

*The CPS Framework for Teaching* provides a common definition of effective teaching for both administrators and teachers, and is also used to analyze and rate evidence of teaching practice for the purposes of REACH Students. *The Framework* differs from the prior checklist evaluation system in that it is meant to more fully describe aspects of teaching so that teachers can improve their instructional practices, grow professionally, and as a result have clear direction to improve their evaluation outcomes. Administrators should gather evidence from observations and conferences, engage teachers in collegial conversations about their practice, and come to evaluative conclusions based on a cycle of observation, dialogue, and feedback. In using *The Framework* to evaluate teacher practice, evaluators should consider the preponderance of evidence and not expect to see everything described in each component of *The Framework* in every observation or conference.

CPS and CTU worked together to develop these Special Education Critical Attributes to help describe special education teaching at each level of performance in *The Framework for Teaching*. These Special Education Critical Attributes are intended to interpret the framework for special education settings, taking into account the special needs of our students and how that may affect teaching practices, to provide further clarity for teachers and administrators. They should be used instead of the general education critical attributes when observing a teacher in a special education setting. These Special Education Critical Attributes represent, on a small scale, descriptions of what one might see and/ or hear in a special education classroom or conference. They are not exhaustive and should neither be used as a checklist themselves nor used to justify ratings. **When determining a level of performance following a classroom observation and post-conference, the evaluator must use the language of *The Framework*.**

Critical Attributes can be used in several ways to help improve teaching and learning. As Charlotte Danielson writes:

*"Critical Attributes" for each level of performance for each component...provide essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation."*<sup>1</sup>

First, the Special Education Critical Attributes can help teachers reflect on practice, suggesting new ways to think about improving teaching within components and within the context of a special education setting. Second, they may be useful during a post-conference to help identify concrete next steps during conversation between teacher and evaluator. Third, the Special Education Critical Attributes may help clarify patterns at the different performance levels across the four domains. These Special Education Critical Attributes cannot take the place of professional conversations among teachers or of administrators, evaluators, colleagues and other stakeholders providing teachers with concrete suggestions, resources and support. We encourage teachers and administrators to find innovative and appropriate ways to use this tool to improve teaching and learning.

We are publishing this with the knowledge that much will be learned when it is put to use in schools. Consistent with best practice as new tools are released, we plan to revise these Special Education Critical Attributes as needed, after soliciting teacher and administrator input to ensure these remain an accurate and supportive tool moving forward.

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<sup>1</sup> Danielson, Charlotte. Introduction. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

1a

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	Teacher demonstrates little to no knowledge of relevant content standards within and/or across grade levels. Teacher demonstrates no knowledge of the disciplinary way of reading, writing and/or thinking within the subject area. Teacher demonstrates little understanding of prerequisite knowledge important to student learning of the content/skills. Teacher's plans reflect little or no understanding of the range of pedagogical approaches suitable to student learning of the content/skills being taught.	Teacher demonstrates knowledge of the relevant content standards within the grade level but displays lack of awareness of how these concepts relate to one another and/or build across grade levels. Teacher demonstrates some knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. The teacher demonstrates some understanding of prerequisite learning, although knowledge of relationships among topics may be inaccurate or incomplete. Teacher's plans reflect a limited range of pedagogical approaches suitable to student learning of the content/skills being taught.	Teacher demonstrates knowledge of the relevant content standards, within and across grade levels. Teacher demonstrates knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates accurate understanding of prerequisite learning and relationships among topics and concepts. Teacher's plans reflect a range of effective pedagogical approaches suitable to student learning of the content/skills being taught.	Teacher demonstrates knowledge of the relevant content standards within the grade level and across grade levels, as well as how these standards relate to other disciplines. Teacher's plans demonstrate extensive knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates deep understanding of prerequisite learning and relationships among topics and concepts. Teacher's plans include a range of effective pedagogical approaches suitable to student learning of the content/skills being taught and anticipate student misconceptions.
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>Unit and/or lesson plans do not include developmentally appropriate content standards.</li> <li>Unit and/or lesson plans do not include developmentally appropriate strategies that require reading, writing or thinking in the content area.</li> <li>Unit and/or lesson plans include developmentally appropriate content that is not sequenced based on prior lessons or prior student knowledge.</li> <li>Unit and/or lesson plans include instructional strategies that are not appropriate for the content or students' learning styles.</li> </ol>	<ol style="list-style-type: none"> <li>Unit and/or lesson plans include developmentally appropriate content standards but they may not be entirely appropriate for the grade level or properly sequenced.</li> <li>Unit and/or lesson plans include some developmentally appropriate strategies that require reading, writing or thinking in the content area but they may not be fully described or appropriately selected.</li> <li>Unit and/or lesson plans include some gaps in appropriate content or the sequence of content does not fully build on prior lessons or student knowledge.</li> <li>Unit and/or lesson plans include a limited range of instructional strategies that are somewhat appropriate for the content and students' learning styles.</li> </ol>	<ol style="list-style-type: none"> <li>Unit and/or lesson plans include standards that are developmentally appropriate and are properly sequenced.</li> <li>Unit and/or lesson plans include developmentally appropriate strategies requiring reading, writing and/or thinking in the content area.</li> <li>Unit and/or lesson plans include content that is developmentally appropriate and builds on prior lessons and student knowledge.</li> <li>Unit and/or lesson plans include a developmentally appropriate range of instructional strategies that are appropriate for the content and students' learning styles.</li> </ol>	<ol style="list-style-type: none"> <li>Unit and/or lesson plans include developmentally appropriate connections to standards from related disciplines.</li> <li>Unit and/or lesson plans include developmentally appropriate strategies that connect reading, writing and/or thinking within the content area or to related disciplines.</li> <li>Unit and/or lesson plans include developmentally appropriate strategies to clarify connections between major concepts in the content.</li> <li>Teacher planning, evidenced through the pre- and/or post-observation conference, unit and/or lesson plans, includes developmentally appropriate instructional strategies to anticipate student questions and student interest.</li> </ol>

1b

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	The teacher demonstrates little to no understanding of how students learn and does not attain information about levels of development. Teacher does not gather knowledge about students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs and does not indicate that such knowledge informs teacher's practice.	The teacher displays generally accurate knowledge of how students learn and attains information about levels of development for the class as a whole. Teacher gathers some knowledge about some students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs.	The teacher demonstrates an understanding of the active nature of student learning and attains information about levels of development for groups of students. Teacher purposefully gathers information from several sources about most students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs.	The teacher demonstrates an understanding of the active nature of student learning and attains information about levels of development for individual students. Teacher purposefully and continually gathers information from several sources about all students' individual backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, multiple intelligences, interests, and special needs.
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Unit and/or lesson plans are not developmentally appropriate.</li> <li>2. Teacher does not gather information about student learning styles. Unit and/or lesson plans do not reflect knowledge of student learning styles.</li> <li>3. Teacher is not aware of different student achievement, skill or language proficiency levels and/or teacher has unrealistic expectations for students.</li> <li>4. Teacher does not seek information about students' cultures or interests.</li> <li>5. Teacher does not seek or utilize information about the needs of diverse learners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit and/or lesson plans are developmentally appropriate for the whole class.</li> <li>2. Teacher gathers some information about student learning styles. Unit and/or lesson plans may not reflect knowledge of student learning styles.</li> <li>3. Teacher is somewhat aware of different student achievement, skill or language proficiency levels. Teacher plans instruction for the whole class.</li> <li>4. Teacher acknowledges student cultures and interests but may not apply this knowledge to instructional plans.</li> <li>5. Teacher is aware of the needs of diverse learners but may not always apply this knowledge appropriately to plan instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit and/or lesson plans are developmentally appropriate for the class based on students' IEPs.</li> <li>2. Teacher gathers information about student learning styles. Unit and/or lesson plans accommodate different student learning styles.</li> <li>3. Teacher is aware of the achievement levels (such as "low," "medium," and "high"), skill levels and/or language proficiency levels for groups of students. Teacher applies this knowledge to plan instruction to meet the needs of these groups of students.</li> <li>4. Teacher integrates knowledge of student cultures and interests into instructional plans.</li> <li>5. Teacher is aware of the needs of diverse learners and applies this knowledge appropriately to plan differentiated instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit and/or lesson plans include developmentally appropriate strategies for individual students based on student characteristics and learner profile (e.g. strengths and needs noted in the IEP).</li> <li>2. Teacher frequently collects new information about learning styles to adjust unit and/or lesson plans.</li> <li>3. Teacher knowledge of student achievement, skill and /or language proficiency levels is often specific to individual students. Teacher applies this knowledge to plan instruction to meet the needs of individual students.</li> <li>4. Teacher regularly seeks information from various sources about student cultures and interests to incorporate into plans.</li> <li>5. Teacher regularly seeks updates and additional information about the needs of diverse learners in order to apply this information to more appropriately plan instruction.</li> </ol>

