

## Framework for Effective and Equitable Teaching

### ENGAGE

Dimension	Competency	Indicator	
<b>ENGAGE</b> Engage students in an inclusive and supportive learning community.	1.1 Establish respectful and productive relationships with students and families.	LC.1	Demonstrates interest, value, and respect for students' family members, home cultures, and communities.
		LC.2	Demonstrates positive rapport with students and facilitates positive rapport between students (e.g., empathy, patience, caring).
		LC.3	Communicates belief in capacity of all learners to achieve at high levels (e.g., college and career readiness, high expectations).
		LC.4	Communicates with parents/families to gather information on student needs, provide support, and share data about student progress.
	1.2 Use equitable classroom management strategies.	LC.5	Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student accountability (e.g., precise directions, positive narration, rewards/consequences).
		LC.6	Ensures students follow behavior norms by promptly redirecting inappropriate behaviors and enforcing consequences.
		LC.7	Uses predictable transition strategies effectively to maximize time on task.
		LC.8	Uses an efficient process to ensure students have appropriate materials for learning.
		LC.9	Incorporates student voice and choice in developing classroom community.
	1.3 Actively engage students in learning.	LC.10	Uses a variety of active engagement strategies (e.g., interactive technology, manipulatives, realia, total participation techniques) to ensure all students participate.
		LC.11	Provides learning experiences that target multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.
		LC.12	Provides opportunities for students to experience joyful learning that includes discovery, application, and/or collaboration.

Dimension	<b>Learning Community</b> Engage students in an inclusive and supportive learning community.			
Competency	Unsatisfactory Indicators (1)	Developing Indicators (2)	Proficient Indicators (3)	Advanced Indicators (4)
<b>1.1</b> Establish respectful and productive relationships with students and families.	<ul style="list-style-type: none"> <li>Dismisses students' culture and community through deficit language or lack of acknowledgement.</li> <li>Demonstrates apathetic or negative interactions with students and/or families.</li> <li>Interactions among peers reflect bullying, disrespect, and/or bias.</li> <li>Communicates negative beliefs of students' ability to learn.</li> <li>Models poor communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates respect in interactions with students.</li> <li>Engages in interactions with students that are formal and/or distant.</li> <li>Communicates belief in the capacity of all students to learn.</li> <li>Models effective skills in listening, clarifying, and mediating.</li> <li>Poses questions to students and parents/families about students' interests and needs.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates interest, value, and respect for students' home cultures and communities.</li> <li>Demonstrates positive rapport with students and facilitates positive rapport between students (e.g. empathy, patience, caring).</li> <li>Communicates belief in capacity of all learners to achieve at high levels (e.g. college and career readiness, high expectations).</li> <li>Communicates with parents/families to gather information on student needs, provide support, and share data about student progress.</li> </ul>	<ul style="list-style-type: none"> <li>Solicits information about student and family interests and values and provides positive reinforcement about importance of such interests.</li> <li>Collaborates with students to set classroom norms that facilitate positive rapport between peers and between the teacher and students.</li> <li>Engages students in articulating their own beliefs in their capacity to achieve at high levels.</li> <li>Holds self and students accountable for the use of active listening, clarifying, mediating, and advocating for self and others.</li> <li>Engages students and parents/families in identifying school, home, and community resources that may support student learning.</li> </ul>
<b>1.2</b> Use equitable classroom management strategies.	<ul style="list-style-type: none"> <li>Implements behavior management strategies inconsistently.</li> <li>Uses negative and/or punitive classroom management strategies.</li> <li>Allows inappropriate student behavior.</li> <li>Uses inefficient transitions that result in loss of instructional time.</li> <li>Materials for learning are not available or easily accessible.</li> </ul>	<ul style="list-style-type: none"> <li>Implements a behavior management system that is inconsistent and/or lacks accountability.</li> <li>Uses classroom management strategies that are developmentally appropriate.</li> <li>Addresses inappropriate student behavior, but does not provide a consequence.</li> <li>Implements inconsistent transition strategies that result in diminished instructional time.</li> <li>Uses inefficient and/or disorganized process to ensure students have appropriate materials for learning.</li> <li>Uses teacher-centered approaches in developing classroom community.</li> </ul>	<ul style="list-style-type: none"> <li>Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student accountability (e.g., precise directions, positive narration, rewards/consequences).</li> <li>Ensures students follow behavior norms by promptly redirecting inappropriate behaviors and enforcing consequences.</li> <li>Uses predictable transition strategies effectively to maximize time on task.</li> <li>Uses an efficient process to ensure students have appropriate materials for learning.</li> <li>Incorporates student voice and choice in developing classroom community.</li> </ul>	<ul style="list-style-type: none"> <li>Engages students in developing a predictable and proactive behavior management system that promotes student empowerment and accountability to self and peers.</li> <li>Uses creative transition strategies that promote student efficacy, reinforce content learning, and maximizes time on task.</li> <li>Maximizes a community-based learning environment that promotes safety, access, and opportunities for individual and collective learning.</li> <li>Provides opportunities for students to develop and monitor classroom norms.</li> <li>Engages students in analyzing their own behavior and setting short and long terms behavioral goals.</li> </ul>

