

Domain 1: Planning for Active Learning				
	Below Standard	Developing	Proficient	Exemplary
1a: Ensuring that content instruction is at an appropriate level of challenge and meets student learning needs	<p>Planning is informed by a general understanding of the content, rather than data about the students' learning needs,</p> <p>The plan is not rigorous and only represents low levels of knowledge.</p> <p>Plans are not differentiated and/or not at an appropriate level of challenge.</p> <p>Academic or behavioral concerns are identified without a defined plan of intervention strategy.</p>	<p>Planning is informed by a general understanding of students' prior content knowledge and skills.</p> <p>The instructional plan includes some tasks that reach higher levels of knowledge.</p> <p>Plans include some differentiation in instructional strategies but may not provide instruction at an appropriate level of challenge for all students.</p> <p>The plan prepares the teacher to address general academic or behavioral concerns and suggests anticipated responses to strategy/use of materials.</p>	<p>Planning incorporates multiple sources of data about students' prior knowledge, skills and understanding of concepts into the instructional plan.</p> <p>The plan includes differentiated tasks and activities designed to engage students to higher levels of knowledge and scaffolds the learning appropriately.</p> <p>The plan meets the grade or course level expectations for challenge and anticipates student understanding and addresses common content misconceptions.</p> <p>The plan includes the selection of or design for supplemental or specialized instructional or behavioral interventions.</p>	<p>In addition to the characteristics of proficient:</p> <p>Planning is driven by analysis of student performance data to determine individual learning needs and subsequent instruction. The plan incorporates a depth of knowledge and promotes student independence as a learner.</p> <p>The plans incorporate a variety of strategies, resources and groupings that appropriately challenge all students,</p> <p>Planning provides for opportunities for student choice and for specialized instructional or behavioral interventions.</p>
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher discussion of planning is general and data are nonspecific; planning shows little or no evidence of differentiation.</i> • <i>Interventions are not specified in plan or discussion.</i> 	<ul style="list-style-type: none"> • <i>Teacher identifies differentiation strategies that are limited—often based on a single area – such as student interest.</i> • <i>Teacher articulated plans for addressing academic/behavioral concerns are general and not specific.</i> 	<ul style="list-style-type: none"> • <i>Teacher articulates how specific student data connects to instructional design.</i> • <i>Teacher articulates the design of instruction to accommodate student needs; teacher can specify how academic and behavioral interventions are aligned to student needs.</i> 	<ul style="list-style-type: none"> • <i>Teacher articulates how multiple sources of data lead to the design and development of differentiated lessons including appropriate levels of challenge.</i> • <i>Teacher articulates anticipated student misconceptions and how the lesson design addresses these.</i> • <i>Teacher develops or secures and shares strategies and resources targeted to specific student needs.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>No Lesson Plans are provided or plans do not show any differentiation based on any need.</i> • <i>Teacher does not connect student data to planning or designs in contrast to what will work based on identified needs.</i> • <i>Teacher does not collaborate with colleagues for planning.</i> 	<ul style="list-style-type: none"> • <i>Lesson plans connect with a particular need or are general in nature.</i> • <i>Plans reflect a common strategy, resource or set of materials.</i> • <i>Teacher does not specify how collaboration influences planning or simply notes that he/she participates.</i> 	<ul style="list-style-type: none"> • <i>Lesson plans connect student needs to plans.</i> • <i>Lesson plans reflect a range of strategies, resources, or materials.</i> • <i>Teacher can articulate the work with colleagues in the planning process.</i> 	<ul style="list-style-type: none"> • <i>Lesson plans demonstrates detailed differentiation for students based on data analysis.</i> • <i>Plans specify the different strategies, resources or materials or that for all students.</i> • <i>Teacher articulates how the work with colleagues influences and/or has improved the delivery of instruction.</i>

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	Below Standard	Developing	Proficient	Exemplary