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	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	Learning objectives are not standards-based, are unclear, or are stated as activities rather than as student learning outcomes, prohibiting a feasible method of assessment. Teacher does not sequence and align learning objectives to build toward deep understanding and mastery of the standards. Objectives reflect only one type of learning and/or only one discipline.	Learning objectives are partially standards-based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and/or are only written for the class as a whole. Teacher demonstrates an attempt to sequence and align some standards-based learning objectives, but does not build toward deep understanding or mastery of the standards. Objectives reflect more than one type of learning, but teacher has made no attempt at coordination of the disciplines.	Learning objectives are standards based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and varied to account for the needs of groups of students. Teacher sequences and aligns standards-based learning objectives to build toward deep understanding and mastery of the standards. Objectives reflect several different types of learning and invite opportunities for coordination within and across the disciplines.	Learning objectives are standards-based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and varied in whatever way is needed to account for individual students' needs. Teacher sequences and aligns standards-based objectives to build toward deep understanding, mastery of the standards, and meaningful authentic application. Objectives reflect several different types of learning and provide multiple opportunities for coordination and integration within and across the disciplines.
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>Unit and/or lesson plans do not include learning objectives and/or objectives are not aligned or not appropriate for the content or grade-level</li> <li>Learning objectives are stated as what students will do in class rather than what content or skills students will learn.</li> <li>Learning objectives cannot be measured for achievement as written.</li> <li>Learning objectives are not sequenced to build toward student mastery in the content.</li> <li>Learning objectives do not include a range of lower- and higher-order thinking skills or allow students to demonstrate learning in different ways (i.e. reading, writing, speaking, collaborating).</li> </ol>	<ol style="list-style-type: none"> <li>Unit and/or lesson plans include learning objectives that are somewhat aligned and appropriate for the content and/or grade-level.</li> <li>Learning objectives address the needs of the whole class. Learning objectives are sometimes stated as what students will do in class rather than what content or skills students will learn.</li> <li>Learning objectives can sometimes be measured for achievement as written.</li> <li>Learning objectives are somewhat sequenced to build toward partial student mastery of the content.</li> <li>Learning objectives include a range of lower- and higher-order thinking skills and/ or allow students to demonstrate learning in different ways (i.e. reading, writing, speaking, collaborating).</li> </ol>	<ol style="list-style-type: none"> <li>Unit and/or lesson plans include learning objectives that are developmentally appropriate and aligned to the content.</li> <li>Learning objectives address the needs of groups of students. Learning objectives are developmentally appropriate and represent what content or skills students will learn.</li> <li>Learning objectives are measurable and aligned to developmentally appropriate assessments.</li> <li>Learning objectives are developmentally appropriately sequenced to build student mastery of the content.</li> <li>Learning objectives may include a range of lower- and higher-order thinking skills, ask students to demonstrate learning in purposefully different ways (e.g. reading, writing, speaking, collaborating), and/or create opportunities for interdisciplinary connections as developmentally appropriate based on student learner profile.</li> </ol>	<ol style="list-style-type: none"> <li>Unit and/or lesson plans include learning objectives that are developmentally appropriate and aligned with prior and future objectives for the content.</li> <li>Learning objectives accommodate the learning needs of individual students. Learning objectives may allow students to set their own content or skill-based goals for learning when developmentally appropriate.</li> <li>Learning objectives are aligned to authentic assessments in the discipline and are varied in developmentally appropriate ways for individual students.</li> <li>Learning objectives build toward real-world application of skills and content.</li> <li>Learning objectives integrate and coordinate a range of thinking skills, ways to demonstrate learning (e.g. reading, writing, speaking, collaborating), and/or interdisciplinary connections as developmentally appropriate based on student learner profile.</li> </ol>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	Teacher does not coordinate knowledge of content, students, and resources to design units and lessons. Learning tasks are not aligned to objectives. Tasks are not cognitively challenging and do not require students to provide evidence of their reasoning. There is no evidence of scaffolding and differentiation for students to access the content/skills. The progression of tasks is not coherent and has unrealistic time allocations. Units and lessons do not include grade-appropriate levels of texts and/or other materials and do not represent a cognitive challenge. The lesson or unit does not have a recognizable structure and makes no use of instructional groupings to support the learning objectives.	Teacher coordinates some knowledge of content, students, and resources to design units and lessons. Learning tasks are partially aligned to objectives. Tasks are cognitively challenging, designed for the class as a whole, and occasionally require students to provide evidence of their reasoning. There is some evidence of scaffolding and differentiation for some students to access the content/skills. The progression of tasks in units and lessons is not always coherent, and some time allocations are unrealistic. Units and lessons include grade-appropriate levels of texts and other materials that represent a moderate cognitive challenge. The lesson or unit has a recognizable structure with some evidence of instructional groupings that partially support the learning objectives.	Teacher coordinates knowledge of content, students, and resources to design units and lessons. Learning tasks are aligned to objectives. Tasks are cognitively challenging, designed for groups of students, and require students to provide evidence of their reasoning. There is evidence of scaffolding and differentiation for most students to access the content/skills. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials, representing a cognitive challenge. The lesson or unit has a clear structure with intentional and structured use of instructional groupings that support the learning objectives.	Teacher coordinates in-depth knowledge of content, students, and resources (including technology) to design units and lessons. Learning tasks are aligned to objectives. Tasks are cognitively challenging for individual students and require students to provide evidence of their reasoning. There is evidence of scaffolding and differentiation for all students to access the content/skills. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills. The lesson or unit has a clear structure that incorporates student choice, allows for different pathways of instruction aligned with diverse student needs, and uses instructional groupings intentionally.
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>Unit and/or lesson plan does not align knowledge of student achievement levels and learning styles to developmentally appropriate content and resources.</li> <li>Classroom activities are not planned to correspond to learning objectives.</li> <li>Classroom activities are not planned to interest and engage students and do not challenge them in a developmentally appropriate way.</li> <li>Classroom activities are not planned based on knowledge of student achievement levels and learning styles.</li> <li>Classroom activities are not planned in sequence. Activities do not provide enough or provide too much time for student completion.</li> <li>Classroom texts and other materials are too easy or too difficult and/or are not content appropriate.</li> <li>Unit and/or lesson plan does not include anything except full class instruction.</li> <li>Unit and/or lesson plan is not organized and/or does not have a logical progression.</li> </ol>	<ol style="list-style-type: none"> <li>Unit and/or lesson plan reflects some knowledge of student achievement levels and learning styles. Content and resources are not entirely aligned to this knowledge.</li> <li>Classroom activities are planned to sometimes address learning objectives.</li> <li>Classroom activities are sometimes planned to interest and engage students and require some developmentally appropriate higher order thinking skills.</li> <li>Classroom activities are planned to meet the needs of some student achievement levels and learning styles.</li> <li>Classroom activities somewhat build on one another and mostly appropriate amounts of time are provided for student completion.</li> <li>Classroom texts or other materials are sometimes challenging and/or are relevant in supporting some students' learning.</li> <li>Unit and/or lesson plan includes the use of instructional groups, but this may not be aligned to learning objectives or student learning needs.</li> <li>Unit and/or lesson plan is somewhat organized and follows a progression designed to address the learning objectives or student learning needs.</li> </ol>	<ol style="list-style-type: none"> <li>Unit and/or lesson plan aligns developmentally appropriate content and available resources to student achievement levels and learning styles.</li> <li>Classroom activities are developmentally appropriate and aligned to address various learning objectives.</li> <li>Classroom activities are designed to interest and engage students and challenge them to use developmentally appropriate higher order thinking skills.</li> <li>Classroom activities are designed to meet the needs of most student achievement levels and learning styles.</li> <li>Classroom activities are planned and paced so the class can achieve the learning objectives.</li> <li>Classroom texts or other materials are developmentally appropriate and relevant in supporting most students' learning.</li> <li>Unit and/or lesson plan incorporates the use of instructional groups when appropriate, based on student learning needs.</li> <li>Unit and/or lesson plan is organized and follows a progression designed to address the learning objectives and student learning needs.</li> </ol>	<ol style="list-style-type: none"> <li>Unit and/or lesson plan integrates specific or unique content based on knowledge of individual students and/or learning needs and available resources.</li> <li>Classroom activities are coordinated to address developmentally appropriate student selected learning objectives and/or the objectives for individual students.</li> <li>Classroom activities incorporate individual student interests, choice, and/or inquiry.</li> <li>Classroom activities include ways to meet the needs of individual students' achievement levels and learning styles.</li> <li>Classroom activities are planned and paced to be appropriate for individual students.</li> <li>Classroom texts or other materials are sometimes selected through a process of student-teacher collaboration when developmentally appropriate.</li> <li>Unit and/or lesson plan may include flexible instructional groups based on learning objectives, needs and/or student input when developmentally appropriate.</li> <li>Unit and/or lesson plan incorporates student input into activities or assessments when developmentally appropriate.</li> </ol>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	<p>The plan for student assessment is not aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessments contain no criteria or descriptors aligned to student expectations. Teacher does not select or design formative assessments that measure student learning and/or growth. Teacher does not use prior assessment results to design units and lessons.</p>	<p>The plan for student assessment is partially aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessments do not clearly identify and/or describe student expectations. Teacher selects or designs formative assessments that measure only part of student learning or growth. Teacher uses prior assessment results to design units and lessons that target the class as a whole.</p>	<p>The plan for student assessment is aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessment methodologies are designed or adapted for groups of students as needed. Assessments clearly identify and describe student expectations and provide descriptors. Teacher selects and designs formative assessments that accurately measure student learning and/or growth. Teacher uses prior assessment results to design units and lessons that target groups of students.</p>	<p>The plan for student assessment is aligned with the standards-based learning objectives identified for the unit and lesson. Assessment methodologies have been designed or adapted for individual students as needed. Assessment criteria are thorough, describe high expectations for students, and provide clear descriptors. Teacher's formative assessments are complex, well designed or selected, and tailored for individual students, when necessary, in order to measure varying degrees of each student's learning and growth effectively. Teacher uses assessment results to design units and lessons that target the diverse needs of every student.</p>