<p>1.3 Actively engage students in learning.</p>	<ul style="list-style-type: none"> <li>• Gives few opportunities for active engagement and students demonstrate limited participation.</li> <li>• Incorporates learning experiences that are dominated by one teaching or learning style.</li> <li>• Provides learning experiences that are focused on rote learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on a limited number of engagement strategies, often resulting in lack of student participation.</li> <li>• Provides learning experiences that target one or two learning styles.</li> <li>• Provides opportunities for students to collaborate with one another.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of active engagement strategies (e.g., interactive technology, manipulatives, realia, total participation techniques) to ensure equitable student participation.</li> <li>• Provides learning experiences that target multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.</li> <li>• Provides opportunities for students to experience joyful learning that includes discovery, application, and/or collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Varies role in instructional process, assuming role of instructor, facilitator, and learner.</li> <li>• Consistently incorporates multiple learning styles in learning experiences and demonstrates metacognition about the importance of incorporating multiple learning styles.</li> <li>• Creates an environment that is filled with joyful learning including high-level thinking, active participation, application, creativity, and project-based learning.</li> </ul>
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**PLAN**

Dimension	Competency	Indicator	
<b>PLAN</b> Plan rigorous and relevant, standards- and outcome-based lesson and unit plans.	2.1 Use backward design curriculum planning to develop units of study.	P.1	Identifies big ideas, essential content concepts, and enduring understandings.
		P.2	Creates logical and connected units of study that are aligned to relevant content and language standards.
		P.3	Uses, modifies, supplements, or adjusts district-approved curriculum to plan standards-based learning goals and adapt curriculum to students' needs.
		P.4	Includes materials and resources that reflect the culture(s) of students and include a variety of cultures.
		P.5	Designs rigorous and relevant unit performance tasks.
		P.6	Develops a sequence of lessons aligned to unit goals.
	2.2 Design measurable, challenging, and relevant lessons.	P.7	Sets clear, rigorous content and language objectives based on unit goals and measurable learning outcomes.
		P.8	Creates a logical sequence in lesson plan, with each component aligning to lesson objectives and assessment methods.
		P.9	Designs lesson experiences that require students to use higher-order thinking strategies (e.g., including analyzing data, thinking creatively, developing and testing innovative ideas, problem solving, synthesizing knowledge, and evaluating conclusions).
		P.10	Draws on student diversity (e.g. race, ethnicity, gender, abilities, sexual orientation, religion, culture) to design lessons that reflect the culture(s) of students, counteract stereotypes, and incorporate the histories and contributions of diverse populations.
	2.3 Analyze and develop assessments and use data to plan instruction.	P.11	Analyzes assessments for validity, reliability, and/or bias.
		P.12	Develops various formative and summative assessment tools to gather comprehensive data on students' knowledge and skills.
		P.13	Uses student assessment data to set SMART goals.
		P.14	Uses assessment data to design differentiated learning experiences for diverse learners (e.g. ELL, special education, gifted).
		P.15	Uses assessment data to analyze trends in student progress, identify strengths and needs, and set individual learning goals.
	2.4 Demonstrate knowledge of content and student development.	P.16	Analyzes relevant content standards and current research on content pedagogy to identify implications on student learning.
		P.17	Understands how students' cognitive development impacts content learning.
		P.18	Anticipates prerequisite content and language knowledge and skills including typical errors, misconceptions, and difficulties.
		P.19	Uses knowledge of content to plan rigorous and relevant units and lessons that develop academic language, literacy, and numeracy.

