Rhode Island Innovation Consortium Educator Evaluation & Support System

Innovation Evaluation Model
Descriptors of Practice / Rubrics

Recommended changes following
Gradual Implementation, 2011-2012

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Standard 1: Planning and Preparation
Component 1.1: Demonstrating Knowledge of Content & Students

It is not enough for teachers to know and understand childhood or adolescent developmental norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, and the outside influences that affect their learning: family dynamics, cultural customs, socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate 21st century skills in the planning and preparation of their lessons (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
1.1a *Knowledge of Content* *RIPTS 1, 2, 3, 4, 5*	In planning, teacher makes content errors.	Teacher is familiar with the important concepts in the discipline, but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another and to 21st century skills.	Teacher displays knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines and to 21st century skills.
Considerations for ELLs:				
Considerations for SWDs:				

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
1.1b Knowledge of Students RIPTS 1, 2, 3, 4, 5	*Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency, does not indicate that such knowledge is valuable. Teacher displays little or no knowledge of students' interests or cultural heritage, and does not indicate that such knowledge is valuable. Teacher displays little or no awareness of the importance of knowing students' special learning or medical needs, and such knowledge may be incomplete or inaccurate.*	*Teacher recognizes the value of understanding and tracking students' skills, knowledge, and language proficiency, but displays this knowledge only for the class as a whole. Teacher recognizes the value of understanding students' interests and cultural heritage, but this knowledge extends only to the class as a whole groups. Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.*	*Teacher recognizes the value of understanding and tracking students' skills, knowledge, and language proficiency, and displays this knowledge for groups of students in order to determine growth over time. Teacher recognizes the value of understanding students' interests and cultural heritage, and this knowledge extends to specific groups of students. Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources and applies this knowledge to individual students.*	*Teacher understands and tracks individual students' skills, knowledge, and language proficiency, and has a strategy for maintaining such information in order to determine growth over time for each student. Teacher recognizes the value of understanding students' interests and cultural heritage, and this knowledge extends to individual students. Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources and applies this knowledge to individual students, advocating for those students.*
Considerations for ELLs:	• "Cultural heritage" should not just be interpreted to mean holiday celebrations; it includes other practices and beliefs.			
Considerations for SWDs:	• Possessing "information about each student's learning and medical needs" should include behavioral, social-emotional and physical needs.			

Standard 1: Planning and Preparation
Component 1.2: Establishing Instructional Outcomes

Teaching is goal directed and designed to achieve certain well-defined purposes. It is through the articulation of instructional outcomes that the teacher describes these purposes. They should be clear and related to what it is that the students are intended to learn as a consequence of instruction. 21st Century outcomes must be included, as students must also learn the essential skills such as critical thinking, problem solving, communication and collaboration. (Danielson, FfT 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
1.2 *Establishing Instructional Outcomes* *RIPTS 1, 2, 3, 4, 5*	Outcomes represent low expectations for students and lack rigor. They do not reflect important learning in the discipline, and/or are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and are suitable for only some students. Outcomes are not connected to standards.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning and are suitable for most of the students in the class. Outcomes are connected to standards.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect different types of learning and take into account the varying needs of groups of students. Outcomes are connected to standards.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning, and, where appropriate, represent opportunities for both coordination and integration with other disciplines. Outcomes take into account the varying needs of individual students. Outcomes are connected to standards.
Considerations for ELLs:	- Lack of English language proficiency will affect student outcomes. - Pre/post conference is the opportunity to explain why outcomes may look different based on students' language needs. - Teachers must receive guidance on how to assess students with low English proficiency when the lesson and assessment are based on grade level standards. - Teachers will need knowledge of two sets of standards for ELLs– the general education standards and English language proficiency standards (e.g. WIDA standards). It will be important to have an understanding of both and how they go together. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			

Considerations for SWDs:	- Pre/post conference is the opportunity to explain why outcomes may look different based on students' disabilities. - Teachers must receive guidance on how to assess students with various disabilities when the lesson and assessment are based on grade level standards. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.

