

IMPORTANT
Draft Version: May 15, 2013

The CDE State Model Evaluation System for teachers and principals was pilot tested during the 2011-12 and 2012-13 school years and will be validated during the 2013-14 school year. The 27 CDE Pilot Districts as well as integration districts and other districts piloted the system and have provided significant input into its revision. This version of the rubric has been reviewed by key Colorado education stakeholders who contributed input regarding its quality, utility and relevance.

The most significant changes made to the rubric as a result of such feedback are:

- Shortened by nine (9) pages
- Elimination of redundancies.
- Elimination or revision of:
 - o Lengthy and complex professional practices.
 - o Most non-observable practices in Standards 1, 2, and 3.
 - o Professional practices that were identified as potentially biased or unfair.

This version of the rubric is being shared at this time to allow Colorado educators an opportunity to see the direction the Educator Effectiveness units is going and the nature of the changes made to date. It is possible that additional changes will be made during the summer as staff members meet with stakeholder groups during conferences and at other venues. The final rubric to be used by pilot, integration, and other districts throughout the state during the 2013-14 school-year will be posted on this site by August 15, 2013.

Rubric for Evaluating Colorado’s Teachers

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success (See Appendix A). Effective Teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
|--|---|---|--|--|
| Element a: Teachers provide instruction that is aligned with the Colorado Academic Standards; their District’s organized plan of instruction; and the individual needs of their students. | | | | |
| <p>There is inadequate evidence that the teacher: Uses lesson plans that reflect:</p> <ul style="list-style-type: none"> ○ Daily review and revision. ○ Instructional objectives appropriate for students. ○ Linkages to specific learning objectives and approved curriculum. | <p>The teacher: Implements lesson plans based on:</p> <ul style="list-style-type: none"> ○ Student needs. ○ Colorado Academic Standards. ○ District’s plan of instruction. ○ Learning objectives. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Collaborates with other school staff to vertically and horizontally articulate the curriculum. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Interact with the rigorous and challenging content. ○ Perform at a level consistent with or above that expected of students of their ability level. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Discuss strengths and next steps regarding their learning with their teacher. |
| Element b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening. | | | | |
| This section describes professional practices that should be demonstrated by ALL TEACHERS, regardless of grade level or subject taught. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> ○ Demonstrates an understanding of literacy content and skills. ○ Emphasizes literacy connections while teaching content. | <p>The teacher: Makes complex reading accessible to students by:</p> <ul style="list-style-type: none"> ○ Adjusting content to students’ skill levels. ○ Integrating literacy skills and knowledge into lessons. ○ Providing relevant content that addresses students’ interests. | <p>... and</p> <p>The teacher: Provides instruction that enhances students’:</p> <ul style="list-style-type: none"> ○ Critical thinking and reasoning. ○ Information literacy. | <p>... and</p> <p>Students: Meet or exceed expectations for:</p> <ul style="list-style-type: none"> ○ Oral communication. ○ Written communication. ○ Critical thinking. ○ Problem solving skills. ○ Literacy skills. | <p>... and</p> <p>Students: Apply literacy skills:</p> <ul style="list-style-type: none"> ○ Across academic content areas. ○ To understand complex materials. |