Dimension	Strategic Planning			
	Plan measurable standards and outcome-based lesson and unit plans.			
Competency	Unsatisfactory Indicators (1)	Developing Indicators (2)	Proficient Indicators (3)	Advanced Indicators (4)
2.1 Use backward design curriculum planning to develop units of study.	<ul style="list-style-type: none"> <li>Incorporates a general focus that is disconnected from students' prior experiences and diversity.</li> <li>Lacks a logical sequence and/or is missing important elements of standards-based instruction.</li> <li>Does not use district-approved curriculum to plan learning goals.</li> <li>Includes materials and resources that do not reflect student diversity and/or reinforce stereotypes of diverse groups.</li> <li>Uses standardized unit assessments (e.g., multiple choice) that do not include performance tasks.</li> <li>Designs a sequence of lessons that are misaligned from unit goals.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies big ideas, essential content concepts, and enduring understandings, but they may not illustrate relevance to students' prior experience and diversity.</li> <li>Loosely connects units of study to relevant standards.</li> <li>Uses district-approved curriculum to plan learning goals.</li> <li>Includes limited materials and resources that reflect students' culture(s).</li> <li>Designs unit performance tasks that are misaligned from unit goals and lack rigor.</li> <li>Develops a sequence of lessons that are at loosely connected to unit goals.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies big ideas, essential content concepts, and enduring understandings.</li> <li>Creates logical and connected units of study that are aligned to relevant content and language standards.</li> <li>Uses, modifies, supplements, or adjusts district-approved curriculum to plan standards-based learning goals and adapt curriculum to students' needs.</li> <li>Includes materials and resources that reflect the culture(s) of students and include a variety of cultures.</li> <li>Designs rigorous and relevant unit performance tasks.</li> <li>Develops a sequence of lessons aligned to unit goals.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies big ideas, essential content concepts, and enduring understandings that develop global and cultural awareness, civic and personal responsibility, and are relevant to students' experiences.</li> <li>Creates logical and connected units of study that are aligned to relevant content and language standards.</li> <li>Uses, modifies, supplements, and adjusts district-approved curriculum to plan learning goals, adapt to learning needs of students, and build on students' interests and background knowledge.</li> <li>Includes materials and resources that reflect the culture(s) of students, expose students to a variety of cultures, and challenge systemic inequities that marginalize diverse groups.</li> <li>Designs rigorous and relevant unit performance tasks that incorporate student choice and voice.</li> <li>Develops a sequence of lessons that are aligned to unit goals, unit standards, and district scope and sequence/benchmarks.</li> </ul>
2.2 Design measurable, challenging, and relevant lessons.	<ul style="list-style-type: none"> <li>Lacks clear and measurable content and language objective.</li> <li>Designs a lesson plan that lacks alignment to lesson objectives and assessments.</li> <li>Develops learning experiences that lack rigor and challenge.</li> <li>Develops homogenous lessons that are not inclusive of student diversity.</li> </ul>	<ul style="list-style-type: none"> <li>Sets content and language objective that is unclear and/or lacks alignment to unit goals.</li> <li>Loosely aligns lesson plan sequence to lesson objectives and assessment methods.</li> <li>Incorporates basic critical thinking skills in lesson experiences.</li> <li>Draws on surface level student diversity (e.g., celebrations, customs, holidays, etc.) to design lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Sets clear, rigorous content and language objective based on unit goals and measurable learning outcomes.</li> <li>Creates a logical sequence in lesson plan, with each component aligning to lesson objectives and assessment methods.</li> <li>Designs learning experiences that require students to use higher-order thinking strategies (e.g., including analyzing data, thinking creatively, developing and testing innovative ideas, problem solving, synthesizing knowledge, and evaluating conclusions).</li> <li>Draws on student diversity (e.g., race, ethnicity, gender, abilities, sexual orientation, religion, culture) to design lessons that reflect the culture(s) of students, counteract stereotypes, and incorporate the histories and contributions of diverse populations.</li> </ul>	<ul style="list-style-type: none"> <li>Sets content and language objective based on unit goals, measurable learning outcomes, and students' interests and needs.</li> <li>Creates a logical sequence in lesson plan, with each component aligning throughout the lesson.</li> <li>Engages students in designing learning experiences that promote creativity and innovation, collaboration, and critical thinking.</li> <li>Draws on student diversity (e.g. race, ethnicity, gender, sexual orientation, religion, culture) to design lessons that incorporate student/family voice, counteract stereotypes and promote equity and social justice.</li> </ul>