Standard 1: Planning and Preparation

Component 1.3: Designing Coherent Instruction

A teacher translates instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21st century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
1.3.a *Learning Activities , Lesson Structure & Content-Related Pedagogy* *RIPTS 1, 2, 3,4,5*	Learning activities are not suitable to students or to instructional purposes, reflect little or no understanding of the range of pedagogical approaches suitable to student learning of the content and are not designed to engage students in active intellectual activity. The lesson has no clearly defined structure, and / or time allocations are unrealistic.	Only some of the learning activities are suitable to students or to the instructional outcomes and reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline . Some represent a moderate cognitive challenge, but with no differentiation for different students. The lesson has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with unreasonable time allocations.	Learning activities are suitable to students or to the instructional outcomes and reflect teacher's familiarity with a range of effective pedagogical approaches in the discipline. Most represent significant cognitive challenge, and with some differentiation for different groups of students, help students to construct content knowledge and build 21st Century Skills. The lesson has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	All learning activities are highly suitable to diverse learners, support the instructional outcomes and reflect a wide range of effective pedagogical approaches in the discipline. They represent significant cognitive challenge, and with differentiation for individual students help students to construct content knowledge and build 21st Century Skills. The lesson structure is clear and allows for different pathways according to diverse student needs, anticipating student misconceptions, and the needs of 21st century learners. The progression of activities is highly coherent with appropriate time allocations.
Considerations for ELLs:	- Learning activities and lessons should incorporate academic language. - Progress and progression of activities may take longer and more front-loading of information may need to happen to make sure that ELLs understand. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	- Learning activities and lessons should incorporate Universal Learning Design (ULD). - Learning activities and lessons need to be tailored to students' instructional and developmental levels. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
1.3.b *Instructional Materials and Resources* *RIPTS 1, 2, 3,4,5*	Materials and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning.	Some of the materials, technology, and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	Materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning, including the appropriate use of technology.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning, including the appropriate use of technology and of student participation in selecting or adapting materials.
Considerations for ELLs:	• Appropriate support/PD will be needed in selecting and adapting materials and technology for ELLs.			
Considerations for SWDs:	• Appropriate support/PD will be needed in selecting and adapting materials and technology for students with disabilities.			

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
1.3.c Instructional Groups RIPTS 1, 2, 3,4,5,9	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of the use of data and/or student choice in selecting the different patterns of instructional groups.
Considerations for ELLs:	- Teachers will need to know the ELP levels of ELLs so as to group appropriately. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	- Teachers will need to know the developmental levels of students with disabilities so as to group appropriately. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Teachers value each discipline and the relationships between disciplines and design on-going formative assessments that measure student progress. Teachers use multiple measures to demonstrate student growth over time. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
1.4 Designing Student Assessment RIPTS 4, 5, 9	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Considerations for ELLs:	- Lack of English language proficiency will affect student outcomes. - Pre/post conference is the opportunity to explain why outcomes may look different based on students' language needs. - Teachers must receive guidance on how to assess students with low English proficiency when the lesson and assessment are based on grade level standards. - Teachers will need knowledge of two sets of standards for ELLs– the general education standards and English language proficiency standards (e.g. WIDA standards). It will be important to have an understanding of both and how they go together. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL..			
Considerations for SWDs:	- Pre/post conference is the opportunity to explain why outcomes may look different based on students' disabilities. - Teachers must receive guidance on how to assess students with various disabilities when the lesson and assessment are based on grade level standards. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Standard 2: The Classroom Environment
Component 2.1: Creating an Environment of Respect and Rapport

Teaching depends, fundamentally, on the quality of relationships among individuals. When teachers strive to engage students in a discussion or an activity, their interactions with them speak volumes about the extent to which they value students as people. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
2.1.a Teacher Interaction with Students RIPTS 5, 6	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions demonstrate respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher-student interactions reflect respect, and cultural understanding for individuals as well as groups of students. Students and teachers demonstrate mutual respect in a variety of contexts.
Considerations for ELLs:				
Considerations for SWDs:	- Teacher's interactions with students with disabilities reflect understanding of social/emotional needs. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
2.1.b *Student Interactions with One Another* *RIPTS 5, 6*	Teacher does not model nor encourage appropriate student interactions or intercede when students' interactions are impolite or disrespectful.	Teacher models and/or encourages appropriate student interactions. **OR** Student interactions are generally polite and respectful.	Teacher models and encourages appropriate student interactions. **OR** Student interactions are polite and respectful whether directly monitored by a teacher or not.	Teacher models and encourages that students respect one another and monitor each other's treatment of peers, correcting classmates respectfully when needed, and assume and demonstrate personal responsibility.
Considerations for ELLs:				
Considerations for SWDs:				

