 2: Demonstrating effective teaching practices.

Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.

Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.

Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.

Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.

Criterion 3: Recognizi	ng individual student l	earning needs and dev	eloping strategies to
address those needs.			
SE2 Ownership of learn	ning		
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher rarely provides	Teacher provides	Teacher provides	Teacher provides
opportunities and	opportunities and	opportunities and	opportunities and
strategies for students	strategies for students	strategies for students	strategies for students to
to take ownership of	to take ownership of	to take ownership of	take ownership of their
their learning.	their learning. Most	their learning. Some	learning. Most locus of
	locus of control is with	locus of control is with	control is with students
	teacher.	students in ways that	in ways that support
		support student	student learning.
		learning.	
SE3 Capitalizing on stu	dents' strengths		
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher has little	Teacher has knowledge	Teacher capitalizes on	Teacher capitalizes on
knowledge of how	of students' strengths	students' strengths	students' strengths
students' strengths	(academic background,	(academic background,	(academic background,
(academic background,	life experiences and	life experiences and	life experiences and
life experiences and	culture/language) and	culture/language) and	culture/language) and
culture/language) could	applies this knowledge	applies this knowledge	applies this knowledge
be used as an asset for	in limited ways not	in limited ways	in a variety of ways
student learning.	connected to the unit	connected to the unit	connected to the unit
	goals.	goals.	goals.
CP4 Differentiated inst			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher does not use	Teacher uses one	Teacher uses multiple	Teacher uses multiple
strategies that	strategy – such as time,	strategies – such as	strategies – such as time,
differentiate for	space, structure or	time, space, structure	space, structure and
individual learning	materials – to	and materials – to	materials – to
strengths and needs.	differentiate for	differentiate for	differentiate for
	individual learning	individual learning	individual learning
	strengths and needs.	strengths and needs.	strengths and needs.
			Teacher provides
			targeted and flexible
			supports within the
			strategies.
A4 Teacher use of form		l	
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher does not use	Teacher uses formative	Teacher uses formative	Teacher uses formative
formative assessments	assessments to modify	assessments to modify	assessments to modify
to modify future	future lessons or makes	future lessons, makes	future lessons, makes in-
lessons, make	in-the-moment	in-the-moment	the-moment
instructional	instructional	instructional	instructional
adjustments, or give	adjustments based on	adjustments based on	adjustments based on
feedback to students.	completion of task(s).	student understanding,	student understanding,
		and gives general	and gives targeted
		İ	feedback aligned with

Criterion 3: Recogniz address those needs.	ing individual student l	earning needs and dev	eloping strategies to
		feedback aligned with the learning target(s).	the learning target(s) to individual students.

Student Growth 3.1: E	Establish Student Growth	Goal(s)	
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not	The teacher develops a	The teacher develops a	The teacher develops a
develop a student	student growth goal for	student growth goal for	student growth goal for
growth goal for a group	a group of students	a group of students,	a group of students,
of students within a	within a class who are	within a class, who are	within a class, who are
class who are not yet	not yet reaching full	not yet reaching full	not yet reaching full
reaching full learning	learning potential.	learning potential.	learning potential.
potential.			
	The teacher explains	The teacher explains	The teacher explains
OR	how the knowledge of	how the knowledge of	how the knowledge of
	students informed the	individual students	individual students
The teacher does not	goal for the students as	informed the goal in	informed the goal in
explain how the	a group, but not as	specific ways.	specific ways.
knowledge of	individuals.		
individual students		The goal addresses an	The goal addresses an
informed the goal.	The goal addresses an	essential standard for	essential standard for
	essential standard for	the teacher's content	the teacher's content
The goal does not	the teacher's content	and grade level.	and grade level.
address an essential	and grade level.		
standard for the		The goal requires	The goal requires
teacher's content and	The goal requires	students' cognitive	students' cognitive and
grade level.	students' cognitive	and emotional	emotional
	and emotional	engagement.	engagement.
The goal does not	engagement.		
require students'		The teacher seeks and	The teacher seeks and
cognitive or	The teacher	considers, when	considers, when
emotional	communicates the goal	provided, input from	provided, input from
engagement.	to students' families.	students' families in	students' families in
		developing the goal.	developing the goal.
The teacher does not			
communicate with			The teacher explains to
students' families about			supervisor how the goal
the goal.			yields opportunities for
			leadership or for
			collaboration with
			colleagues to advance
			their own or their
			collective professional
			learning.