<p>2.3 Analyze and develop assessments and use data to plan instruction.</p>	<ul style="list-style-type: none"> <li>• Develops assessments with little or no focus on validity, reliability, and/or bias.</li> <li>• Designs assessments that focus on summative assessment of rote learning with little or no focus on formative assessments.</li> <li>• Uses informal anecdotes to guide planning and set expectations for student learning.</li> <li>• Develops learning experiences that are similar for all students with no differentiation for students' individual or collective needs by subgroup.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes assessments for bias.</li> <li>• Develops summative assessments to gather data on students' knowledge and skills with limited or no focus on formative assessments.</li> <li>• Sets unit goals based on identified standards.</li> <li>• Incorporations learning experiences that include differentiation for individual learning needs with little focus on subgroups.</li> <li>• Uses data points to identify students' progress toward learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes assessments for validity, reliability, and/or bias.</li> <li>• Develops various formative and summative assessment tools to gather comprehensive data on students' knowledge and skills.</li> <li>• Uses student assessment data to set SMART goals (specific, measurable, attainable, realistic and timely).</li> <li>• Uses assessment data to design differentiated learning experiences for diverse learners (e.g. ELL, special education, gifted).</li> <li>• Uses assessment data to analyze trends in student progress, identify strengths and needs, and set individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes assessments to identify areas of strength and weakness in determining validity, reliability, and/or bias, and makes modifications.</li> <li>• Develops challenging and engaging summative and formative assessments that identify students' knowledge and skills.</li> <li>• Uses student assessment data to set SMART unit goals (specific, measurable, attainable, realistic, and timely) that challenge students to reach next level of growth.</li> <li>• Uses prior assessment data to plan differentiated learning experiences for individuals and subgroups, including elements of student-choice.</li> <li>• Uses aggregated and disaggregated data points to analyze trends in student progress, identify strengths and needs, and set individual learning goals that build on students' interests.</li> </ul>
<p>2.4 Demonstrate deep knowledge of content and student development.</p>	<ul style="list-style-type: none"> <li>• Understands content standards are important to teaching and learning.</li> <li>• Focuses on content learning without making the connections between student cognition and student learning.</li> <li>• Bases planning on content goals and does not take students' content and language needs into consideration.</li> <li>• Demonstrates limited content knowledge in unit and lesson planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores content standards and current research on content pedagogy to understand teaching expectations.</li> <li>• Understands students' cognitive development impacts their learning.</li> <li>• Anticipates students' needs related to content learning.</li> <li>• Uses knowledge of content to plan units and lessons that align with learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes relevant content standards and current research on content pedagogy to identify implications on student learning.</li> <li>• Understands how students' cognitive development impacts content learning.</li> <li>• Anticipates prerequisite content and language knowledge and skills including typical errors, misconceptions, and difficulties.</li> <li>• Uses knowledge of content to plan rigorous and relevant units and lessons that develop academic language, literacy, and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzed content standards and current research on content pedagogy to identify additional areas to explore in improving student learning.</li> <li>• Understands how students' cognitive development impacts their content learning and emotional development.</li> <li>• Anticipates prerequisite knowledge and skills including typical errors, misconceptions, proficiency levels related to content and language development, and strengths and weaknesses related to prior knowledge.</li> <li>• Uses knowledge of content to plan rigorous, relevant, and interdisciplinary units and lessons that develop students' metacognition of own progress toward academic language, literacy, and numeracy.</li> </ul>