Standard 2: The Classroom Environment
Component 2.2: Establishing a Culture for Learning

"A culture for learning" refers to the atmosphere in the classroom that reflects the importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the look of the classroom, and the general "tone" of the class. A culture for learning implies high expectations for all students and classrooms are cognitively busy places. Both students and teacher see the content as important, and students take obvious pride in their work and are eager to share with others.   (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
2.2.a *Importance of the Content* *RIPTS 3, 4, 5, 6, 8, 9*	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work.	Teacher communicates importance of the work, and students demonstrate understanding of its value.	Teacher fosters students' active participation, curiosity, and initiative which demonstrate that they value the content's importance.
Considerations for ELLs:	- In the beginning there is a silent period for ELLs, especially if the student is brand new to school and to the country. It may be difficult to get them to actively participate. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	- Students demonstrate active participation in developmentally appropriate work assignments, interactions and behaviors. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
2.2.b *Expectations for Learning and Achievement* *RIPTS 3, 4, 5, 6, 8, 9*	Classroom interactions convey low expectations for at least some students.	Classroom interactions convey only modest expectations for student learning and achievement and only minimally reflect grade level content standards or 21st century skills.	Classroom interactions convey high expectations for students, and are aligned with the appropriate grade level content standards and 21st century skills.	Classroom interactions convey high expectations for all students, and are aligned with the appropriate grade level content standards and 21st century skills. Students appear to have internalized these expectations and can verbalize learning expectations and/or create grade level exemplars.
Considerations for ELLs:	• Lack of English language proficiency will affect student verbal communication. Content standards need to include ELP standards. • It will be critical for teachers to be able to let evaluators know where students are in terms of language acquisition. • Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	• Developmental level may affect student verbal communication and ability to produce grade level exemplars. • Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Standard 2: The Classroom Environment
Component 2.3: Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction. Teachers find that they must develop procedures for the smooth operation of the classroom and the efficient use of time before they can focus on instructional techniques. One of the marks of expert teachers is that they can take the time required to establish their routines and procedures at the outset of the school year. A hallmark of a well-managed classroom is one in which students are able to work independently and where differentiated instruction occurs. Another important aspect of classroom management relates to how a teacher handles transitions between activities. Expert teachers make highly efficient use of time in their management of non-instructional tasks and are familiar with and are successful executing school emergency procedures. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
2.3.a *Management of Instructional Groups* *RIPTS 6*	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small group work is well organized and most students are productively engaged in learning while unsupervised by the teacher.	Small group work is well organized and students are productively engaged at all times. Students interact effectively with group members and support each other in achieving the outcomes of the lesson.
Considerations for ELLs:	- English language proficiency level and previous formal education will affect student's ability to interact effectively with a group. - Teachers should have content-based activities specifically designed for ELLs to engage in the learning of the lesson. - How teachers group the students will be important. Teachers will need to take into consideration who can be paired up to help peers. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	- Developmental level may affect student's ability to interact effectively with a group. - Teachers should have content-based activities specifically designed for students with disabilities to engage in the learning of the lesson. - How teachers group the students will be important. Teachers will need to take into consideration who can be paired up to help peers. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
2.3.b *Management of Transitions* *RIPTS 6*	Transitions are chaotic, with much time being lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility in ensuring their efficient operation.
Considerations for ELLs:	- Some ELLs will need more visuals, more intentional help from teachers and other students. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	- Some students with disabilities will need more visuals, more intentional help from teachers and other students. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
2.3.c *Management of Materials And Supplies* *RIPTS 6*	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for effectively using a variety of tools/media and handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Considerations for ELLs:	ELLs may need more modeling at first.			
Considerations for SWDs:	Students with disabilities may need more modeling at first.			

Standard 2: The Classroom Environment
Component 2.4: Managing Student Behavior

A key to efficient and respectful management of student behavior lies in agreed upon standards of conduct and clear consequences for overstepping bounds. Expert teachers successfully enlist students in both setting and maintaining standards of conduct. Active participation in setting the rules of the classroom contributes to students' feelings of safety in class. In a well-managed classroom, students themselves will be able to explain the agree-upon standards of conduct. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
2.4.a *Behavioral Expectations* *RIPTS 6*	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and have been developed with student participation.
Considerations for ELLs:				
Considerations for SWDs:				