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
|---|--|---|--|---|
| Element b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening. | | | | |
| This section describes professional practices that should be demonstrated by ELEMENTARY TEACHERS responsible for teaching language arts and/or reading. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Emphasizes literacy connections while teaching content other than reading, English, or language arts. | <p>The teacher: Integrates literacy skills into lessons and assignments across subject areas, including:</p> <ul style="list-style-type: none"> <input type="radio"/> Phonological awareness. <input type="radio"/> Phonics. <input type="radio"/> Vocabulary. <input type="radio"/> Comprehension. <input type="radio"/> Fluency. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening skills. <p>Engages students in instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Purposeful. <input type="radio"/> Explicit. <input type="radio"/> Systematic. | <p>... and</p> <p>The teacher: Provides literacy instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Needs-based. <input type="radio"/> Intensive. <input type="radio"/> Of sufficient duration to accelerate learning. | <p>... and</p> <p>Students: Apply literacy skills (reading, writing, speaking, and listening):</p> <ul style="list-style-type: none"> <input type="radio"/> Across academic content areas. <input type="radio"/> To new/unfamiliar material. <input type="radio"/> To understand complex materials. <input type="radio"/> While communicating during unstructured time. <input type="radio"/> Outside the classroom. | <p>... and</p> <p>Students: Exceed teacher's expectations for students of their age, grade, and/or ability levels in:</p> <ul style="list-style-type: none"> <input type="radio"/> Reading <input type="radio"/> Writing <input type="radio"/> Speaking <input type="radio"/> Listening |
| This section describes professional practices that should be demonstrated by SECONDARY TEACHERS responsible for teaching English, language arts and/or reading. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Teaches students how to apply literacy skills throughout the content they are teaching. | <p>The teacher: Integrates literacy skills into lessons, including:</p> <ul style="list-style-type: none"> <input type="radio"/> Vocabulary. <input type="radio"/> Comprehension. <input type="radio"/> Fluency. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening skills. <p>Engages students in instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Purposeful. <input type="radio"/> Explicit. <input type="radio"/> Systematic. | <p>... and</p> <p>The teacher: Provides instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Needs-based. <input type="radio"/> Intensive. <input type="radio"/> Of sufficient duration to accelerate learning. | <p>... and</p> <p>Students: Apply literacy skills (reading, writing, speaking, and listening):</p> <ul style="list-style-type: none"> <input type="radio"/> Across academic content areas. <input type="radio"/> To new/unfamiliar material. <input type="radio"/> To understand complex materials. <input type="radio"/> While communicating during unstructured time. <input type="radio"/> Outside the classroom. | <p>... and</p> <p>Students: Exceed teacher's expectations for students of their age, grade, and/or ability level in:</p> <ul style="list-style-type: none"> <input type="radio"/> Reading. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening. |
| <ul style="list-style-type: none"> <input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation. | | | | |

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
|--|---|---|--|--|
| Element c: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability. | | | | |
| This section describes professional practices that should be demonstrated by ALL TEACHERS. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Includes math topics in discussions that do not have math as the primary focus. <input type="radio"/> Promotes and encourages students to make explicit math connections across content. | <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Emphasizes to students why they need to learn math content and skills. <input type="radio"/> . | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Emphasizes interdisciplinary connections to math. <input type="radio"/> Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Share ideas and solutions to challenging problems. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Use the language of math to talk about what they are doing. <input type="radio"/> Interpret mathematical information in ways that make it relevant to their learning. |
| Element c: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability. | | | | |
| This section describes professional practices that should be demonstrated by All teachers responsible for teaching math. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <p>Focuses math instruction beyond:</p> <ul style="list-style-type: none"> <input type="radio"/> Recall of facts. <input type="radio"/> Development of computational skills. <input type="radio"/> Math as a series of rote procedures. <p>Models:</p> <ul style="list-style-type: none"> <input type="radio"/> Appropriate mathematical communication. <input type="radio"/> A variety of mathematical practices. | <p>The teacher:</p> <p>Presents topics</p> <ul style="list-style-type: none"> <input type="radio"/> In sequence. <input type="radio"/> In a manner appropriate to students' age and grade. <input type="radio"/> Helps students understand mathematics as a discipline. <input type="radio"/> Provides a balance of teaching for conceptual understanding and teaching for procedural fluency. | <p>... and</p> <p>The teacher:</p> <p>Establishes an effective mathematics environment by:</p> <ul style="list-style-type: none"> <input type="radio"/> Challenging students to think deeply about the problems. <input type="radio"/> Requiring students to explain their solutions. <input type="radio"/> Posing questions that stimulate students' curiosity and encourage them to investigate further. <input type="radio"/> Actively engaging students in doing math. <input type="radio"/> Using real-world examples for problems whenever possible. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Solve problems in a variety of ways. <input type="radio"/> Learn to think mathematically by explaining their thinking to each other and to their teacher. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Recognize when they make procedural errors and take steps to correct them. <input type="checkbox"/> Expand their learning by using mathematical concepts in subjects other than math. |
| <p><input type="radio"/> Professional Practice is Observable during a classroom observation.</p> <p><input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.</p> | | | | |