**TEACH**

Domain	Competency	Indicators	
<b>TEACH</b> Teach equitably by establishing high expectations for student achievement and providing support.	3.1 Set context for lesson.	T.1	Posts, previews, and reviews clear, rigorous, measureable content and language objectives (CLOs).
		T.2	Provides rationale that connects content to students' background experiences, prior knowledge, skills, and/or interests.
		T.3	Promotes real-world application that facilitates college and career readiness.
		T.4	Clearly defines performance expectations orally and in writing using student-friendly language.
	3.2 Facilitate clear and rigorous learning experiences.	T.5	Provides clear, concise, and comprehensive explanations and representations of content.
		T.6	Uses gradual release lesson cadence (I do, we do, you do) to scaffold students' independent application of learning.
		T.7	Aligns learning experiences to objectives.
		T.8	Adequately paces learning experiences by attending to student learning cues.
	3.3 Promote rigorous academic talk.	T.9	Promotes high-level thinking by holding students accountable for using academic language, making evidence-based claims, and demonstrating sound reasoning.
		T.10	Facilitates inquiry by posing high-level questions and asking students to explain their thinking (e.g., elaborate, clarify, provide examples, build on or challenge ideas, paraphrase, synthesize).
		T.11	Encourages students to contribute their own perspective, use multiple perspectives, and ask probing questions.
	3.4 Make content and language comprehensible.	T.12	Makes strategic use of students' first language and/or uses materials in students' home language to increase comprehension of language and content.
		T.13	Incorporates a variety of manipulatives and realia that support content learning, language development, and multiple learning styles.
		T.14	Makes content comprehensible by incorporating visual representations, explicit vocabulary support, graphic organizers, total physical response, and modeling.
	3.5 Use formal and informal assessment data to monitor student progress toward learning targets.	T.15	Collects data on individual student progress toward meeting the lesson objectives and analyzes data to adjust instruction for individuals and subgroups.
		T.16	Engages students in continually assessing their own progress toward lesson objectives.
		T.17	Provides frequent, timely, specific, and individualized feedback to students.
		T.18	Consistently checks for understanding and adjusts instruction according to evidence of student learning.
	3.6 Differentiate instruction to meet diverse student needs.	T.19	Uses assessment data to differentiate instruction according to students' levels of language and academic proficiency, learning styles, or interests.
		T.20	Implements flexible grouping strategies to meet instructional learning objectives and diverse student needs.
		T.21	Presents options for differentiated content, process, or products that allow students to engage in self-directed learning.
		T.22	Collaborates with support specialists to develop and apply specific accommodations for individual students based on language needs, IEPs, and other legal requirements.