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
2.4.b *Responding to Student Misbehavior* *RIPTS 6*	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or infractions of the rules are minor.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
Considerations for ELLs:				
Considerations for SWDs:				

Standard 3: Instruction
Component 3.1: Communicating With Students

The presentation of a lesson potentially impacts the outcome of the lesson. In order to successfully engage students in the lesson, teachers need to clearly frame the purpose of the lesson including presenting the context. Teachers will be assessed on their ability to create reasonable and appropriate expectations for learning, provide directions and describe procedures with clarity to explain content, through the effective use of oral and written language. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.1.a *Expectations for Learning* *RIPTS 8*	The teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success. Learning expectations are minimally connected to content standards and 21st century skills.	Teacher's purpose of the lesson or unit is clear, including where it is situated within broader learning. Learning expectations are aligned with grade level content standards and 21st century skill expectations with explanations of how students will demonstrate their learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader authentic learning, linking that purpose to student interests. Learning expectations are aligned with grade level content standards and 21st century skills, with exemplars to guide student achievement and clearly defined success criteria.
Considerations for ELLs:	• Teachers will need knowledge of two sets of standards for ELLs– the general education standards and English language proficiency standards (e.g. WIDA standards). It will be important to have an understanding of both and how they go together. • Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	• Learning expectations need to take into account developmental levels; Grade-level content standards may or may not be appropriate. • Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.1.b *Directions and Procedures* *RIPTS 8*	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion.	Teacher directions and procedures are clear to students.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding.
Considerations for ELLs:				
Considerations for SWDs:				

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.1.c *Explanation of Content* RIPTS 2,8	Teacher's explanation of the content is incorrect, unclear, confusing, or uses inappropriate language. There is no connection to content standards and 21st century skills.	Teacher's explanation of the content is generally correct and appropriate, but inconsistent. There is little observable connection to content standards and 21st century skills.	Teacher's explanation of content is generally correct appropriate and connects with students' knowledge and experience, and the appropriate content standards and 21st century skills.	Teacher's explanation of content is correct, appropriate and connects with students' knowledge and experience and the appropriate content standards and 21st century skills. Students contribute to explaining concepts to their peers.
Considerations for ELLs:	- Teachers will need knowledge of two sets of standards for ELLs– the general education standards and English language proficiency standards (e.g. WIDA standards). It will be important to have an understanding of both and how they go together. - Newcomer ELLs or ELLs with low levels of English proficiency may not be able to "contribute to explaining concepts to their peers." - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	- Explaining concepts to peers may or may not be appropriate. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Standard 3: Instruction

Component 3.2: Using Questioning and Discussion Techniques

Skillful teachers use questions and discussion to promote student participation and learning. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.2.a *Quality of Questions* *RIPTS 5,8*	Teacher's questions require only low cognitive challenge and single or limited responses.	Teacher's questions are appropriate to the content although they cover only a limited range of skills and knowledge. Only some of the questions are constructed to include higher order thinking and engage students in further discussion.	Teacher's questions are appropriate to the content and cover a range of skills and knowledge. Questions are constructed to include higher order thinking and engage students in further discussion.	Teacher's questions are appropriate to the content and cover a range of skills and knowledge. Questions are constructed to include higher order thinking and engage students in further discussion. Students formulate many of their own questions to advance their understanding.
Considerations for ELLs:	• English language proficiency level and previous formal education will affect students' ability to formulate many of their own questions. • Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	• "Formulating many of their own questions" may or may not be appropriate. • Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.2.b Delivery Techniques RIPTS 5,8	Questions are not delivered in manners that require students to engage cognitively or to prepare responses. Questions may be asked in rapid succession without appropriate wait time.	Questions are not consistently delivered using techniques that require students to engage cognitively and prepare to respond to the question.	Questions are delivered using techniques that require students to engage cognitively and prepare to respond to the question.	Questions are delivered using techniques that require students to engage cognitively and prepare to respond to the question, and promote student-to-student interaction and dialogue.
Considerations for ELLs:	• English language proficiency level and previous formal education will affect student's ability to respond to questions and engage in peer dialogue. • Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	• Students need to engage at the appropriate level. • Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.2.c Discussion Techniques RIPTS 5,8	The teacher and/or a few students dominate the discussion.	Teacher makes some attempt to engage students in an authentic discussion with uneven results.	Teacher creates an authentic discussion among students, using instructional and questioning techniques that successfully engage students in the discussion, stepping aside when appropriate.	Teacher functions as facilitator and uses instructional and questioning techniques that engage all students in the discussion. Students actively ensure that all voices and ideas are heard in the discussion.
Considerations for ELLs:	• English language proficiency level and previous formal education will affect students' ability to engage in and facilitate discussions. • Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	• Students need to engage at the appropriate level. • Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Standard 3: Instruction
Component 3.3: Engaging Student in Learning