1b: Developing and organizing coherent and relevant units, lessons, and learning tasks	<p>Lessons lack a clear sequence. Activities are poorly aligned to instructional outcomes and activities relate to isolated skills in the curriculum.. Lessons are not connected to students’ interests or the real world.</p> <p>Lessons units are not scaffolded to build knowledge and skills.</p> <p>Organization does not engage students.</p>	<p>The sequence of lessons and activities are partially aligned to the instructional outcomes and activities are partially designed to build upon students’ prior knowledge skills and interests.</p> <p>Organization of the learning is uneven and does not purposefully engage students.</p>	<p>The lessons and units of instruction incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems.</p> <p>Units, lessons and learning tasks are clearly aligned to learning outcomes, standards and assessments.</p> <p>The organization of the units is consistent and purposefully engages students.</p>	<p>In addition to the characteristics of proficient:</p> <p>The lessons and units consistently challenge students, promote their independence and interdependence and incorporate higher level learning of content skills or concepts.</p> <p>The plan actively engages students in an in-depth understanding of content.</p> <p>Alignment among units, lessons, learning tasks and assessments enhance learning and promotes the gradual release of responsibility to students.</p> <p>The organization of the units, lessons and tasks is purposeful and promotes meaning and offers students multiple pathways to develop knowledge.</p>
Critical Attributes	<ul style="list-style-type: none"> • <i>Learning activities are not well aligned to the instructional goals.</i> • <i>Materials are not engaging and do not meet instructional outcomes.</i> • <i>Instructional groups are not suitable to the activity and offer no variety.</i> 	<ul style="list-style-type: none"> • <i>Learning activities are moderately challenging.</i> • <i>Learning resources are suitable but variety is limited.</i> • <i>Instructional groups partially support lesson objectives.</i> • <i>The lesson structure does not lead the students to learn.</i> 	<ul style="list-style-type: none"> • <i>Learning activities are matched to instructional outcomes.</i> • <i>Activities provide an opportunity for higher order thinking and differentiation.</i> • <i>Instructional grouping is purposeful and maximizes student strengths.</i> • <i>Lesson plans indicate possible adjustments based on formative assessment data.</i> • <i>Learning activities are connected to other disciplines.</i> 	<ul style="list-style-type: none"> • <i>Students participate in designing their own assessments.</i> • <i>Students are actively involved in collecting information from formative assessments and establishing individual learning goals. Assessments are authentic with a real world application as appropriate.</i> • <i>Students are challenged to bring meaning to their learning.</i> • <i>Strategic questions for discourse or inquiry-based learning; making real world, career, or global connections with the content; or making interdisciplinary connections.</i>

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Possible Examples	<ul style="list-style-type: none"> • <i>Planned activities do not connect to learning outcomes.</i> • <i>Planned instruction includes materials that are not grade level appropriate.</i> 	<ul style="list-style-type: none"> • <i>Planned activities include several fill-in-the-blank worksheets aligned with the district curriculum.</i> • <i>Planned student outcomes are a mainly lower level skill based.</i> 	<ul style="list-style-type: none"> • <i>Planned outcomes focus on higher level conceptual understandings with some lower level skills.</i> • <i>Planned activities are designed to encourage students to engage in discussions and solve problems.</i> • <i>Planned instruction is aligned with CCSS and the curriculum.</i> 	<ul style="list-style-type: none"> • <i>Planned lessons include opportunities for student choice.</i> • <i>Planned instruction focuses on real world connections and includes choices for students.</i> • <i>Essential questions are posed and are thought provoking.</i>
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Domain 1: Planning for Active Learning				
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1c: Supporting content area literacy skills and when appropriate, numeracy skills, across the curriculum	<p>Plans do not follow local curriculum or CCSS or lesson plans do not include content area literacy or numeracy skills.</p> <p>Students are not encouraged to make interdisciplinary connections and literacy and numeracy are not addressed.</p> <p>Materials or strategies are unclear or not specified or rely solely on a singular strategy or resource.</p>	<p>Plans are partially aligned to the CCSS and/or the district curriculum or pacing guides.</p> <p>Plans include the limited use of strategies and materials that focus on the literal comprehension of content, or process and structure of writing/communicating ideas.</p> <p>Plans include the limited use of strategies and materials that focus on representing and/or solving mathematical problems within the content area.</p> <p>Plans rely predominantly on a singular strategy or resource and occasionally promotes higher levels of thinking.</p>	<p>Plans, content and practice are aligned with the Common Core State Standards, district curriculum and pacing guidelines.</p> <p>Plans provide integration of literacy or numeracy skills and make some interdisciplinary connections.