Student Growth 3.2: A	Achievement of Student	Growth Goal(s)	
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher provides	The teacher provides	The teacher provides	The teacher provides
evidence of student	evidence of student	evidence of student	evidence of student
progress on the stated	progress on the stated	progress on the stated	progress on the stated
learning goal from only	learning goal, which	learning goal, which	learning goal, which
summative	includes both	includes both	includes both formative
assessments.	formative and	formative and	and summative
	summative	summative	assessments.
There is no evidence of	assessments.	assessments.	
student engagement			There is evidence of
in assessment of their	There is limited	There is evidence of	student engagement in
own progress.	evidence of student	student engagement	assessment and student
	engagement in	in assessment and	monitoring of their own
There is no evidence of	assessment of their	student monitoring of	progress.
opportunities for	own progress.	their own progress.	
students to share			There is evidence of
feedback on how they	There is limited or no	There is evidence of	opportunities for
experienced the	evidence of	opportunities for	students to share
learning.	opportunities for	students to share	feedback on how they
	students to share	feedback on how they	experienced the
The teacher does not	feedback on how they	experienced the	learning.
provide evidence of	experienced the	learning.	
reflecting on how the	learning.		The teacher reflects with
learning activities and		The teacher reflects	supervisor on learning
instructional decisions	The teacher reflects	with supervisor on the	progress for the
impacted student	with supervisor on	learning progress for	individual students in
learning progress.	student learning	the individual students	this group; the reflection
	progress overall, but	in this group; the	includes an analysis of
The teacher does not	not for specific	reflection includes an	how the learning
identify the next steps	students. The reflection	analysis of how the	activities and
for instruction OR the	may not establish how	learning activities and	instructional decisions
next steps are	the learning activities	instructional decisions	impacted student
uninformed by	and instructional	impacted student	progress.
information about	decisions impacted	progress.	
students' progress.	student progress.		The teacher uses
		The teacher uses	information from
	The teacher's identified	information from	student progress and
	next steps for	student progress and	students' experience of
	instruction are	students' experience of	learning to:
	uninformed by student	learning to guide their	Guide their next steps
	progress and students'	next steps for	for instruction, and
	experience of learning.	instruction.	• Effect changes in
			instructional practice
			or professional
			learning beyond their
			own classroom or
			context.

Cuitarian 4. Duaridina	alaay and intentional f	la cua an cubicat matta	w contout and	
_	Criterion 4: Providing clear and intentional focus on subject matter content and			
P2 Lessons connected to previous and future lessons, broader purpose and transferable skill				
	1			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4	
Lessons are rarely	Lessons are clearly	Lessons are clearly	Lessons are clearly linked	
linked to previous and	linked to previous and	linked to previous and	to previous and future	
future lessons.	future lessons.	future lessons. Lessons	lessons. Lessons link to a	
		link to a broader	broader purpose or a	
		purpose or a	transferable skill.	
		transferable skill.	Students can explain how lessons build on each	
			other in a logical progression.	
CD1 Alignment of instr	uctional materials and ta	ocks	progression.	
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4	
Instructional materials	Instructional materials	Instructional materials	Instructional materials	
and tasks do not align	and tasks align with the	and tasks align with the	and tasks align with the	
with the purpose of the	purpose of the unit and	purpose of the unit and	purpose of the unit and	
unit and lesson.	lesson.	lesson. Teacher makes	lesson. Teacher makes	
ariic aria iessori.	1035011.	intentional decisions	intentional decisions	
		about materials to	about materials to	
		support student	support student learning	
		learning of content and	of content and	
		transferable skills.	transferable skills.	
			Materials and tasks align	
			with students' levels of	
			challenge.	
CP2 Teacher knowledg	e of content			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4	
Teacher demonstrates a	Teacher demonstrates	Teacher demonstrates	Teacher demonstrates an	
lack of knowledge of	an understanding of	an understanding of	understanding of how	
discipline-based	how discipline-based	how discipline-based	discipline-based	
concepts and habits of	concepts and habits of	concepts and habits of	concepts and habits of	
thinking by making	thinking relate to one	thinking relate to one	thinking relate to one	
content errors.	another or build upon	another or build upon	another or build upon	
	one another within a	one another over the	one another over the	
	unit.	course of an academic	course of an academic	
		year.	year as well as in	
			previous and future	
CD2 D1 1 11			years.	
CP3 Discipline-specific		- C		
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4	
Teacher rarely uses	Teacher uses discipline-	Teacher uses discipline-	Teacher uses discipline-	
discipline-specific	specific teaching	specific teaching	specific teaching	
teaching approaches	approaches and	approaches and	approaches and	
and strategies that	strategies that develop	strategies that develop	strategies that develop	
develop students'	students' conceptual	students' conceptual	students' conceptual	
conceptual	understanding and	understanding and	understanding and	