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Teacher does not have planned developmentally appropriate assessments or assessments do not correspond to the learning objectives for the unit and/or lesson plan.</li> <li>2. Plans for assessment do not include descriptions, criteria or rubrics for student expectations or levels of achievement.</li> <li>3. Unit and/or lesson plans do not include developmentally appropriate formative assessments and/or formative assessments do not provide feedback about student levels of achievement.</li> <li>4. Teacher does not have a method of using assessment feedback to inform future plans for instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher plans include developmentally appropriate assessments but they may not entirely correspond to the learning objectives for the unit and/or lesson plan.</li> <li>2. Plans for assessment include some descriptions, criteria or rubrics for student expectations or levels of achievement, but they may not be entirely clear or developmentally appropriate.</li> <li>3. Unit and/or lesson plans include developmentally appropriate formative assessments, but they may not be fully developed or provide complete and appropriate feedback about student levels of achievement</li> <li>4. Teacher attempts to use assessment feedback to inform future plans for instruction for the whole class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher plans include developmentally appropriate assessments that correspond to the learning objectives and the learning needs of groups of students.</li> <li>2. Plans for assessment include clear and developmentally appropriate descriptions, criteria and/or rubrics for student expectations and levels of achievement. Teacher may plan to model and/or share examples (e.g. student work).</li> <li>3. Unit and/or lesson plan includes developmentally appropriate formative assessments that measure student levels of achievement for groups of students.</li> <li>4. Teacher uses assessment feedback to inform future instruction for groups of students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher plans for assessments are developmentally appropriate for individual students. Plans for assessments may be authentic to the content area and/or have real-world applications or connections.</li> <li>2. Plans for assessment may include student choice or input when developmentally appropriate regarding descriptions, criteria and/or rubrics for student expectations and levels of achievement. Teacher may plan to align examples (e.g. student work) to levels of achievement with students.</li> <li>3. Unit and/or lesson plan includes developmentally appropriate formative assessments that provide feedback about individual student levels of achievement.</li> <li>4. Teacher uses assessment feedback to inform future instruction for individual students.</li> </ol>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative and disrespectful. Interactions are insensitive and/or inappropriate to the ages and development of the students, and the context of the class. The net result of interactions has a negative impact on students emotionally and/or academically.	Patterns of classroom interactions, both between the teacher and students and among students, are generally respectful but may reflect occasional inconsistencies or incidences of disrespect. Some interactions are sensitive and/or appropriate to the ages and development of the students, and the context of the class. The net result of the interactions has a neutral impact on students emotionally and/or academically.	Patterns of classroom interactions, both between the teacher and students and among students, are friendly and demonstrate caring and respect. Interactions among students are generally polite and respectful. Interactions are sensitive and appropriate to the ages and development of the students, and to the context of the class. The net result of the interactions has a positive impact on students emotionally and academically.	Patterns of classroom interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility among all members of the class. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Teacher has not made connections with students or groups of students.</li> <li>2. Teacher uses disrespectful language with students and/or exhibits actions that are insensitive to students' ages and developmental levels.</li> <li>3. Students regularly use disrespectful and/or insensitive language that is not developmentally appropriate toward one another and/or the teacher.</li> <li>4. Many students may criticize peers who volunteer to participate or engage in academic activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher attempts to make connections with individuals or groups of students. Connections are partially successful.</li> <li>2. Teacher interactions with students are inconsistent, with occasional use of disrespectful or insensitive language. Teacher may show favoritism to groups or individuals.</li> <li>3. Students occasionally use disrespectful and/or insensitive language that is not developmentally appropriate, toward one another and/or the teacher.</li> <li>4. Some students may criticize peers who volunteer to participate or engage in academic activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher successfully makes connections with students. Connections contribute to a caring and respectful tone in the classroom.</li> <li>2. Teachers are respectful of students in all interactions.</li> <li>3. Teacher encourages students to be respectful of peers and adults and addresses disrespectful behavior.</li> <li>4. Students participate in collaborative groups with a developmentally appropriate level of support.</li> <li>5. Student interactions with teacher and classmates are developmentally appropriate for their individual current levels of functioning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</li> <li>2. Teacher supports (e.g. modeling, in the moment skill instruction) students in making positive, developmentally appropriate connections with peers and adults.</li> <li>3. Teacher encourages (e.g. through cuing and prompting) students to take an active role in promoting respect and showing care about individual classmates' interests and personalities.</li> <li>4. Students demonstrate progress (throughout the class and/or school year) in their interactions with peers and adults.</li> </ol>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	The teacher creates a classroom culture that reflects a lack of teacher and/or student commitment to learning. The teacher fosters a culture in which there is little or no investment of student energy into the task at hand. The teacher does not convey that practice or perseverance is expected or that it results in student success. The teacher's expectations for student learning are medium to low, with high expectations reserved for only a few students. Students do not show interest in task completion or quality.	The teacher creates a classroom culture that reflects some teacher and/or student commitment to learning. The teacher fosters a culture in which there is some investment of student energy into the learning task at hand. The teacher conveys that student success is the result of natural or innate ability rather than practice and perseverance. Teacher conveys high learning expectations for some students. Students indicate that they are interested in completion, rather than quality, of a task.	The teacher creates a classroom culture that reflects teacher and student commitment to learning. The teacher fosters a culture in which classroom interactions indicate learning and hard work. The teacher conveys that with practice and perseverance students can reach desired goals. Teacher conveys high learning expectations for all students. Students take some responsibility for their learning by indicating that they want to understand the content or master the skill rather than simply complete a task.	The teacher creates a classroom culture that reflects a shared belief in the importance of learning and hard work. The teacher conveys high learning expectations for all students and develops structures that enable practice and perseverance for each individual student. Students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Teacher conveys that there is little or no purpose for the work, and/or that it must be done due to external factors.</li> <li>2. Most students' energy is directed toward off task behavior.</li> <li>3. Teacher conveys to some students that the work is too challenging for them.</li> <li>4. Students exhibit little or no pride in their work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher conveys the importance of learning but the purpose for the work is tied to extrinsic rewards or short-term goals.</li> <li>2. Most students' energy is directed toward on task behavior but regular teacher redirection is necessary.</li> <li>3. Teacher conveys high expectations for some students.</li> <li>4. Students exhibit some commitment to complete their work but they may not attempt to reach higher levels of achievement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher conveys the value of the learning for its own end and the purpose for the work at hand, tying it to larger goals.</li> <li>2. Teacher encourages students to stay on task and supports them in this endeavor.</li> <li>3. Teacher conveys a belief in students' abilities and conveys high expectations relative to individualized levels of student effort and achievement</li> <li>4. Teacher encourages students to gain deeper understanding of content or mastery of a skill rather than just complete a task.</li> <li>5. Student engagement with content and attention to task is developmentally appropriate given their current levels of functioning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher encourages students to stay on task and uses effective strategies to support the class and/or individual students in this endeavor (e.g. verbal/visual redirection; incentive systems; providing assistance with assigned tasks; peer buddies).</li> <li>2. Teacher uses different methods and styles of learning and to support individual students' learning needs.</li> <li>3. Teacher conveys to the students that an individual's value is not based on their academic skills, test scores, "intelligence," or ability to perform certain tasks.</li> </ol>