</p> <p>Plans include use of some strategies and materials (including multimodal, multimedia and interdisciplinary) to build students' ability to understand, make meaningful connections to and/or communicate about content-related text Plans include use of some strategies and materials (including multimodal, multimedia and interdisciplinary) to build students' ability to represent, interpret and analyze data and/or to solve mathematical problems.</p>	<p>Plans consistently include the implementation and integration of content area literacy (and numeracy) instruction that is aligned with the Connecticut Common Core State Standards, district curriculum and pacing guidelines and which supports the lesson content.</p> <p>Plans provide meaningful integration of literacy and numeracy skills at high levels of depth of knowledge and which promote interdisciplinary connections.</p> <p>Plans include the use of a variety of strategies, materials and resources to build students' ability to independently interpret, synthesize, and respond to content-related text.</p> <p>Plans include the use of a variety of strategies, materials and resources to build students' ability to independently represent, interpret and analyze data and/or to solve mathematical problems.</p> <p>Plans include the use of differentiated resources to support students' understanding of concepts and application of learning to help them to make connections within and among content areas and help them to understand the importance of literacy and numeracy in the world around them.</p>

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<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Teacher plans or lesson/unit which focuses totally on content and not on supporting the reading, writing and numeracy skills necessary to access learning available through materials, texts, and other resources.</i> 	<ul style="list-style-type: none"> • <i>Teacher plans the use of a variety of texts, including informational, in instruction.</i> • <i>Teacher plan incorporates some strategies to help students access lesson content from texts.</i> 	<ul style="list-style-type: none"> • <i>Teacher plans the use of a variety of texts, including informational, in instruction.</i> • <i>Teacher plans for writing opportunities.</i> • <i>Teacher plans to use technology and digital resources to engage students.</i> • <i>Teacher creates questions which support close reading of text. Plans include literacy and numeracy content and strategies.</i> 	<ul style="list-style-type: none"> • <i>Teacher plans the use of a variety of texts, including informational, in instruction; these incorporate student choice and are responsive to reading level.</i> • <i>Teacher plans for meaningful writing assignments.</i> • <i>Teacher plans vocabulary instruction as part of the unit.</i> • <i>Teacher plans incorporate strategies which support literacy and numeracy.</i> • <i>Texts selected are at various levels, including those that are complex, challenging, appropriate for students, and meaningful.</i> • <i>Teacher uses technology and digital resources to engage and allow students independence in choice and demonstration of learning.</i>
<p>Possible Examples</p>	<ul style="list-style-type: none"> • <i>Teacher plan s the science lesson around the content with no consideration given to how students will access the text.</i> 	<ul style="list-style-type: none"> • <i>Teacher plans a math lesson that will include vocabulary instruction to help students access the text.</i> 	<ul style="list-style-type: none"> • <i>Teacher plans a science lesson on plants to begin with a journal prompt.</i> • <i>Teacher reads students a story about plants and asks students to respond to questions.</i> 	<ul style="list-style-type: none"> • <i>Teacher plans to introduce a science lesson about plants by offering students a choice of stories about plants- plans include several resources that are differentiated for students based on their reading skills.</i>

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<p>Planning 1d: Selecting appropriate assessment strategies to monitor student progress</p>	<p>Assessments are not aligned with instructional goals and are lacking in criteria through which student performance will be assessed.</p> <p>Single measure assessments are selected that may or may not measure criteria and outcomes of the unit related to learning goals.</p>	<p>Assessments are somewhat aligned with instructional goals but assessments are rarely used to inform planning.</p> <p>Formative and summative assessments are selected that are aligned to curriculum and learning outcomes to monitor student progress.</p> <p>Plans include providing students with information about their current progress, including general strengths and areas of need for the class as a whole. Assessment criteria are provided but unclear.</p>	<p>Assessments are clearly aligned with instructional outcomes and results are used to inform planning</p> <p>A variety of assessment tools and strategies aligned to curriculum and content standards are designed or selected to monitor and evaluate students' learning. Individually and as a class.