Dimension	<b>Instructional Strategies</b> Establish and meet high expectations for student achievement.			
Competency	Unsatisfactory Indicators (1)	Developing Indicators (2)	Proficient Indicators (3)	Advanced Indicators (4)
3.1 Set context for lesson.	<ul style="list-style-type: none"> <li>Delivers lesson without posting, previewing, or reviewing content and language objectives (CLOs).</li> <li>Begins lesson without providing a rationale for lesson.</li> <li>Lesson is disconnected from real-world application, focusing on rote skills.</li> <li>Lacks clarity when communicating performance expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Posts content objective only, and/or does not share objective with students during the lesson.</li> <li>Shares rationale for lesson that is focused on content knowledge and skills rather than big ideas relevant to students' lives.</li> <li>Focuses lesson on content that is missing connections to real-world application, including college and career readiness.</li> <li>Communicates performance expectations orally, although expectations are not clearly defined and/or explained in student-friendly language.</li> </ul>	<ul style="list-style-type: none"> <li>Posts, previews, and reviews clear, rigorous, measurable content and language objectives (CLOs).</li> <li>Provides rationale that connects content to students' background experiences, prior content knowledge, skills, and/or interests.</li> <li>Promotes real-world application that facilitates college and career readiness.</li> <li>Clearly defines performance expectations orally and in writing using student-friendly language.</li> </ul>	<ul style="list-style-type: none"> <li>Engages students in previewing and reviewing standards and content and language objectives (CLOs).</li> <li>Facilitates student development of the rationale for lesson related to big ideas and essential questions.</li> <li>Engages students in making real-world connections to the content through their own lenses, and emphasizes college and career readiness.</li> <li>Clearly defines performance expectations and encourages students to provide input into performance expectations.</li> </ul>
3.2 Facilitate clear and rigorous learning experiences.	<ul style="list-style-type: none"> <li>Explains representations of content incorrectly or with lack of clarity.</li> <li>Incorporates one element of gradual release cadence (I do, we do, you do).</li> <li>Lesson components are disconnected from lesson objectives.</li> <li>Paces lesson inadequately, resulting in low student engagement and/or misbehavior</li> </ul>	<ul style="list-style-type: none"> <li>Explains and represents content in a manner that is unclear and redundant</li> <li>Uses elements of gradual release cadence (I do, we do, you do), however some elements require additional depth and time.</li> <li>Lesson components are loosely connected to lesson objectives.</li> <li>Paces the lesson inconsistently causing fluctuations in student progress due to need for additional modeling or practice, or accelerated learning.</li> </ul>	<ul style="list-style-type: none"> <li>Provides clear, concise, and comprehensive explanations and representations of content.</li> <li>Uses gradual release lesson cadence (I do, we do, you do) to scaffold students' independent application of learning.</li> <li>Aligns learning experiences to objectives.</li> <li>Adequately paces learning experiences by attending to student learning cues.</li> </ul>	<ul style="list-style-type: none"> <li>Provides various explanations and representations of content through multiple modalities in order to increase comprehension of content.</li> <li>Uses gradual release cadence to challenge students to reach next level of language development and content mastery.</li> <li>Acts as facilitator to anchor learning to lesson components and objectives as students guide the lesson progression.</li> <li>Makes modifications to pacing of learning experiences based on evidence of student learning and demonstrates metacognition in explaining adjustments to students.</li> </ul>