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
|--|--|--|---|---|
| Element d: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> ○ Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools. ○ Uses instructional materials that are accurate and appropriate for the lesson being taught. ○ Employs a variety of instructional strategies to address student needs. | <p>The teacher: Provides explanations of content that are:</p> <ul style="list-style-type: none"> ○ Accurate. ○ Clear. ○ Concise. ○ Comprehensive. <p>○ Maximizes learning opportunities.</p> | <p>... and</p> <p>The teacher: Engages students in:</p> <ul style="list-style-type: none"> ○ A variety of explanations and multiple representations of concepts and ideas. ○ A variety of inquiry methods to explore new ideas and theories. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Develop a variety of explanations and multiple representations of concepts. ○ Build on the skills and knowledge learned in the classroom to engage in more complex concepts, ideas, and theories. <p>Use a variety of inquiry tools and strategies to:</p> <ul style="list-style-type: none"> ○ Learn content. ○ Understand central concepts. ○ Answer complex questions. | <p>... and</p> <p>Students routinely:</p> <ul style="list-style-type: none"> ○ Choose challenging tasks and instructional materials. ○ Apply newly learned content skills to unique situations and different disciplines. ○ Discuss ideas and content that are intellectually challenging to them. |
| Element e: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> ○ Highlights key concepts and connects them to other powerful ideas. ○ Connects lessons to other disciplines and/or content areas. | <p>The teacher: Establishes an environment and uses instructional strategies to ensure that instruction:</p> <ul style="list-style-type: none"> ○ Articulates content and interdisciplinary connections. ○ Integrates literacy skills across content areas. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Carefully and clearly builds interdisciplinary connections for students. ○ Provides instructional strategies that include literacy, numeracy, and language development across content areas. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Make connections between prior learning and the current lesson. ○ Apply literacy (reading, writing, speaking, and listening) and math skills across academic content areas. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Accelerate their learning by connecting to other disciplines and/or subject areas. |
| <p>○ Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.</p> | | | | |

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
|---|---|--|---|---|
| Element f: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <p>Selects instructional materials and strategies based on their:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relevance. <input type="checkbox"/> Central contexts. <input type="checkbox"/> Foundational evidence base. <ul style="list-style-type: none"> <input type="checkbox"/> Links lessons to students' prior knowledge. <input type="checkbox"/> Motivates students to make connections to prior learning. | <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements lessons and uses materials to assure that learning objectives are addressed. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helps students solidify learning by linking curriculum with prior knowledge, experiences, and /or cultural contexts. <input type="checkbox"/> Employs appropriate services, resources, and materials to facilitate student engagement. | <p>... and</p> <p>Students connect to their learning by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interacting with materials that are relevant to them. <input type="checkbox"/> Asking questions and solving problems that are relevant to them. <input type="checkbox"/> Making connections to prior learning to understand current content. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select challenging content and activities when given the choice. <p>Choose tasks that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Challenge them. <input type="checkbox"/> Expand their skills and knowledge. <input type="checkbox"/> Help them transfer knowledge to other theories, ideas, and/or content. |
| <p><input type="checkbox"/> Professional Practice is Observable during a classroom observation.</p> <p><input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.</p> | | | | |
| <p>Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels).</p> | | <p>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</p> | | |

| Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students. | | | | |
|--|---|--|--|--|
| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
| Element a: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> ○ Creates a classroom environment conducive to learning. | <p>The teacher creates a classroom environment that features:</p> <ul style="list-style-type: none"> ○ Mutual respect. ○ Positive relationships between and among students. ○ Empathy for each student. | <p>.. and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Creates a classroom environment which values diverse perspectives. ○ Establishes a nurturing and caring relationship with each student. | <p>.. and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Respect their classmates and teacher(s). | <p>.. and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Engage in respectful and open dialogue with each other and their teacher. |
| Element b: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country. | | | | |
| <p>There is inadequate evidence that the teacher creates a classroom environment in which diversity is:</p> <ul style="list-style-type: none"> ○ Respected. ○ Used to further student learning. | <p>The teacher:</p> <ul style="list-style-type: none"> ○ Uses instructional approaches and materials that reflect students' backgrounds. ○ Acknowledges the value of each student's contributions to the quality of lessons. ○ Is sensitive to diverse family structures. | <p>... and</p> <p>The teacher establishes processes that result in:</p> <ul style="list-style-type: none"> ○ A strong sense of community among students. ○ Effective interactions among students. ○ Respect for individual differences. ○ Positive social relationships. ○ Common goals for all students. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Respect the backgrounds of fellow students. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Actively seek a variety of perspectives to complete group assignments. |
| Element c: Teachers engage students as individuals with unique interests and strengths. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> ○ Implements lessons that reflect student interests. | <p>The teacher:</p> <ul style="list-style-type: none"> ○ Uses results of student interest inventories to design lessons and materials. ○ Encourages students to expand and enhance their learning. ○ Acknowledges students for their accomplishments. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Asks appropriately challenging questions of all students. ○ Scaffolds questions. ○ Gives wait time equitably. ○ Ensures that all students participate in class activities. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Actively engage in classroom activities. ○ Discuss content and make connections between current lesson and their interests. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Encourage fellow students to participate and challenge themselves. ○ Actively engage in collaborative learning and group processes. |
| <ul style="list-style-type: none"> ○ Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation. | | | | |

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
|--|---|---|---|---|
| Element d: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Adapts lesson plans to address individual student needs. <input type="checkbox"/> Implements recommendations of specialists and colleagues to address student needs. | <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs instruction to address learning needs of all students. <input type="radio"/> Monitors the quality of student participation and performance. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Solicits input from colleagues and specialists to understand students' learning needs. <input type="radio"/> Uses multiple strategies to teach and assess students. <input type="radio"/> Challenges and supports students to learn to their greatest ability. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Advocate for themselves. <input type="radio"/> Articulate their learning needs to their teacher and/or parent. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Apply coping skills to classroom situations. <input type="radio"/> Share coping strategies with fellow students. <input type="radio"/> Help fellow classmates by offering support. |
| Element e: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Establishes a classroom environment that is inviting to families and significant adults. | <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Maintains appropriate and respectful relationships with students, their families, and/or significant adults. <input type="checkbox"/> Uses a variety of methods to initiate communication with families and significant adults. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides clear and accurate feedback to parents regarding student needs and progress. <input type="checkbox"/> Coordinates flow of information between families and colleagues who provide student services. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Communicate freely and openly with teachers. <p>Families and Significant Adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss student performance with the teacher. <input type="checkbox"/> Participate in school-based activities. | <p>... and</p> <p>Families and Significant Adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner with the teacher to find resources and services to support student strengths and address next steps for learning. |
| Element f: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Provides clear expectations to guide student classroom behavior. <input type="radio"/> Holds students accountable for adherence to school and/or class rules. | <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Puts procedures in place to avoid interruption to instructional time. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Makes maximum use of instructional time. <input type="radio"/> Maintains a safe and orderly environment. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Stay on task during class periods. <input type="radio"/> Avoid interruptions to their work. <input type="radio"/> Abide by school and class rules. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Accept responsibility for their behavior and use of time. <input type="radio"/> Help other students stay on task. |
| <ul style="list-style-type: none"> <input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation. | | | | |

| | |
|---|---|
| <p>Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels).</p> | <p>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</p> |
|---|---|