</p> <p>Plans include opportunities for students to participate in developing assessment criteria and using it to assess their own work. Assessment criteria are clearly written.</p>	<p>In addition to the characteristics of proficient:</p> <p>Assessment is fully integrated into instruction.</p> <p>A variety of assessment tools and strategies appropriate to individual students' needs are designed or selected to monitor and evaluate learning throughout the learning plan.</p> <p>Strategies are planned to engage students in using assessment criteria to reflect upon and self-assess and monitor their own progress over time.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Assessments do not align to the instructional goals.</i> • <i>No formative assessment is in evidence.</i> • <i>Assessments have no criteria.</i> • <i>There is no plan for the use of formative assessments.</i> 	<ul style="list-style-type: none"> • <i>Assessment criteria are vague. Assessment results are used to design instruction for the whole class not individual students.</i> 	<ul style="list-style-type: none"> • <i>Assessments match the learning goals.</i> • <i>Assessment indicates a balance of summative, formative, and interim assessments.</i> 	<ul style="list-style-type: none"> • <i>Assessment provides opportunity for student choice</i> • <i>The lesson plans indicate correspondence between assessments and instructional outcome.</i> • <i>The assessment types are suitable to the outcomes.</i> • <i>Modified assessments are available</i> • <i>Adjusting instruction in response to evidence of student learning.</i> • <i>Frequent opportunities for families to engage in the learning process.</i>
<p>Possible Examples</p>	<ul style="list-style-type: none"> • <i>Teacher does not use formative assessments</i> • <i>No criteria is provided to students for an assigned project</i> 	<ul style="list-style-type: none"> • <i>Planned criteria for an assigned essay is based on following directions.</i> 	<ul style="list-style-type: none"> • <i>Teacher plans for students to develop assessment criteria for the rubric.</i> 	<ul style="list-style-type: none"> • <i>Teacher plans to revisit yesterday's lesson based on the student responses on the exit tickets.</i> • <i>Teacher plans for students to self-assess their essays and set goals for revising.</i>

Domain 2: The Classroom Environment				
	Below Standard	Developing	Proficient	Exemplary
2a: Creating an environment of respect and rapport	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels.</p> <p>Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals</p>
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher uses disrespectful talk towards students.</i> • <i>Student body language indicates feelings of hurt or insecurity.</i> • <i>Students use disrespectful talk towards one another with no response from the teacher.</i> • <i>Teacher displays no familiarity with or caring about individual students’ interests or personalities.</i> 	<ul style="list-style-type: none"> • <i>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</i> • <i>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</i> • <i>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</i> 	<ul style="list-style-type: none"> • <i>Talk between teacher and students and among students is uniformly respectful.</i> • <i>Teacher responds to disrespectful behavior among students.</i> • <i>Teacher makes superficial connections with individual students.</i> 	<ul style="list-style-type: none"> • <i>In addition to the characteristics of “proficient,”</i> • <i>Teacher demonstrates knowledge and caring about individual students’ lives beyond school.</i> • <i>When necessary, students correct one another in their conduct towards classmates.</i> • <i>There is no disrespectful behavior among students.</i> • <i>The teacher’s response to a student’s incorrect response respects the student’s dignity</i>
Possible Examples	<ul style="list-style-type: none"> • <i>A student slumps in his/her chair following a comment by the teacher.</i> • <i>Students roll their eyes at a classmate’s idea; the teacher does not respond.</i> • <i>Many students talk when the teacher and other students are talking; the teacher does not correct them.</i> • <i>Some students refuse to work with other students.</i> • <i>Teacher does not call students by their names.</i> 	<ul style="list-style-type: none"> • <i>Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.</i> • <i>A few students do not engage with others in the classroom, even when put together in small groups.</i> • <i>Students applaud half-heartedly following a classmate’s presentation to the class.</i> • <i>Teacher says “Don’t talk that way to your classmates,” but student shrugs his/her shoulders</i> 	<ul style="list-style-type: none"> • <i>Teacher greets students by name as they enter the class or during the lesson.</i> • <i>The teacher gets on the same level with students, such as kneeling beside a student working at a desk.</i> • <i>Students attend fully to what the teacher is saying.</i> • <i>Students wait for classmates to finish speaking before beginning to talk.</i> • <i>Students applaud politely following a classmate’s presentation to the class.</i> • <i>Students help each other and accept help from each other.</i> • <i>Teacher and students use courtesies such as “please/thank you, excuse me.”</i> 	<ul style="list-style-type: none"> • <i>Teacher inquires about a student’s soccer game last weekend (or extracurricular activities or hobbies).</i> • <i>Students say “Shhh” to classmates while the teacher or another student is speaking.</i> • <i>Students clap enthusiastically for one another’s presentations for a job well done.</i> • <i>The teacher says: “That’s an interesting idea, Josh, but you’re forgetting....”</i>