Criterion 4: Providing curriculum.	clear and intentional	focus on subject matte	er content and
understanding and	discipline-specific	discipline-specific	discipline-specific habits
discipline-specific	habits of thinking at	habits of thinking	of thinking on a daily
habits of thinking.	one or two points	throughout the unit,	basis.
	within a unit.	but not daily.	
P3 Design of performa	nce task		
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Performance tasks do	Performance tasks	Performance tasks	Performance tasks
not require a	require a	require a	require a demonstration
demonstration of	demonstration of	demonstration of	of thinking connected to
thinking connected to	thinking connected to	thinking connected to	the learning target.
the learning target.	the learning target.	the learning target.	Performance tasks
		Performance tasks	require application of
		require application of	discipline-specific
		discipline-specific	concepts or skills.
		concepts or skills.	Students are able to use
			prior
			learnings/understandings
			to engage in new
			performance tasks.

Criterion 5: Fostering	and managing a safe, _l	positive learning enviro	onment.
CEC1 Classroom arrang	ement and resources		
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.
CEC3 Use of learning ti	me		the room for learning.
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
CEC4 Student status			
Unsatisfactory – 1 Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Proficient – 3 Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their	Distinguished – 4 Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their

Criterion 5: Fostering and managing a safe, positive learning environment.		onment.	
			creates opportunities for student status to be elevated.
CEC5 Norms for learning	ng		
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students selfmonitor or remind one another of the norms.

Criterion 6: Using multiple student data elements to modify instruction and improve
student learning.

A1:	Stud	ent	self-as	ssessm	ent
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A1 Student self-assess	ment		
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher does not	Teacher provides an	Teacher provides an	Teacher provides an
provide an opportunity	opportunity for	opportunity for	opportunity for students
for students to assess	students to assess their	students to assess their	to assess their own
their own learning in	own learning in relation	own learning in relation	learning in relation to
relation to the success	to the success criteria	to the success criteria	the success criteria for
criteria for the learning	for the learning	for the learning	the learning target(s) in
target(s).	target(s) in ways that	target(s) in ways that	ways that deepen
	may not deepen	deepen student	student understanding
	student understanding	understanding of	of progress toward the
	of progress toward the	progress toward the	target(s). Students use
	target(s).	target(s).	success criteria for
			improvement.
	native assessments over		I
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Students do not use	Students use formative	Students use formative	Students use formative
formative assessments	assessments at least	assessments at least	assessments at least two
to assess their own	two to three times per	two to three times per	to three times per
learning.	year/course to assess	year/course and use	year/course and use
	their own learning,	formative assessments	formative assessments
	determine learning	within a unit or two to	within each unit to
	goals, and monitor	assess their own	assess their own
	progress over time.	learning, determine	learning, determine
		learning goals, and	learning goals, and
		monitor progress over	monitor progress over
42 O I'i ((''		time.	time.
A3 Quality of formative	I	- C	
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Assessment tasks are	Assessment tasks allow	Assessment tasks allow	Assessment tasks allow
not aligned with the	students to	students to	students to demonstrate
learning target(s).	demonstrate learning.	demonstrate learning.	learning. The quality of the assessment methods
	The quality of the assessment methods	The quality of the assessment methods	provides comprehensive
	provides no	provides limited	information about
	information about	information about	student thinking and
	student thinking and	student thinking and	needs.
	needs.	needs.	necus.
A5 Collection systems	for formative assessmen		
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher does not have	Teacher has an	Teacher has an	Teacher has an
routines for recording	observable system and	observable system and	observable system and
formative assessment	routines for recording	routines for recording	routines for recording
data.	formative assessment	formative assessment	formative assessment
	data but does not use	data and periodically	data and uses the
		uses the system to	system to inform day-to-

uses the system to

system to inform day-to-

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.				
	the system to inform instructional practice.	inform instructional practice.	day instructional practice.	