	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	Ineffective classroom routines and procedures lead to loss of much instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are ineffective, leading to disruption of learning. There is little evidence that students know or follow established routines. The teacher does not give volunteers and/or paraprofessionals clearly defined duties.	Partially effective classroom routines and procedures lead to loss of some instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. The teacher assigns duties to volunteers and/or paraprofessionals during portions of class time.	Effective classroom routines and procedures lead to minimal loss of instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are consistent and effective with little disruption of learning. With minimal guidance and prompting, students follow established classroom routines. The teacher engages volunteers and/or paraprofessionals with clearly defined duties that support student learning.	Effective classroom routines and procedures maximize instructional time. The teacher orchestrates the environment so that students contribute to the management of instructional groupings, transitions, and/or the handling of materials and supplies without disruption of learning. Students follow classroom routines without the teacher's prompting. Teacher productively engages volunteers and/or paraprofessionals in tasks that make a substantive contribution to student learning and are well integrated into the classroom community.
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Teacher does not establish and/or maintain regular classroom policies and procedures. Students require frequent teacher reminders.</li> <li>2. Teacher does not have a system for distribution and collection of materials causing regular loss of instructional time.</li> <li>3. Teacher's transitions are disorganized and/or unsafe and delay instruction.</li> <li>4. When in groups away from teacher or working independently, students are consistently off task and/or disruptive.</li> <li>5. Volunteers and paraprofessionals do not have set tasks and must await teacher instruction before assisting students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher has established regular classroom policies and procedures in place but may not fully enforce them. Students require some teacher reminders.</li> <li>2. Teacher attempts to use system for distribution and collection of materials but sometimes there is a loss of instructional time.</li> <li>3. Teachers' transitions do not always include clear instructions which sometimes cause a loss of instructional time.</li> <li>4. When in groups away from teacher or working independently, students are mostly on task but teacher redirection is often necessary.</li> <li>5. Volunteers and paraprofessionals have some set tasks and sometimes need further teacher instructions to assist students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher enforces regular classroom policies and procedures.</li> <li>2. Teacher has a largely efficient system for distribution and collection of materials leading to minimal loss of instructional time.</li> <li>3. Teachers' transitions include clear instructions leading to minimal loss of instructional time.</li> <li>4. Classroom policies and procedures provide support to students to enable and encourage them to stay on task.</li> <li>5. Teacher has provided procedures/directions for volunteers and/or paraprofessionals to support students' learning.</li> </ol>	Where developmentally appropriate and in accordance with their IEPs: <ol style="list-style-type: none"> <li>1. Students assist teacher in enforcing regular classroom policies and procedures. Students initiate basic classroom functions and/or prompt each other to perform them.</li> <li>2. Students are included in and help maintain the system for collecting and distributing materials.</li> <li>3. Students help facilitate transitions.</li> <li>4. When in groups away from teacher or working independently, students facilitate staying on task.</li> <li>5. Teacher develops the skills and capacity of volunteers and paraprofessionals. Students may initiate interaction with volunteers and paraprofessionals for assistance with their learning.</li> </ol>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	Teacher has not established standards of conduct. Teacher engages in little to no monitoring of student behavior. Teacher does not use positive framing to model and reinforce appropriate behavior or redirect inappropriate student behavior. Teacher does not respond to students' inappropriate behavior, or the response is negative, repressive, and/or disrespectful.	Teacher has established standards of conduct, but there is inconsistent implementation so some student behaviors challenge the standards of conduct. Teacher inconsistently uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher tries, with uneven results, to monitor student behavior. Teacher's response to students' inappropriate behavior is inconsistent and is sometimes disrespectful.	Teacher has established standards of conduct with consistent implementation so most students follow the standards of conduct most of the time. Teacher monitors student behavior against established standards of conduct. Teacher uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher's response to students' inappropriate behavior is consistent, proportionate, respectful to students, and effective.	Teacher and students establish and implement standards of conduct. Students follow the standards of conduct and self-monitor their behaviors. Teacher's monitoring of student behavior is subtle and preventive. Teacher uses positive framing to model and reinforce positive behavior for individual students. Teacher's response to students' inappropriate behavior is sensitive to individual student needs and respects students' dignity.
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Teacher does not establish classroom rules for appropriate student behavior or makes no attempt to enforce them.</li> <li>2. Teacher is unaware of student behavior and how it affects the classroom environment.</li> <li>3. Teacher does not highlight or praise appropriate behavior.</li> <li>4. Teacher does not acknowledge student misbehavior or teacher's response to student misbehavior is inappropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher has and refers to some classroom rules for student behavior but they are not consistently enforced.</li> <li>2. Teacher is somewhat aware of student behavior but may not check on all students.</li> <li>3. Teacher sometimes attempts to highlight and praise appropriate behavior.</li> <li>4. When developmentally appropriate, teacher sometimes attempts to redirect student misbehavior but responses are not consistent for all students or some are inappropriate in tone.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher refers to and enforces developmentally appropriate classroom rules for student behavior.</li> <li>2. Teacher is aware of student behavior and frequently checks on all students.</li> <li>3. Teacher regularly highlights and praises appropriate behavior.</li> <li>4. Teacher consistently and respectfully responds to student misbehavior. When developmentally appropriate, teacher redirects student misbehavior in the classroom.</li> </ol>	<p>Where developmentally appropriate and in accordance with their IEP:</p> <ol style="list-style-type: none"> <li>1. Students refer to and help enforce classroom rules for student behavior with one another.</li> <li>2. Students self-monitor behavior, with support from teacher as needed (e.g., visual or verbal cues), and/or teacher considers individual student needs, behavior plans, and/or patterns of behavior in supporting students' behavioral success.</li> <li>3. Students help to highlight and praise appropriate behavior among their peers, and/or students demonstrate progress (throughout the class and/or school year) in their classroom behavior.</li> <li>4. Teacher adjusts her/his response to student misbehavior so that it is developmentally appropriate for individual students' needs.</li> </ol>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	Teacher neither clearly communicates standards-based learning objective(s) to students nor addresses their relevance to learning. Teacher's directions and procedures are confusing to students. Teacher's explanation of content is unclear or inaccurate; explanations do not connect with students' knowledge and experience. Teacher's spoken and written language is unclear and incorrect. Vocabulary is vague, incorrect, or inappropriate for the students' ages and levels of development, leaving students confused.	Teacher does not communicate the standards-based learning objective(s) to students or does not address their relevance to learning. Teacher clarifies directions and procedures after initial student confusion. Teacher's explanation of content contains minor errors, and/or some portions are clear while other portions are difficult to follow; explanations occasionally connect with students' knowledge and experience. Teacher's spoken and written language is unclear or incorrect. Vocabulary is limited or inappropriate for the students' ages or levels of development.	Teacher clearly communicates standards-based learning objective(s) to students and addresses their relevance to learning. Teacher clearly communicates directions and procedures. Teacher's explanation of content is clear and accurate, and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate for the students' ages and levels of development.	Teacher clearly communicates standards-based learning objective(s). Teacher guides students to articulate the relevance of the objective(s) to learning. Teacher clearly explains directions and procedures, and anticipates possible student misunderstanding. Teacher's explanation of content is thorough, accurate, and clear, enabling students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience; students contribute to extending the content by explaining concepts to their classmates. Teacher's spoken and written language is expressive, and builds on students' language development and understanding of content. Vocabulary is appropriate for the students' ages and levels of development; students contribute to the correct use of academic vocabulary.