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
|-------------|----------------------|--------------------------------------|--------------|-----------|
|-------------|----------------------|--------------------------------------|--------------|-----------|

Element a: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.

| | | | | |
|--|--|--|---|--|
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Differentiates instruction. <input type="radio"/> Modifies content to assure that students are able to work at their ability levels. | <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Studies emerging research to expand personal knowledge of how students learn. <input type="radio"/> Builds on the interrelatedness of students’ intellectual, social, and emotional development. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Applies knowledge of current developmental science to address student needs. <input type="checkbox"/> Collaborates with colleagues with experience in developmental science to improve the quality of lessons. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Seek materials and resources appropriate for their personal approach to learning. | <p>... and</p> <p>Students:</p> <p>Seek to understand:</p> <ul style="list-style-type: none"> <input type="radio"/> How they learn best. <input type="radio"/> Where their time and efforts are best used. |
|--|--|--|---|--|

Element b: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students’ level of content knowledge and skills.

| | | | | |
|--|---|---|--|---|
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses assessment results to guide adjustments to instruction. <input type="radio"/> Has explicit student outcomes in mind for each lesson. | <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Instructs and assesses required skills. <input type="radio"/> Aligns instruction with academic standards and student assessment results. <input type="radio"/> Monitors instruction against student performance and makes real-time adjustments. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Encourages students to take academic risks. <input type="radio"/> Makes sure students meet learning objectives while increasing mastery levels. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Monitor their level of engagement. <input type="radio"/> Confer with the teacher to achieve learning targets. | <p>... and</p> <p>Students:</p> <p>Initiate activities to:</p> <ul style="list-style-type: none"> <input type="radio"/> Address their learning strengths and next steps. <input type="radio"/> Take academic risks. |
|--|---|---|--|---|

Professional Practice is **Observable** during a classroom observation.
 Professional Practice is **Not Observable** during a classroom observation.

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Not Evident | Partially Proficient |
|--|---|---|--|--|
| Element c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> ○ Incorporates evidence-based strategies into lessons. | <p>The teacher:</p> <ul style="list-style-type: none"> ○ Makes connections between student data and research-based practices. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Individualizes instructional approach to meet unique needs of each student. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Embrace new and unique ways of learning as they are introduced through research-based lessons. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Apply skills and knowledge learned in the classroom. |
| Element d: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> ○ Uses available technology to facilitate classroom instruction. | <p>The teacher:</p> <ul style="list-style-type: none"> ○ Employs strategies and procedures to ensure that students have equitable access to available technology. ○ Monitors the use of available technology in the classroom. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Uses available technology to: ○ Enhance student learning. ○ Develop students' knowledge and skills. ○ Enhance creative and innovative skills. ○ Provide engaging and motivating learning experiences. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology. | <p>... and</p> <p>Students use available technology to:</p> <ul style="list-style-type: none"> ○ Accelerate their learning. ○ Apply team building and networking skills. ○ Deepen critical thinking skills. ○ Communicate effectively. |
| Element e: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> ○ Has high expectations for all students. ○ Holds students accountable for their learning. | <p>The teacher:</p> <ul style="list-style-type: none"> ○ Sets student expectations at a level that challenges students. ○ Incorporates critical thinking and problem-solving skills. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Challenges all students to learn to their greatest ability. ○ Systematically and explicitly teaches higher-order thinking and problem-solving skills. ○ Ensures that students perform at levels meeting or exceeding expectations. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Help set their learning objectives. ○ Apply higher-order thinking and problem-solving skills to address challenging issues. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Monitor their progress toward achieving teacher's high expectations. ○ Seek opportunities to test their problem-solving and higher-order skills. |

○ Professional Practice is **Observable** during a classroom observation.