			<ul style="list-style-type: none">• <i>Teacher says “Don’t talk that way to your classmates,” and the insults stop.</i>	
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Domain 2: The Classroom Environment				
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2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
Critical Attributes	<ul style="list-style-type: none"> • <i>The teacher conveys that he reasons for the work are external or trivializes the learning goals and assignments.</i> • <i>The teacher conveys to at least some students that the work is too challenging for them.</i> • <i>Students exhibit little or no pride in their work.</i> • <i>Class time is devoted more to socializing than to learning</i> 	<ul style="list-style-type: none"> • <i>Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.”</i> • <i>The teacher conveys high expectations for only some students.</i> • <i>Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.</i> • <i>Many students indicate that they are looking for an “easy path.”</i> 	<ul style="list-style-type: none"> • <i>The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</i> • <i>The teacher demonstrates a high regard for student abilities.</i> • <i>Teacher conveys an expectation of high levels of student effort.</i> • <i>Students expend good effort to complete work of high quality.</i> 	<ul style="list-style-type: none"> • <i>In addition to the characteristics of “Proficient,”</i> • <i>The teacher communicates a genuine passion for the subject.</i> • <i>Students indicate that they are not satisfied unless they have complete understanding.</i> • <i>Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.</i> • <i>Students recognize the efforts of their classmates.</i> • <i>Students take initiative in improving the quality of their work.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>The teacher tells students that they’re doing a lesson because it’s on the test, in the book, or is district directed.</i> • <i>Teacher says to a student: “Why don’t you try this easier problem?”</i> • <i>Students turn in sloppy or incomplete work.</i> • <i>Students don’t engage in work and the teacher ignores it.</i> • <i>Students have not completed their homework and the teacher does not respond.</i> 	<ul style="list-style-type: none"> • <i>Teacher says: “Let’s get through this.”</i> • <i>Teacher says: “I think most of you will be able to do this.”</i> • <i>Students consult with one another to determine how to fill in a worksheet, without challenging classmates’ thinking.</i> • <i>Teacher does not encourage students who are struggling.</i> • <i>Some students get to work after an assignment is given or after entering the room.</i> 	<ul style="list-style-type: none"> • <i>Teacher says: “This is important; you’ll need to speak grammatical English when you apply for a job.”</i> • <i>Teacher says: “This idea is really important! It’s central to our understanding of history.”</i> • <i>Teacher says: “Let’s work on this together: it’s hard, but you all will be able to do it well.”</i> • <i>Teacher hands a paper back to a student, saying “I know you can do a better job on this.” The student accepts it without complaint.</i> • <i>Students get right to work right away</i> 	<ul style="list-style-type: none"> • <i>The teacher says “It’s really fun to find the patterns for factoring polynomials.”</i> • <i>Student asks a classmate to explain a concept or procedure since s/he didn’t quite follow the teacher’s explanation.</i> • <i>Students question one another on answers.</i> • <i>Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened.</i> • <i>Students work even when the teacher isn’t working with them or directing their efforts.</i>

	<ul style="list-style-type: none"> • <i>Almost all of the activities are “busy work.”</i> 		<p><i>when an assignment is given or after entering the room.</i></p>	
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Domain 2: The Classroom Environment				
	Below Standard	Developing	Proficient	Exemplary
2c: Managing classroom procedures	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>