<p>3.3 Promote rigorous academic talk.</p>	<ul style="list-style-type: none"> <li>• Dominates discussions with students with little or no participation from students.</li> <li>• Poses closed-ended questions to students or poses high-level questions and answers own questions.</li> <li>• Provides own perspective and neglects to engage students in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses discussion strategies to engage students in talk related to content learning.</li> <li>• Facilitates academic conversations by posing high-level questions, however does not probe student responses.</li> <li>• Encourages students to contribute their own perspectives to discussions related to learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes high-level thinking by holding students accountable for using precise language, making accurate claims, and articulating sound reasoning.</li> <li>• Facilitates academic conversations by posing high-level questions and asking students to explain their thinking (e.g., elaborate, clarify, provide examples, build on or challenge ideas, paraphrase, synthesize).</li> <li>• Encourages students to contribute their own perspective, use multiple perspectives, and ask probing questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses discussion strategies to promote high-level thinking, including accountable talk, academic conversations, and metacognitive strategies.</li> <li>• Facilitates academic conversations by using instructional strategies that engage students in asking their peers high-level questions and probing their responses.</li> <li>• Encourages students to take academic risks by offering novel and critical ideas, building on and extending peers' ideas, and challenging peers to demonstrate high-level thinking.</li> </ul>
<p>3.4 Make content and language comprehensible for all learners.</p>	<ul style="list-style-type: none"> <li>• Makes negative comments or prohibits students' use of native language in understanding academic content and language.</li> <li>• Uses few materials, resources, and tools to support language development.</li> <li>• Gears content learning to native speakers with no modifications for students needing scaffolding for language development.</li> </ul>	<ul style="list-style-type: none"> <li>• Allows students to use their native language to understand content.</li> <li>• Uses materials, resources, and tools that support students' language development across proficiency levels.</li> <li>• Makes content comprehensible through visual representations and modeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes strategic use of students' first language and/or uses materials in students' home language to increase comprehension of language and content.</li> <li>• Incorporates a variety of manipulatives and realia that support content learning, language development, and multiple learning styles.</li> <li>• Makes content comprehensible by incorporating visual representations, explicit vocabulary support, graphic organizers, total physical response, and modeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of methods to integrate and build on students' first language to increase language proficiency and content knowledge.</li> <li>• Uses interactive and engaging materials, resources, and technology to support content learning, language development, and multiple learning styles.</li> <li>• Makes content comprehensible through the strategic use of sheltered instruction strategies.</li> </ul>
<p>3.5 Use formal and informal assessment data to monitor student progress toward learning targets.</p>	<ul style="list-style-type: none"> <li>• Focuses on lesson components rather than measuring or recording progress toward lesson objectives.</li> <li>• Provides superficial feedback to students about progress, errors, or misconceptions.</li> <li>• Uses few checks for student understanding and is therefore unable to adjust instruction accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Collects and records general information about class and student progress toward lesson objectives.</li> <li>• Continuously assesses students' progress toward lesson objectives.</li> <li>• Provides feedback about collective progress, though feedback may be general and/or infrequent.</li> <li>• Monitors student progress by checking for understanding, though checks may be infrequent and/or vague.</li> </ul>	<ul style="list-style-type: none"> <li>• Collects data on individual student progress toward meeting learning objectives and analyzes data to adjust instruction for individuals and subgroups.</li> <li>• Engages students in continually assessing their own progress toward lesson objectives.</li> <li>• Provides students with frequent, timely, specific, and individualized feedback.</li> <li>• Consistently checks for understanding and adjusts instruction according to evidence of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages students in goal-setting and continual assessment of progress toward lesson objectives.</li> <li>• Continuously checks for understanding and provides opportunities for students to provide one another with formative feedback.</li> <li>• Uses a predictable system to collect qualitative and/or quantitative evidence of student understanding and adjusts instruction to meet individual student needs.</li> </ul>

<p>3.6 Differentiate instruction to challenge students and meet diverse student needs.</p>	<ul style="list-style-type: none"> <li>• Lessons are standardized for all students and do not differentiate according student needs, nor do they allow for differentiation of content, process, or product.</li> <li>• Does not provide interventions, accommodations, or modifications according to IEPs and other legal documents.</li> <li>• Does not acknowledge support specialists, or does not incorporate their recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses assessment data to differentiate instruction for individual student needs.</li> <li>• Groups students according to perceived ability levels rather than student work or assessment data (e.g., low, middle, high).</li> <li>• Presents the same option for all students in relation to content, process, or product.</li> <li>• Makes extensions and accommodations available to students, but may not target specific student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses assessment data to differentiate instruction according to students' levels of language and academic proficiency, learning styles, or interests.</li> <li>• Implements flexible grouping strategies to meet instructional learning objectives and diverse student needs.</li> <li>• Presents options for differentiated content, process, or products that allow students to engage in self-directed learning.</li> <li>• Collaborates with support specialists to develop and apply specific accommodations for individual students based on language needs, IEPs, and other legal requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses assessment data to differentiate instruction according to individual student needs and subgroup needs to accelerate student learning.</li> <li>• Implements flexible grouping using evidence of student learning to meet individual student and subgroup needs.</li> <li>• Provides students choice of differentiated content, process, or products based on interests and academic readiness.</li> <li>• Collaborates with support specialists to design lesson experiences and accommodations that meet individual student learning needs.</li> </ul>
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**LEAD**