□ Professional Practice is **Not Observable** during a classroom observation.

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Not Evident | Partially Proficient |
|-------------|----------------------|--------------------------------------|-------------|----------------------|
|-------------|----------------------|--------------------------------------|-------------|----------------------|

Element f: Teachers provide students with opportunities to work in teams and develop leadership qualities.

| | | | | |
|--|---|---|---|---|
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Includes all students in individual and group activities. | <p>The teacher plans lessons that:</p> <ul style="list-style-type: none"> <input type="radio"/> Provide opportunities for students to participate using various roles and modes of communication. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Flexibly groups students. <input type="radio"/> Adjusts team composition based on lesson objectives and student needs. <input type="radio"/> Varies group size, composition, and tasks to create opportunities for students to interact and learn from each other. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Accept and fulfill their assigned roles within the team. <input type="radio"/> Assume leadership roles in their teams. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Utilize group processes to build trust and promote effective interactions among team members. <input type="radio"/> Participate in teams in ways that build trust and ownership of ideas among team members. |
|--|---|---|---|---|

Element g: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.

| | | | | |
|--|--|---|--|---|
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Communicates effectively with students. | <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Models effective communication skills. <input type="radio"/> Encourages students to communicate effectively. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Teaches students to be effective communicators. <input type="radio"/> Provides opportunities for students to practice communication skills. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Apply effective written and oral communication skills in their work. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Use academic language in spoken and written work. |
|--|--|---|--|---|

Element h: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.

| | | | | |
|---|--|---|--|--|
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides actionable feedback to students, families, and significant adults. <input type="radio"/> Involves students in monitoring their learning. <input type="radio"/> Assesses learning outcomes appropriately. | <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements appropriate strategies for assigning grades. <input type="checkbox"/> Bases grades on multiple measures. <input type="checkbox"/> Includes documentation of student progress toward mastery of state content standards in assessment plans. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Uses a variety of assessment methods. <input type="radio"/> Provides actionable, timely, specific and individualized feedback about the quality of student work. <input type="radio"/> Teaches students to use feedback in their learning. | <p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Self-assess on a variety of skills and concepts. <input type="radio"/> Articulate their personal strengths and needs based on self-assessment. <input type="radio"/> Effectively use formal and informal feedback to monitor their learning. | <p>... and</p> <p>Students assume ownership for :</p> <ul style="list-style-type: none"> <input type="radio"/> Monitoring their progress. <input type="radio"/> Setting learning goals. <input type="radio"/> Applying teacher feedback to improve performance and accelerate their learning. |
|---|--|---|--|--|

Professional Practice is **Observable** during a classroom observation.
 Professional Practice is **Not Observable** during a classroom observation.

| | |
|---|---|
| <p>Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</p> | <p>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</p> |
|---|---|

| Quality Standard IV: Teachers reflect on their practice. | | | | |
|---|--|--|--|--|
| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
| Element a: Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects and analyzes student data to inform instruction. <p>Uses data to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support student learning. <input type="checkbox"/> Inform practice. | <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects multiple examples of student work to determine student progress over time. | <p>... and</p> <p>The teacher applies knowledge of student learning, development, and growth to the development of :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans. <input type="checkbox"/> Instructional strategies. | <p>... and</p> <p>The teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops student learning plans based on multiple examples of student work and information gathered from students, families and significant adults, and colleagues. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors and evaluates personal behavioral changes to determine what works for students. |
| Element b: Teachers link professional growth to their professional goals. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements performance feedback from supervisor and/or colleagues to improve practice. <p>Actively engages in professional development focused on:</p> <ul style="list-style-type: none"> <input type="radio"/> Addressing student needs. <input type="radio"/> School and district initiatives. <input type="radio"/> Meeting professional goals. | <p>The teacher:</p> <p>Engages in professional development activities based on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Likelihood of having a positive impact on student learning. <input type="checkbox"/> Alignment with Colorado Academic Standards and school and district initiatives. <input type="checkbox"/> Current research. <input type="checkbox"/> Student needs. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for professional development that is evidence based and targeted toward improving student learning. <input type="checkbox"/> Applies knowledge and skills learned through professional development to instructional practice. <input type="checkbox"/> Applies new skills to improvement of professional practice. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Willingly tries new and different ways of teaching new skills. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and follows a long-term professional development plan. |
| <ul style="list-style-type: none"> <input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation. | | | | |