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Teacher does not convey to students what they will be learning or why.</li> <li>2. Teacher does not communicate directions in a manner appropriate for the class.</li> <li>3. Teacher makes major content errors that impact student understanding.</li> <li>4. Teacher does not attempt to connect students' prior knowledge or interests to content.</li> <li>5. Teacher does not use communication styles that are developmentally appropriate for the class.</li> <li>6. Teacher does not adjust communication to clarify student misunderstandings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher may convey to students what they will be learning but may not explain why.</li> <li>2. Teacher sometimes communicates directions in a manner appropriate for the class.</li> <li>3. Teacher may make minor content errors that sometimes impact student understanding.</li> <li>4. Teacher sometimes attempts to connect content to students' prior knowledge and interests but examples and explanations may not be clear.</li> <li>5. Teacher sometimes uses communication styles that are developmentally appropriate for the class.</li> <li>6. Teacher sometimes adjusts communication to clarify student misunderstandings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher conveys to students what they will be learning and why.</li> <li>2. Teacher communicates directions in a manner appropriate for the class, taking into consideration their learner profiles. This may include verbal communication (oral or written) and/or non-verbal communication.</li> <li>3. Students indicate that they understand teacher directions by engaging in developmentally appropriate tasks with support from the teacher as needed based on their IEPs and learner profiles.</li> <li>4. Teacher makes few to no content errors that impact student understanding.</li> <li>5. Teacher uses developmentally appropriate explanations and examples to connect the content to students' prior knowledge and/or interests.</li> <li>6. Teacher uses a combination of oral, written, and/or non-verbal communication that is developmentally appropriate for the class.</li> <li>7. Teacher adjusts communication as needed to clarify student misunderstandings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can convey their understanding of what they are learning and why as developmentally appropriate per their IEPs.</li> <li>2. Teacher communicates directions in a manner appropriate for individual students, based on their learner profiles. Teacher may anticipate and address possibly confusing parts of the task with students.</li> <li>3. Teacher uses specific strategies to enhance individual students' understandings of the content. Teacher may ask students to discuss the content with each other as developmentally appropriate.</li> <li>4. Teacher does not make content errors that impact student understanding.</li> <li>5. Teacher encourages students to make connections between the content and their own prior knowledge and/or interests.</li> <li>6. Teacher uses a combination of oral, written, and/or non-verbal communication that is developmentally appropriate for individual students.</li> <li>7. Teacher strategically uses challenging or new language to expand students' vocabularies in a developmentally appropriate manner.</li> </ol>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	<p>Teacher does not ask questions, or all questions are of low cognitive challenge, requiring only short, specific, right or wrong answers. Questions are not developmentally appropriate. Teacher does not require students to construct viable arguments. Questions are asked in rapid succession with no “wait time” for student processing and response. The discussion is irrelevant to the content under study or predominantly in the form of recitations, with the teacher mediating all questions and answers. Teacher accepts all contributions without asking students to explain or provide evidence for their thinking. Few students are listening and responding to questions and answers from either the teacher or peers.</p>	<p>Teacher’s questions lead students through a single path of inquiry where answers are seemingly pre-determined, with few high-level or open-ended questions. Questions are not always developmentally appropriate. Questions are asked with limited “wait time.” Teacher attempts to create a discussion among students to engage with the content under study, with uneven results. Teacher sometimes requires students to provide evidence of their thinking or construct viable arguments based on evidence. Some students are listening and responding to questions and comments from their teacher or peers, and/or a few students dominate the discussion.</p>	<p>Teacher’s questions are low- and high-level, open-ended, and developmentally appropriate, requiring student thinking, and promoting understanding. Teacher creates a genuine discussion among students, providing adequate “wait time” for students to engage with the content under study and stepping aside when doing so is appropriate. Teacher requires students to provide evidence of their thinking and construct viable arguments based on evidence. Most students are listening and responding to questions and answers from their teacher and peers. Teacher ensures that most voices are heard in the discourse.</p>	<p>Teacher uses a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Teacher’s discussion techniques enable students to engage each other in authentic discussions about the content under study. Students formulate questions and challenge one another using viable arguments based on evidence. All students are listening and responding to questions and answers from their teacher and peers. Students themselves ensure that all voices are heard in the discourse.</p>
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Teacher does not engage students in developmentally appropriate questioning. Questions are not developmentally appropriately challenging for students.</li> <li>2. Teacher does not provide time for students to purposefully think through and respond to questions.</li> <li>3. Students do not engage in discussion of the content with one another. There is no teacher mediation.</li> <li>4. After asking a question, teacher does not encourage students to defend their answers or thinking.</li> <li>5. Teacher does not use appropriate strategies to encourage students to participate in ways appropriate to their learner profile (e.g. discussion, activity, etc.).</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher sometimes engages students in developmentally appropriate questioning by asking questions that range from low to high-level and have multiple answers. Questions are sometimes developmentally appropriately challenging for students.</li> <li>2. Teacher sometimes provides time for students to purposefully think through and respond to questions.</li> <li>3. Students sometimes engage in discussion of the content with one another with some teacher mediation when developmentally appropriate.</li> <li>4. After asking a question, teacher sometimes encourages students to defend their answers or thinking. Sometimes teacher uses developmentally appropriate strategies to guide students towards answers that are based accurately on low-level content knowledge.</li> <li>5. Teacher sometimes uses developmentally appropriate strategies to encourage students to participate in ways appropriate to their learner profile (e.g. discussion, activity, etc.).</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher engages students in developmentally appropriate questioning by asking questions that range from low to high-level and have multiple answers. Questions are developmentally appropriately challenging for students.</li> <li>2. Teacher provides time for students to purposefully think through and respond to questions.</li> <li>3. Students engage in discussion of the content with one another with teacher mediation when developmentally appropriate.</li> <li>4. After asking a question, teacher encourages students to defend their answers or thinking. Teacher uses developmentally appropriate strategies to guide students towards answers that are based accurately on content knowledge.</li> <li>5. Teacher uses multiple developmentally appropriate strategies to encourage students to participate in ways appropriate to their learner profile (e.g. discussion, activity, etc.).</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher invites student inquiry, debate, and encourages students to reference text(s) or their own life experiences. Students may contribute to discussion by asking questions themselves as developmentally appropriate.</li> <li>2. Teacher uses additional developmentally appropriate strategies to encourage students to think and respond to questions appropriate to their learner profile.</li> <li>3. Students may initiate, lead or extend discussion of the content in ways appropriate to their learner profile.</li> <li>4. Students may ask one another developmentally appropriate questions, push each other to defend their answers or thinking and/or build on or challenge each other’s ideas, in ways appropriate to their learner profile.</li> <li>5. Students encourage one another to actively participate in discussion in ways appropriate to their learner profile.</li> </ol>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	<p>Tasks do not align with standards-based learning objectives. Tasks and/or text require only rote responses, do not result in active engagement, and do not challenge student thinking. Teacher does not scaffold or differentiate instruction so that all students access complex, grade-level, and/or developmentally appropriate text or tasks. The teacher's pacing of the lesson is too slow or rushed, and tasks are not sequenced to build students' depth of understanding. The teacher's grouping of students is unintentional and inhibits student mastery of the content/skills.</p>	<p>Tasks partially align with standards-based learning objectives. Tasks and/or text minimally challenge student thinking, and result in active engagement of only some students while allowing others to be passive or merely compliant. Teacher occasionally scaffolds and/or differentiates instruction so that only some students access complex, grade-level, and/or developmentally appropriate text and/or tasks. The teacher's pacing of the lesson is partially appropriate, and/or tasks are partially sequenced to build students' depth of understanding. The teacher's grouping of students is intentional but does not lead to student mastery of the content/skills.</p>	<p>Tasks align with standards-based learning objectives. Tasks and text are complex and challenge student thinking, resulting in active engagement of most students. Teacher scaffolds and differentiates instruction so that most students access complex, grade-level and/or developmentally appropriate text and tasks. The teacher's pacing of the lesson is appropriate, and tasks are sequenced to build students' depth of understanding. The teacher's grouping of students is intentional and leads to student mastery of the content/skills.</p>	<p>Tasks align with standards-based learning objectives and are tailored so virtually all students are intellectually engaged in challenging content. Tasks and text are complex and promote student engagement through inquiry and choice. Students contribute to the exploration of content. Teacher scaffolds and differentiates instruction so that all students access complex, grade-level, and/or developmentally appropriate text and/or tasks. The teacher's pacing of the lesson is appropriate, and tasks are sequenced not only to build students' depth of understanding, but also to require student reflection and synthesis of the learning. Teacher's grouping of students is intentional and students serve as resources for each other to achieve mastery of the content/skills.</p>