Domain	Competency	Indicator	
<b>LEAD</b> Lead by exemplifying standards of professional practice.	4.1 Meet professional standards of practice.	L.1	Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and/or confidentiality as specified in local, state, and federal statutes.
		L.2	Maintains professional demeanor (e.g., business-like appearance, positive relationships & collaboration, appropriate boundaries) in accordance with school, district, and/or university policy.
		L.3	Uses standard language in written, verbal, nonverbal, and/or electronic communication.
	4.2 Demonstrate professional growth and commitment.	L.4	Demonstrates openness and flexibility by taking a learner-stance in interactions with peers, faculty, students, families, and colleagues.
		L.5	Analyzes practice for continuous improvement by using feedback and data to set clear and measurable goals to improve instruction and student learning.
		L.6	Participates in school, district, and community initiatives (e.g., professional development opportunities, school events, community-based activities).

Dimension	<b>Teacher Leadership</b> Lead by exemplifying standards of professional practice.			
Competency	Unsatisfactory Indicators (1)	Developing Indicators (2)	Proficient Indicators (3)	Advanced Indicators (4)
4.1 Meet professional standards of practice.	<ul style="list-style-type: none"> <li>• Violates ethical and legal responsibilities for students' learning, behavior, safety, and/or confidentiality as specified in local, state, and federal statutes.</li> <li>• Exhibits professional demeanor that violates school, district, and/or university policy.</li> <li>• Demonstrates a pattern of repeated errors of standard language in written, verbal, nonverbal, and/or electronic communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality as specified in local, state, and federal statutes.</li> <li>• Exhibits poor judgment in following professional demeanor in accordance with school, district, and/or university policy.</li> <li>• Demonstrates few errors of standard language in written, verbal, nonverbal, and/or electronic communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality as specified in local, state, and federal statutes.</li> <li>• Maintains professional demeanor (e.g., business-like appearance, positive relationships &amp; collaboration, appropriate boundaries) in accordance with school, district, and/or university policy.</li> <li>• Uses standard language in written, verbal, nonverbal, and/or electronic communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality; follows procedures as specified in local, state, and federal statutes; and shares knowledge with colleagues to support safe school-wide learning community.</li> <li>• Maintains professional demeanor in all interactions that facilitates personal connections, and appearance follows norms for business attire.</li> <li>• Uses standard language in written, verbal, nonverbal, and/or electronic communication with colleagues, members of the school community, students, and families and supports colleagues in doing the same.</li> </ul>
4.2 Demonstrate professional growth and commitment.	<ul style="list-style-type: none"> <li>• Displays closed-minded and self-centered perspectives and dismisses the contributions and strengths of others.</li> <li>• Sets abstract, complex, and unrealistic goals that are not based on feedback or data.</li> <li>• Demonstrates unreliable participation in school initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Indicates openness to learning from others, however, at times is perceived as being resistant to feedback.</li> <li>• Sets goals that are based on feedback and data, but are unrealistic or not actionable.</li> <li>• Participates in school initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates openness and flexibility by taking a learner-stance in interactions with peers, faculty, students, families, and colleagues.</li> <li>• Analyzes practice for continuous improvement by using feedback and data to set clear and measurable goals to improve instruction and student learning.</li> <li>• Participates in school, district, and community initiatives (e.g., professional development opportunities, school events, community-based activities).</li> </ul>	<ul style="list-style-type: none"> <li>• Actively solicits feedback from peers, faculty, students, families, and colleagues to improve teaching and learning.</li> <li>• Uses feedback and data to set clear, rigorous, and measurable goals based on feedback from supervisors, colleagues, and students.</li> <li>• Advocates for and contributes to school, district, and community improvement initiatives.</li> </ul>