Critical Attributes	<ul style="list-style-type: none"> • <i>Students not working with the teacher are disruptive to the class.</i> • <i>There are no established procedures for distributing and collecting materials.</i> • <i>Procedures for other activities are confused or chaotic.</i> 	<ul style="list-style-type: none"> • <i>Small groups are only partially engaged while not working directly with the teacher.</i> • <i>Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</i> • <i>Classroom routines function unevenly.</i> 	<ul style="list-style-type: none"> • <i>The students are productively engaged during small group work.</i> • <i>Transitions between large and small group activities are smooth.</i> • <i>Routines for distribution and collection of materials and supplies work efficiently.</i> • <i>Classroom routines function smoothly.</i> 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • <i>Students take the initiative with their classmates to ensure that their time is used productively.</i> • <i>Students themselves ensure that transitions and other routines are accomplished smoothly.</i> • <i>Students take initiative in distributing and collecting materials efficiently.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.</i> • <i>There are long lines for materials and supplies or distributing supplies is time-consuming.</i> 	<ul style="list-style-type: none"> • <i>Some students not working with the teacher are not productively engaged in learning.</i> • <i>Transitions between large and small group activities are rough but they are accomplished.</i> • <i>Students are not sure what to do when materials are being distributed or collected.</i> 	<ul style="list-style-type: none"> • <i>Students get started on an activity while the teacher takes attendance.</i> • <i>Students move smoothly between large and small group activities.</i> • <i>The teacher has an established timing device, such as counting down, to signal students to return to their desks.</i> • <i>Teacher has an established attention signal, such as raising a hand, or</i> 	<ul style="list-style-type: none"> • <i>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</i> • <i>A student reminds classmates of the roles that they are to play within the group.</i> • <i>A student re-directs a classmate to the table s/he should be at</i>

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	<ul style="list-style-type: none"> • <i>Students bump into one another lining up or sharpening pencils.</i> • <i>Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.</i> • <i>Most students ask what they are to do or look around for clues from others.</i> 	<ul style="list-style-type: none"> • <i>Students ask some clarifying questions about procedures</i> • <i>The attendance or lunch count consumes more time than it would need if the procedure were more routinized.</i> 	<p><i>dimming the lights.</i></p> <ul style="list-style-type: none"> • <i>One member of each small group collects materials for the table.</i> • <i>There is an established color-coded system indicating where materials should be stored.</i> • <i>In small group work, students have established roles; they listen to one another, summarizing different views, etc.</i> • <i>Clean-up at the end of a lesson is fast and efficient.</i> 	<p><i>following a transition.</i></p> <ul style="list-style-type: none"> • <i>Students propose an improved attention signal.</i> • <i>Students independently check themselves into class on the attendance board.</i>
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Domain 2: The Classroom Environment				
	Below Standard	Developing	Proficient	Exemplary
2d: Managing student behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students
Critical Attributes	<ul style="list-style-type: none"> • <i>The classroom environment is chaotic, with no apparent standards of conduct.</i> • <i>The teacher does not monitor student behavior.</i> • <i>Some students violate classroom rules, without apparent teacher awareness.</i> • <i>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</i> 	<ul style="list-style-type: none"> • <i>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</i> • <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i> • <i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</i> 	<ul style="list-style-type: none"> • <i>Standards of conduct appear to have been established.</i> • <i>Student behavior is generally appropriate.</i> • <i>The teacher frequently monitors student behavior.</i> • <i>Teacher's response to student misbehavior is effective.</i> • <i>Teacher acknowledges good behavior.</i> 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • <i>Student behavior is entirely appropriate; no evidence of student misbehavior.</i> • <i>The teacher monitors student behavior without speaking – just moving about.</i> • <i>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>Students are talking among themselves, with no attempt by the teacher to silence them.</i> • <i>An object flies through the air without apparent teacher notice.</i> • <i>Students are running around the room, resulting in a chaotic environment.</i> • <i>Their phones and other electronics distract students and teacher doesn't do anything.</i> 	<ul style="list-style-type: none"> • <i>Classroom rules are posted, but neither teacher nor students refers to them.</i> • <i>The teacher repeatedly asks students to take their seats; they ignore him/her.</i> • <i>To one student: "Where's your late pass? Go to the office." To another:</i> • <i>"You don't have a late pass? Come in and take your seat; you've missed enough already."</i> 	<ul style="list-style-type: none"> • <i>Upon a non-verbal signal from the teacher, students correct their behavior.</i> • <i>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</i> • <i>The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.</i> 	<ul style="list-style-type: none"> • <i>A student suggests a revision in one of the classroom rules.</i> • <i>The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.</i> • <i>The teacher asks to speak to a student privately about misbehavior.</i> • <i>A student reminds his/her classmates of the class rule about chewing gum.</i>