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Teacher does not ask students to complete activities and assignments that address stated learning objectives in ways appropriate to their learner profiles.</li> <li>2. Few students attempt to complete developmentally appropriate learning tasks. Tasks do not challenge students to apply a range of low and high level thinking skills in ways appropriate to their learner profile.</li> <li>3. Texts or materials do not represent developmentally appropriate challenge for students and require them to practice new skills and deepen content understanding.</li> <li>4. Tasks and materials are not appropriately modified to address learning needs of groups of students and/or do not support high student engagement in ways appropriate to their learner profile.</li> <li>5. Teacher does not deliver instruction or transition to new tasks at an appropriate pace and in an order that supports students' learning needs.</li> <li>6. Teacher does not group students based on learning objectives/tasks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher sometimes asks students to complete activities and assignments that address stated learning objectives in ways appropriate to their learner profiles.</li> <li>2. Some students attempt to complete developmentally appropriate learning tasks. Tasks sometimes challenge students to apply a range of low and high level thinking skills in ways appropriate to their learner profile.</li> <li>3. Some of the texts or materials represent developmentally appropriate challenge for students and require them to practice new skills and deepen content understanding.</li> <li>4. Some of the tasks and materials are modified to address learning needs of groups of students and support some student engagement in ways appropriate to their learner profile.</li> <li>5. Teacher delivers some instruction and transitions to new tasks at a pace and in an order that supports students' learning needs.</li> <li>6. Teacher sometimes groups students based on learning objectives/tasks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher asks students to complete activities and assignments that address stated learning objectives in ways appropriate to their learner profiles.</li> <li>2. Most students attempt to complete developmentally appropriate learning tasks. Tasks challenge students to apply a range of low and high level thinking skills in ways appropriate to their learner profile.</li> <li>3. Texts or materials provide developmentally appropriate challenge for students and require them to practice new skills and deepen content understanding.</li> <li>4. Tasks and materials are modified to address learning needs of groups of students and support high student engagement in ways appropriate to their learner profile.</li> <li>5. Teacher delivers instruction and transitions to new tasks at an appropriate pace and in an order that supports students' learning needs and engagement.</li> <li>6. Teacher groups students based on learning objectives/tasks; grouping supports students' developmentally appropriate learning needs and engagement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher asks students to complete developmentally appropriate, challenging and/or inquiry-based activities and assignments that address stated learning objectives, encourage in-depth study of content, and/or engage individual students in ways appropriate to learner profiles.</li> <li>2. Students have input and/or choice of learning tasks and/or how to complete them in ways appropriate to their learner profile.</li> <li>3. Students have input about choice of texts or materials in ways appropriate to their learner profile.</li> <li>4. Tasks and materials are modified to address individual student learning needs. Students have input about how to modify them when appropriate to their learner profile.</li> <li>5. Teacher adjusts pacing of instruction and transitions based on developmentally appropriate student needs or input. Teacher provides time and strategies for students to review or discuss the tasks, skills or content in ways that are appropriate to their learner profile.</li> <li>6. Students have input about grouping and/or initiate groups that support the needs of their peers in ways that are appropriate to their learner profiles.</li> </ol>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	Teacher does not use formative assessment, neither to check for completion of work nor to monitor progress and check for student understanding. Students cannot explain the criteria by which their work will be assessed and do not engage in self- or peer-assessment. Teacher's feedback is absent or of poor quality.	Teacher sometimes uses formative assessment to monitor progress toward student understanding of the learning objectives and/or teacher checks for completion of work rather than student understanding of the learning objectives. Students can explain some of the criteria by which their work will be assessed; few engage in self- or peer-assessment. Teacher's feedback is general and/or doesn't advance specific learning.	Teacher uses formative assessment during instruction to monitor progress and to check for student understanding of the learning objectives. Students can explain the criteria by which their work will be assessed; some of them engage in self- or peer-assessment. Teacher provides accurate and specific feedback to individuals and groups of students to advance learning.	Teacher fully integrates formative assessment into instruction, and uses it to monitor progress, and to check for understanding for individual students. Students can explain, and there is some evidence that they have contributed to, the criteria by which their work will be assessed. Students self- and peer-assess to monitor their progress. Teacher and students provide individualized feedback that is accurate, specific, and advances learning.
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Teacher does not use developmentally appropriate assessments during class to check student progress on learning objectives and/or annual goal(s) in ways appropriate to their learner profile. There are no assessments to check for understanding as well as progress and/or completion.</li> <li>2. Teacher does not make clear the expectations for student. Teacher does not ask students if they know how their work will be evaluated.</li> <li>3. Teacher does not asks students to evaluate and reflect upon their own work or the work of their peers.</li> <li>4. Teacher does not provide feedback.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher sometimes uses developmentally appropriate assessments during class to check student progress on learning objectives and/or annual goal(s) in ways appropriate to their learner profile. Assessments sometimes check for understanding as well as progress and/or completion.</li> <li>2. Teacher sometimes clarifies the expectations for student work. When asked, students do not say they know how their work will be evaluated in ways appropriate to their learner profile.</li> <li>3. Teacher sometimes asks students to evaluate and reflect upon their own work or the work of their peers in developmentally appropriate ways.</li> <li>4. Teacher sometimes provides individual and groups of students with developmentally appropriate feedback on their work. Feedback is sometimes aligned to expectations and suggests future improvements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher regularly uses developmentally appropriate assessments during class to check student progress on learning objectives and/or annual goal(s) in ways appropriate to their learner profile. Assessments check for understanding as well as progress and/or completion.</li> <li>2. Teacher makes clear the expectations for student work and may share developmentally appropriate examples of high quality student work. When asked, students say they know how their work will be evaluated in ways appropriate to their learner profile.</li> <li>3. Teacher regularly asks students to evaluate and reflect upon their own work or the work of their peers in developmentally appropriate ways. Most students are able to do so.</li> <li>4. Teacher regularly provides individual and groups of students with developmentally appropriate feedback on their work. Feedback is aligned to expectations and suggests future improvements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher uses a variety of developmentally appropriate formal and informal means to frequently check individual student progress. Teacher provides strategies for students to check their own progress on learning objectives and/or annual goal(s). When asked, students may be able to describe their own progress toward learning objectives in ways appropriate to their learner profile.</li> <li>2. Teacher may align examples of developmentally appropriate high quality student work to levels of achievement with students. Students may have input on how their work will be evaluated in ways appropriate to their learner profile.</li> <li>3. Students may be able to accurately reflect on and evaluate their work or the work of their peers in developmentally appropriate ways.</li> <li>4. If developmentally appropriate, students provide one another with feedback that is aligned to expectations and suggests future improvements in ways appropriate to their learner profile.</li> </ol>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	The teacher ignores students' questions, needs, learning styles and interests; when students have difficulty learning, the teacher blames them or their home or the external environment for their lack of success. The teacher makes no attempt to adjust instruction during the lesson to meet student needs, even when students don't understand the content or have not mastered the skill.	The teacher attempts to accommodate students' questions, needs, learning styles and interests during instruction and accepts responsibility for the success of all students. When formative assessments show a need for intervention or enrichment, teacher attempts to adjust instruction during the lesson, but impromptu adjustments are ineffective.	Teacher accommodates students' questions, needs, learning styles and interests during instruction. The teacher accepts responsibility for student learning and persists in seeking approaches for all students. When formative assessments show a need for intervention or enrichment, teacher makes effective impromptu adjustments to instruction.	Teacher seizes opportunities to enhance learning, building on a spontaneous world or local event and/or student interests. Teacher persists in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. When formative assessments show a need for intervention or enrichment, teacher makes effective impromptu adjustments that individualize instruction for students.
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Teacher does not incorporate appropriate responses to teacher questions and student interests into instruction.</li> <li>2. In practice or in reflection on practice, teacher does not convey a desire to help students who experience difficulties in the learning process or need further challenge.</li> <li>3. Teacher does not know or seek out, and implement strategies, modifications, and/or accommodations to help students.</li> </ol>	<ol style="list-style-type: none"> <li>1. When possible, teacher sometimes incorporates appropriate responses to teacher questions and student interests into instruction. Responses sometimes advances learning.</li> <li>2. In practice or in reflection on practice, teacher sometimes conveys a desire to help some students who experience difficulties in the learning process or need further challenge.</li> <li>3. Teacher sometimes knows or seeks out, and implements strategies, modifications, and/or accommodations to help those students based on student behavior, feedback, assessment data, need, learning styles and/or learner profile.</li> </ol>	<ol style="list-style-type: none"> <li>1. When possible, teacher incorporates appropriate responses to teacher questions and student interests into instruction. Responses advance learning.</li> <li>2. In practice or in reflection on practice, teacher conveys a desire to help all students who experience difficulties in the learning process or need further challenge.</li> <li>3. Teacher knows or seeks out, and implements strategies, modifications, and/or accommodations to help those students based on student behavior, feedback, assessment data, need, learning styles and/or learner profile.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are engaged and responsive to teacher and/or student questions during an activity and/or student engagement increases (throughout the class or year). The teacher uses student responses to further engage them in learning in ways appropriate to their learner profile.</li> <li>2. Teacher anticipates students' needs and applies developmentally appropriate modifications and/or accommodations to instruction to meet anticipated needs.</li> <li>3. Teacher has a variety of developmentally appropriate strategies and uses them to help individual students experiencing difficulties in the learning process and/or to further challenge students based on student behavior, feedback, assessment data, need, learning styles and/or learner profile.</li> </ol>