Teachers engage students in active construction of understanding by creating intellectual challenges that result in new knowledge. The ownership of learning transfers from the teacher to the students. Teachers' effective use of activities and assignments, grouping of students, instructional materials, technologies and resources, and structure and pacing, all contribute to a classroom where students are deeply engaged in learning. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.3.a *Projects, Activities and Assignments* *RIPTS 5,6*	Projects, activities and assignments lack challenge, are inappropriate, or do not cognitively engage students.	Projects, activities and assignments inconsistently challenge all students appropriately and only cognitively engage some students.	Projects, activities and assignments are appropriately challenging for all students, require 21st century skills, and cognitively engage almost all students in complex learning.	Projects, activities, and assignments are appropriately challenging for all students, require 21st century skills, and cognitively engage student in complex learning.
Considerations for ELLs:				
Considerations for SWDs:	- Students need to engage at the appropriate level. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.3.b *Instructional Materials, and Technologies* *RIPTS 5,6,8*	Instructional materials and technologies are inappropriate for the instructional purposes or do not cognitively engage students.	Instructional materials and technologies are partially appropriate for the instructional purposes and cognitively engage some students.	Instructional materials and technologies are appropriate to the instructional purposes, and are differentiated as appropriate to ensure that they cognitively engage most students.	Instructional materials and technologies represent multiple perspectives that are relevant to the instructional purposes, are differentiated as appropriate and ensure students are cognitively engaged. Students initiate the choice, adaptation, or creation of materials to enhance their learning and build understanding.
Considerations for ELLs:				
Considerations for SWDs:				

Standard 3: Instruction
Component 3.4: Using Assessment in Instruction

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.4.a Assessment Criteria RIPTS 5, 6, 9	Teacher does not convey the criteria and performance standards by which student's work will be evaluated.	Teacher inconsistently conveys the criteria and performance standards by which student's work will be evaluated.	Teacher clearly conveys the criteria and performance standards by which student's work will be evaluated.	Teacher clearly conveys the criteria and performance standards by which student's work will be evaluated and students have contributed to the development of the criteria.
Considerations for ELLs:	- Criteria will be individualized and students will be fully aware of the criteria and performance standards by which their work will be evaluated. Students will contribute to the development of the criteria based on their English language proficiency. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	- Criteria will be individualized and students will be fully aware of the criteria and performance standards by which their work will be evaluated. Students will contribute to the development of the criteria as appropriate. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.4.b Monitoring Student Learning RIPTS 5, 6, 9	Teacher does not monitor student learning.	Teacher minimally monitors student learning, or only assesses learning for the class as a whole.	Teacher consistently uses formative assessment strategies, including self and/or peer assessments, to monitor student learning and the progress of the class and of students, and to uncover student misunderstanding and / or misconceptions.	Teacher consistently uses formative assessment strategies, including self and peer-assessments, to monitor student learning and the progress of the class and of individual students, and to uncover student misunderstanding and misconceptions.
Considerations for ELLs:	- General education teacher will need assistance in monitoring student growth in language proficiency. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	- Teacher will use appropriate formative and summative assessments to monitor student learning at their instructional level and uncover student misunderstanding and/or misconceptions. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.4.c Providing Feedback to Students RIPTS 5, 6, 9	Teacher's feedback to students is limited, general, infrequent and/or irrelevant, resulting in no advancement in learning.	Teacher's feedback to students is inconsistent, while timely, and useful to help some students advance their learning.	Teacher's feedback to students is consistent, timely, frequent, and specific, providing individual students with specific direction and information to help advance learning.	Teacher's feedback to students is of consistent high quality, timely, frequent, and specific, providing individual students with direction and information to help advance their learning. Students make use of the feedback in revising and improving their work.
Considerations for ELLs:	- Feedback should be presented using a variety of modes. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	- Feedback should be presented using a variety of modes. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Standard 4: Professional Growth & Responsibilities
4.1: Reflecting on Teaching