Student Growth 6.1: Establish Student Growth Goal(s)					
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4		
The teacher does not	The teacher develops a	The teacher develops a	The teacher develops a		
develop a student	student growth goal for	student growth goal for	student growth goal for		
growth goal.	students in one grade	students in one grade	students in one grade		
	level or class.	level or class.	level or class.		
OR	The teachers	The termination	The termination		
The tendless deep not	The teacher uses a	The teacher uses	The teacher uses		
The teacher does not explain how the	single data element to explain how the	multiple data elements to explain how the	multiple data elements to explain how the		
knowledge of	knowledge of	knowledge of	knowledge of students		
students informed the	students informed the	students informed the	informed the goal.		
goal.	goal.	goal.	illionned the godi.		
goun	gouii	godii	The goal addresses an		
The goal does not	The goal addresses an	The goal addresses an	essential standard for		
address an essential	essential standard for	essential standard for	the teacher's content		
standard for the	the teacher's content	the teacher's content	and grade level.		
teacher's content and	and grade level.	and grade level.			
grade level.			The goal requires		
	The goal requires	The goal requires	students' cognitive and		
The goal does not	students' cognitive	students' cognitive	emotional		
require students'	and emotional	and emotional	engagement.		
cognitive or emotional	engagement.	engagement.	The tension of the tension of the		
			The teacher explains to supervisor how the goal		
engagement.			yields opportunities for		
			leadership or for		
			collaboration with		
			colleagues to advance		
			their own or their		
			collective professional		
			learning.		

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

Criterion 7: Communicating and collaborating with parents and the school community.					
PCC2 Communication and collaboration with parents and guardians					
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4		
Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and		
PCC3 Communication	I within the school commi	L Unity about student proc	guardian insights.		
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4		
Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.		

Criterion 8: Exhibiting collaborative and collegial practices focused on improving
instructional practice and student learning.

Basic – 2 Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Proficient – 3 Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Distinguished – 4 Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and
and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides	and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to	engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others'
district and state curric	cula policies and initiativ	development.
	•	Distinguished – 4
Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.
•	Duofisiont 2	Distinguished – 4
Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and
	Basic – 2 Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Basic – 2 Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum. Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum. Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum. Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.				
		equitable practices for all students.	students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.	

Student Growth 8.1: Establish Student Growth Goal(s)					
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4		
The teacher does not collaboratively develop	The teacher collaborates with other	The teacher collaborates with other	The teacher collaborates with other grade, school,		
the student growth goal.	grade, school, or district team members to	grade, school, or district team members to	or district team members to develop the		
OR	develop the student growth goal.	develop the student growth goal.	student growth goal.		
Collaboration does not	The team uses a single	The team uses multiple data elements to	The team uses multiple data elements to explain		
yield a goal that: • Is informed by knowledge of	data element to explain how knowledge of students informed the	explain how knowledge of	how knowledge of students informed the goal.		
students • Addresses an	goal.	students informed the goal.	The goal addresses an		
essential standard	The goal addresses an essential standard for	The goal addresses an	essential standard for the teacher's content		
content and grade	the teacher's content	essential standard for the teacher's content	and grade level. (Goal may not necessarily be		
Require cognitive or emotional	and grade level. (Goal may not necessarily be the same for all team	and grade level. (Goal may not necessarily be	the same for all team members.)		
engagement	members.)	the same for all team members.)	,		
The teacher	The goal requires students' cognitive	The goal requires	The goal requires students' cognitive and emotional		
undermines team's ability to make and	and emotional engagement.	students' cognitive	engagement.		
implement team decisions and/or does not follow through with	engagement.	engagement.	The teacher follows through with team		
team decisions regarding instruction		The teacher follows through with team	decisions regarding instruction and		
and assessment.		decisions regarding instruction and	assessment.		
		assessment.	The teacher helps develop other team		
			members' capacity to be effective.		