4a

4a		Unsatisfactory	Basic	Proficient	Distinguished
Framework Language		Teacher does not describe whether or not a lesson or unit was effective or achieved its objective, or teacher misjudges the success of a lesson or unit and its impact on student learning. Teacher is not able to analyze the aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes no suggestions about how practice could have been altered to improve the lesson or future similar lessons.	Teacher accurately describes whether or not a lesson or unit was effective but does not describe the extent to which it achieved its objective or its impact on student learning. Teacher is able to analyze some aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes general suggestions about how a lesson could have been altered to improve the lesson or future similar lessons.	Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its objective and impact on student learning and can provide evidence to support the judgment. Teacher analyzes aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes specific suggestions about how a lesson could have been altered to improve the lesson or future similar lessons.	Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its objective and its impact on student learning, citing many specific examples and evidence. Teacher is able to analyze many aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher offers specific alternative practices, complete with the probable success of each aspect of practice could have improved the lesson or future similar lessons.
Special Education Critical Attributes		<ol style="list-style-type: none"> <li>1. Teacher cannot describe what went well or needs improvement in a lesson.</li> <li>2. Teacher draws incorrect conclusions about what students did or did not learn from a lesson.</li> <li>3. Teacher cannot describe how her/his instructional strategies impacted what students did or did not learn from a lesson.</li> <li>4. Teacher does not have ideas about how to strengthen a lesson or improve instruction in the future.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher can describe some of what went well or needs improvement in a lesson.</li> <li>2. Teacher may not be able to describe what students did or did not learn from a lesson.</li> <li>3. Teacher can describe, to some extent, how her/his instructional strategies impacted what students did or did not learn from a lesson.</li> <li>4. Teacher has some general ideas about how to strengthen a lesson or improve instruction in the future.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher can describe what went well or needs improvement in a lesson. The teacher can use specific examples from class to identify what students did or did not respond to from a lesson.</li> <li>2. The teacher can describe developmentally appropriate instructional strategies that were used and how they impacted the students and what they were able to grasp from the lesson.</li> <li>3. The teacher has specific developmentally appropriate ideas and strategies on how to strengthen a lesson and/or improve instruction in the future.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher can describe in detail what went well or needs improvement referencing the student's goals and benchmarks, and the progress made toward their annual goal. The Teacher cites multiple, specific examples of what individual students did or did not learn given a developmentally appropriate curriculum.</li> <li>2. Teacher uses multiple developmentally appropriate instructional examples from the IEP to assess the impact of instructional strategies on individual students' learning needs.</li> <li>3. Given the accommodations and modifications in the most recent IEP, the teacher has specific ideas for implementing lesson modifications to address specific students' learning needs in the future such as how to increase student response, choice or inquiry in instruction.</li> </ol>