| Quality Standard IV: Teachers reflect on their practice. | | | | |
|--|---|--|--|---|
| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
| Element c: Teachers are able to respond to a complex, dynamic environment. | | | | |
| <p>There is inadequate evidence that the teacher collaborates with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement new ideas to improve teaching and learning. <input type="checkbox"/> Support struggling students. <input type="checkbox"/> Contribute to campus goals. | <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school committees and teams. <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues. | <p>... and</p> <p>The teacher initiates and leads collaborative activities with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze student data and interpret results. <input type="checkbox"/> Apply findings to improve teaching practice. <input type="checkbox"/> Support struggling and/or advanced/above grade level students. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves as a critical friend for colleagues, both providing and receiving feedback on performance. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. |
| <input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation. | | | | |
| Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole. | | Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole. | | |

| Quality Standard V: Teachers demonstrate leadership. | | | | |
|--|---|---|---|---|
| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
| Element a: Teachers demonstrate leadership in their schools. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in school activities expected of all teachers. <input type="checkbox"/> Supports school goals and initiatives. | <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school committees and teams. <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads school-based teams to leverage the skills and knowledge of colleagues. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares lessons learned with colleagues. <input type="checkbox"/> Confers with school administrators to improve teacher working and student learning conditions. | <p>... and</p> <p>The teacher initiates and leads collaborative activities that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze student data and interpret results. <input type="checkbox"/> Apply findings to improve teaching practice. <input type="checkbox"/> Share ideas to improve teaching and learning <input type="checkbox"/> Support struggling students. |
| <input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation. | | | | |

| Quality Standard V: Teachers demonstrate leadership. | | | | |
|---|--|--|---|--|
| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
| Element b: Teachers contribute knowledge and skills to educational practices and the teaching profession. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares expertise with colleagues. <input type="checkbox"/> Supports the work of colleagues. <input type="checkbox"/> Actively participates in activities designed to improve policies and procedures that affect school climate and student learning. | <p>The teacher collaborates with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support student growth and development. <input type="checkbox"/> Provide input into the management of the school. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads professional growth and development activities whenever possible. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in district-wide decision-making processes that impact the school. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for the inclusion of teachers in education and government decision-making processes. |
| Element c: Teachers advocate for schools and students, partnering with students, families and communities as appropriate. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partners with hard-to-reach parents to advocate for their students. | <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discusses potential revisions to policies and procedures with administrators to better address student and school needs. <input type="checkbox"/> | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to in school and/or district committees to advocate for students. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partners with families and the community to advocate for students and the school. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with professional, governmental, and/or community agencies to advocate for curricular, school, and instructional improvements. |
| Element d: Teachers demonstrate high ethical standards. | | | | |
| <p>There is inadequate evidence that the teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Adheres to standards of professional practice. | <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models ethical behavior, including honesty, integrity, fair treatment, and respect for others. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student and fellow teacher interactions as well as student data. | <p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates ethical behavior on the part of students. <input type="checkbox"/> Encourages colleagues to demonstrate ethical behavior. | <p>... and</p> <p>Students:</p> <p>Demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Honesty <input type="checkbox"/> Respect for others. |
| <p><input type="radio"/> Professional Practice is Observable during a classroom observation.</p> <p><input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.</p> | | | | |

Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.

Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.