Every educator should demonstrate professional growth over time through professional development, reflective practice, lifelong learning and adaptation of practice in response to research and data to improve student learning. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
4.1 Reflecting on Teaching *RIPTS 10*	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Considerations for ELLs:				
Considerations for SWDs:				

Standard 4: Professional Growth & Responsibilities
Component 4.2: Communicating with Families

Although parents and guardians vary enormously in how active a part they take in their children's learning, most parents care deeply about the progress of their children and appreciate meaningful participation. Communicating with families involves keeping them informed about how a class is run. Families should not be surprised by information such as rules, how work is assessed and long and short-term goals for their child. Ideally, moving beyond simple dissemination of information to foster two-way communication can greatly benefit families, students and teachers. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
4.2 Communicating with Families **RIPTS 7,11**	Teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program as appropriate. Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Considerations for ELLs:	• For parents of ELLs, communication may involve face to face meetings and phone calls with interpreters.			
Considerations for SWDs:				

Standard 4: Professional Growth & Responsibilities
Component 4.3: Showing Professionalism

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
4.3.a Maintaining Accurate Records RIPTS 9	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid error.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
Considerations for ELLs:	- How students are participating in maintaining records would need to be defined or clarified. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	- Students participate in maintaining the records, with scaffolded assistance to develop independence, as needed. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
4.3.b Commitment to Professional Standards *RIPTS 7, 11*	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations, policies, and contractual language. Teacher does not comply with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and do not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, policies, and contractual language. Teacher complies minimally with school State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations, policies, and contractual language. Teacher complies with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Teacher upholds high standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, policies, and contractual language, taking a leadership role with colleagues, Teacher complies fully with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA, and takes a leadership role actively advocating compliance throughout the school.
Considerations for ELLs:				
Considerations for SWDs:				

Standard 4 Professional Growth & Responsibilities
4.4: Growing and Developing Professionally

In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice. (Danielson's FfT, 2007)

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
4.4.a *Growing and Developing in a Professional Learning Community* *RIPTS 7, 10*	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved or develop productive collegial relationships.	Teacher participates in professional activities to a limited extent. Teacher accepts, with some reluctance, feedback on teaching performance. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked. Teacher maintains cordial professional relationships.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback on teaching performance. Teacher volunteers to participate in school events and in school and district projects. Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher seeks out feedback. Teacher takes a leadership role in promoting a culture of professional inquiry. Relationships with colleagues are characterized by mutual support and cooperation. Teacher volunteers to participate in school events and district projects, and assumes a leadership role in at least one aspect of school or district life.
Considerations for ELLs:				
Considerations for SWDs:				

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
4.4.b *Evidence for Approval of Professional Growth Goal* *RIPTS 7, 9,10,11*	The goal is not specific, based on data, measurable, and does not demonstrate reflection on an area of practice that the teacher would like to develop professionally. It is not aligned with the RIIC Educator Evaluation rubric and/or district initiatives. It does not have an action plan that describes the steps and strategies the teacher will utilize to develop professionally.	The goal is somewhat specific, based on data, measurable, and demonstrates some reflection of an area of practice that the teacher would like to develop professionally. It is somewhat aligned with the RIIC Educator Evaluation rubric and/or district initiatives and has an incomplete action plan that describes the steps and strategies the teacher will utilize to develop professionally.	The goal is specific, based on data, measurable, and is reflective of an area of practice that the teacher would like to develop professionally. It is aligned with the RIIC Educator Evaluation rubric and/or district initiatives and has an action plan that describes the steps and strategies the teacher will utilize to develop professionally.	The goal is specific, based on an abundance of data, clearly measurable, and reflective of an area of practice that the teacher would like to develop professionally. It is aligned with the RIIC Educator Evaluation rubric and district initiatives. The action plan demonstrates an in-depth series of steps and strategies the teacher will utilize to develop professionally.
Considerations for ELLs:				
Considerations for SWDs:				

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
4.4.c *Evidence of Attainment of Professional Growth Goal* *RIPTS 10*	Evidence provided indicates little/no progress of the PGG Action Plan and little/no attainment of the PGG.	Evidence provided indicates some progress with the PGG Action Plan and partial attainment of the PGG.	Evidence provided indicates sufficient progress of the PGG Action Plan and full attainment of the PGG.	Evidence provided indicates comprehensive progress with the PGG Action Plan and complete attainment of the PGG.
Considerations for ELLs:				
Considerations for SWDs:				