4b

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	Teacher has a disorganized system or no system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, resulting in errors and confusion.	Teacher has a rudimentary system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring frequent monitoring to avoid errors.	Teacher has an organized system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring little monitoring to avoid errors.	Teacher has a detailed system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring no monitoring for errors. Students contribute information and participate in maintaining the records.
<b>Special Education Critical Attributes</b>	<p>Teacher does not have a system to:</p> <ol style="list-style-type: none"> <li>1. Track completion of or record grades for student work.</li> <li>2. Monitor and support student progress on skills and content knowledge.</li> <li>3. File, record or track non-instructional records and information.</li> </ol> <p>And/or, the teacher's system allows many errors.</p>	<p>Teacher has a system to:</p> <ol style="list-style-type: none"> <li>1. Track completion of or record grades for student work.</li> <li>2. Monitor and support student progress on skills and content knowledge.</li> <li>3. File, record or track non-instructional records and information.</li> </ol> <p>But, the teacher's system allows some errors, requires too much time to maintain, and/or is sometimes regularly updated.</p>	<p>Teacher regularly uses a system to:</p> <ol style="list-style-type: none"> <li>1. Track completion of grades for student work using the IEP quarterly benchmark progress that monitors the student's academic, developmental, and/or functional needs.</li> <li>2. Monitor, support and share with students their progress on skills and content knowledge where developmentally appropriate.</li> <li>3. File, record or track non-instructional records and information using anecdotal logs and/or quarterly benchmarks updates.</li> </ol> <p>The teacher's system minimizes errors and time required to maintain and/or the system is regularly updated. When appropriate, the system is accessible to students.</p>	<p>Teacher uses a system in which students participate as developmentally appropriate to:</p> <ol style="list-style-type: none"> <li>1. Track completion of or record grades for student work using the IEP quarterly benchmark progress that monitors the student's academic, developmental, and/or functional needs;</li> <li>2. Monitor and support their own progress on skills and content knowledge; and/or</li> <li>3. File, record or track non-instructional records and information using anecdotal logs and/or quarterly benchmarks updates.</li> </ol>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	<p>Teacher does not communicate with families to inform them of class activities, to convey an individual student's progress, nor to solicit the family's support in relationship to grade level expectations. Teacher does not engage families in the instructional program. Teacher does not respond to families' concerns, neither professionally nor in a timely manner. Teacher's communication with families is not conveyed in a culturally appropriate manner. Teacher's communication is one-way, not interactive. Teacher only communicates with families for behavioral concerns or about academic failure.</p>	<p>Teacher rarely communicates with families to inform them of class activities, to convey information about an individual student's progress, and/or to solicit the family's support in relationship to grade level expectations. Teacher engages families in the instructional program only for attendance at activities or events. Teacher sometimes responds to families' concerns in a professional and/or timely manner. Teacher's communication with families is not always appropriate to the cultural norms of students' families. Teacher's communication is interactive only when a family member initiates communication.</p>	<p>Teacher regularly communicates with families in a two-way interactive manner to discuss class activities, individual student's progress, and to solicit the family's support in relationship to grade level expectations. Teacher meaningfully engages families as partners in the instructional program (e.g. through classroom volunteering, working at home with their child, and involvement in class projects in and out of school). Teacher responds to families' concerns professionally and in a timely manner. Teacher's communication with families is appropriate to the cultural norms and needs of the students' families.</p>	<p>Teacher frequently communicates with families to convey information about class and individual activities, individual student's progress and to solicit and utilize the family's support in student learning. Teacher meaningfully and successfully engages families as partners in the instructional program (e.g. through class and home volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops and training). Teacher responds to families' concerns professionally and in a timely manner, providing resources and solutions to address the concerns. Teacher's communication with families is sensitive to cultural norms and needs, with students contributing to the communication as appropriate.</p>
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Teacher does not communicate with families about what students are learning, what they are doing in class, and why they are doing so.</li> <li>2. Teacher does not attempt to inform families of or involve families in classroom activities, events or assignments.</li> <li>3. Teacher does not respond to families' questions or concerns. Teacher responses may be inappropriate or too late to be of use.</li> <li>4. Teacher communications with families are insensitive to cultural norms and needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher sometimes communicates with families about what students are learning, what they are doing in class, and why they are doing so.</li> <li>2. Teacher sometimes attempts to inform families of or involve families in classroom activities or events.</li> <li>3. Teacher sometimes responds to families' questions or concerns. Teacher responses are sometimes inappropriate or too late to be of use.</li> <li>4. Teacher communications with families are sometimes insensitive to cultural norms and needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher regularly communicates with families about what students are learning, what they are doing in class, and why they are doing so. Teacher asks for and is responsive to families' input.</li> <li>2. Teacher regularly informs families of and involves families in developing and/or achieving IEP goals and benchmarks, and assignments at school and at home as appropriate.</li> <li>3. Teacher responds promptly and appropriately to families' questions or concerns.</li> <li>4. Teacher communications with families are sensitive to cultural norms and needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher regularly communicates individual student progress toward benchmarks and annual goals with families. Teacher uses developmentally appropriate strategies to include student contributions to communication with families.</li> <li>2. When developmentally appropriate, students help involve families and/or inform families of classroom activities, events and assignments based on their learner profile. Teacher may provide families with additional opportunities relevant to students' or parents' needs and interests.</li> <li>3. Teacher connects families to specific information and resources to support their students' individual needs.</li> <li>4. When developmentally appropriate, students help make teacher communications with families sensitive to cultural norms and needs.</li> </ol>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	<p>Teacher rarely, if at all, engages in professional growth activities to enhance content knowledge or pedagogical skill to improve practice. Teacher rarely meets and collaborates with colleagues or resists meeting and collaborating with colleagues. Teacher rarely, if ever, makes an effort to participate in team-based professional inquiry to advance student learning. Teacher does not volunteer to participate in a leadership and/or teaching team. Teacher resists feedback from colleagues or administrators and makes no effort to incorporate it to improve practice and advance student learning.</p>	<p>Teacher participates in required professional growth activities to enhance content knowledge or pedagogical skill to a limited extent and/or when it is convenient, using new knowledge inconsistently to improve practice. Teacher reluctantly meets to collaborate with colleagues, and reluctantly provides or accepts support to/from them. Teacher participates in team-based professional inquiry to advance student learning and participates in a leadership and/or teaching team only when invited. Teacher accepts feedback from colleagues and administrators with some reluctance, using feedback inconsistently to improve practice and advance student learning.</p>	<p>Teacher seeks opportunities for professional growth to enhance content knowledge and pedagogical skill and uses new knowledge to improve practice. Teacher regularly collaborates with and provides/receives support to/from colleagues. Teacher participates actively in team based professional inquiry that advances student learning and makes substantial contribution to the school leadership team and/or grade-level/ content/department teaching team. Teacher accepts and consistently uses feedback from colleagues and administrators to improve practice and advance student learning.</p>	<p>Teacher initiates opportunities for professional growth and makes a systematic effort to enhance content knowledge and pedagogical skill of self and colleagues. S/he uses new knowledge to improve practice of self and colleagues. Teacher invites meetings and initiates collaborations with colleagues. Teacher provides and accepts collegial support and feedback to/from colleagues. Teacher participates in and facilitates professional inquiry with school team to advance student learning and serves on a leadership and/or teaching team. Teacher welcomes and uses feedback from a variety of stakeholders (e.g. colleagues, administrators, students, parents, external education partners) to improve practice and advance student learning.</p>
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Teacher does not seek out or participate in professional development to increase content knowledge or pedagogical skills.</li> <li>2. Teacher does not meet with relevant coworkers to meet students' developmental needs.</li> <li>3. Teacher does not participate in school or team efforts to gather information about student progress or learning needs, test new strategies or improve instruction.</li> <li>4. Teacher does not attempt to take on leadership positions or support those who do.</li> <li>5. Teacher does not accept or respond to relevant feedback from coworkers or administrators about their instructional practice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher sometimes participates in professional development to increase content knowledge or pedagogical skills. Teacher participation may be limited to mandatory activities. Teacher may not attempt to incorporate developmentally appropriate strategies into their instructional practice.</li> <li>2. Teacher sometimes meets with relevant coworkers to meet students' needs.</li> <li>3. When asked, teacher sometimes participates in school or team efforts to gather about student progress or learning needs, test new strategies or improve instruction.</li> <li>4. Teacher sometimes attempts to take on leadership positions or helps when asked.</li> <li>5. Teacher sometimes accepts or responds to relevant feedback from coworkers or administrators about their instructional practice. Teacher may not be able to identify how best to incorporate feedback into their instructional practice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher both seeks out and participates in professional development to increase content knowledge or pedagogical skills. Teacher attempts to incorporate relevant, developmentally appropriate new strategies into their instructional practice.</li> <li>2. Teacher regularly meets with and seeks input from relevant coworkers to meet students' needs.</li> <li>3. Teacher regularly volunteers to participate in school or team efforts to gather information about specific student progress or instructional needs, test new strategies and/or improve instruction.</li> <li>4. Teacher takes on leadership positions when possible or regularly supports those who can.</li> <li>5. Teacher regularly accepts and responds to relevant feedback from coworkers or administrators to improve and adjust their instructional practice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher both seeks out and participates in professional development to increase content knowledge or pedagogical skills. Teacher attempts to incorporate relevant, developmentally appropriate new strategies into their instructional practice.</li> <li>2. Teacher initiates new opportunities for collaboration with relevant coworkers to meet students' needs.</li> <li>3. Teacher initiates or leads school or team efforts to gather information about student progress or learning needs, test new strategies and/or improve instruction.</li> <li>4. Teacher regularly takes on diverse leadership and/or support positions.</li> <li>5. Teacher regularly seeks out and applies feedback from any relevant partners in student learning. Teacher may also provide relevant feedback to those partners.</li> </ol>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Framework Language</b>	<p>Teacher does not hold student or required school information confidential, and is dishonest in professional and student/family interactions. The teacher is not alert to students' needs, contributes to practices that result in some students being ill-served, and does not ensure that students are prepared to succeed in school, college, career, and life. Teacher makes decisions and recommendations that are based on self-serving interests. Teacher does not comply with school and district regulations. Teacher does not have a responsible or professional attendance record.</p>	<p>Teacher holds student and required school information confidential, and is honest in professional and student/family interactions most of the time. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill-served. Teacher sometimes ensures students are prepared to succeed in school, college, career, and life. The teacher's decisions and recommendations are based on limited, though genuinely professional, considerations. Teacher complies minimally with school and district regulations, doing just enough to get by. Teacher has a minimally responsible or professional attendance record.</p>	<p>Teacher always holds student and required school information confidential, and displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students and works to ensure that all students receive a fair opportunity to succeed in school, college, career, and life. The teacher maintains an open mind in decision-making and helps ensure that such decisions are based on professional considerations. Teacher complies fully with school and district regulations. Teacher has a responsible and professional attendance record</p>	<p>Teacher has the highest standards of integrity, always holds student and required school information confidential, and is honest in professional and student/family interactions. The teacher is proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices so that all students, particularly those traditionally underserved, are honored in the school and prepared for success in school, college, career, and life. Teacher takes a leadership role in decision-making for the school and helps ensure that such decisions are based on the highest professional considerations. Teacher complies fully and takes a leadership role with school and district regulations. Teacher has a responsible and professional attendance record.</p>
<b>Special Education Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Teacher does not maintain confidentiality. Teacher does not communicate honestly with coworkers or families.</li> <li>2. Teacher is not aware or does not seek to be aware of student needs or opportunities that will support student success in the future. Teacher does not advocate for students' well-being.</li> <li>3. Teacher decision making is not based on student or school needs.</li> <li>4. Teacher does not follow school or district rules.</li> <li>5. Teacher does not follow school policies and procedures to report tardiness or absence and/or has inappropriate patterns of absence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher sometimes inappropriately shares confidential information. Teacher sometimes communicates honestly with coworkers or families.</li> <li>2. Teacher sometimes seeks to be aware of student needs and opportunities that will support student success in the future. Teacher sometimes advocates for students' well-being.</li> <li>3. Teacher decision making is sometimes based on student or school needs.</li> <li>4. Teacher follows most school or district rules most of the time.</li> <li>5. Teacher sometimes follows school policies and procedures to report tardiness or absence and/or sometimes has inappropriate patterns of absence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher maintains confidentiality. Teacher communicates regularly with coworkers and families.</li> <li>2. Teacher is aware of and regularly responds to student needs and seeks out opportunities that will support students to be successful in the future. Teacher advocates for the well-being of groups of students.</li> <li>3. Teacher decision making is appropriate and based on student needs, IEPs, and school needs.</li> <li>4. Teacher follows school or district rules.</li> <li>5. Teacher follows school policies and procedures to report tardiness or absence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher maintains confidentiality. Teacher communicates effectively, honestly and/or openly with coworkers and families.</li> <li>2. Teacher regularly seeks out or provides additional resources to support individual students to be successful in the future. Teacher advocates for the well-being of individual students.</li> <li>3. Teacher takes a leadership role in helping to support team and department decision making based on individualized student and school needs.</li> <li>4. Teacher provides input or leadership on implementing school or district rules, policies, and procedures on specialized instruction.</li> <li>5. Teacher follows school policies and procedures to report tardiness or absence and does not have inappropriate patterns of absence.</li> </ol>