Domain 2: The Classroom Environment				
	Below Standard	Developing	Proficient	Exemplary
2e: Organization of physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	<ul style="list-style-type: none"> • <i>There are physical hazards in the classroom, endangering student safety.</i> • <i>Many students can't see or hear the teacher or the board.</i> • <i>Available technology is not being used, even if available and its use would enhance the lesson.</i> 	<ul style="list-style-type: none"> • <i>The physical environment is safe, and most students can see and hear.</i> • <i>The physical environment is not an impediment to learning, but does not enhance it.</i> • <i>The teacher makes limited use of available technology and other resources.</i> 	<ul style="list-style-type: none"> • <i>The classroom is safe, and all students are able to see and hear.</i> • <i>The classroom is arranged to support the instructional goals and learning activities.</i> • <i>The teacher makes appropriate use of available technology.</i> 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • <i>Modifications are made to the physical environment to accommodate students with special needs.</i> • <i>There is total alignment between the goals of the lesson and the physical environment.</i> • <i>Students take the initiative to adjust the physical environment.</i> • <i>Teachers and students make extensive and imaginative use of available technology</i>
Possible Examples	<ul style="list-style-type: none"> • <i>There are electrical cords running around the classroom.</i> • <i>There is a pole in the middle of the room; some students can't see the board.</i> • <i>A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.</i> 	<ul style="list-style-type: none"> • <i>The teacher ensures that dangerous chemicals are stored safely.</i> • <i>The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.</i> • <i>The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.</i> 	<ul style="list-style-type: none"> • <i>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</i> • <i>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</i> • <i>The use of an Internet connection enriches the lesson.</i> 	<ul style="list-style-type: none"> • <i>Students ask if they can shift the furniture to better suit small group work, or discussion.</i> • <i>A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.</i> • <i>A student suggests an application of the white board for an activity.</i>

Domain 3: Instruction				
	Below Standard	Developing	Proficient	Exemplary
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher’s explanation of the content contains major errors. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher attempts to explain the instructional purpose with limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher’s spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to the students’ ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.
Critical Attributes	<ul style="list-style-type: none"> • <i>At no time during the lesson does the teacher convey to the students what they will be learning.</i> • <i>Students indicate through their questions that they are confused as to the learning task.</i> • <i>The teacher makes a serious content error that will affect students’ understanding of the lesson.</i> • <i>Students indicate through body language or questions that they don’t understand the content being presented.</i> • <i>Teacher’s communications include errors of vocabulary or usage.</i> • <i>Vocabulary is inappropriate to the age or culture of the students.</i> 	<ul style="list-style-type: none"> • <i>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</i> • <i>Teacher must clarify the learning task so students can complete it.</i> • <i>The teacher makes no serious content errors, although may make a minor error.</i> • <i>The teacher’s explanation of the content consists of a monologue or is purely procedural with minimal participation by students.</i> • <i>Vocabulary and usage are correct but unimaginative.</i> • <i>Vocabulary is too advanced or juvenile for the students.</i> 	<ul style="list-style-type: none"> • <i>The teacher states clearly, at some point during the lesson, what the students will be learning.</i> • <i>If appropriate, the teacher models the process to be followed in the task.</i> • <i>Students engage with the learning task, indicating that they understand what they are to do.</i> • <i>The teacher makes no content errors.</i> • <i>Teacher’s explanation of content is clear, and invites student participation and thinking.</i> • <i>Vocabulary and usage are correct and completely suited to the lesson.</i> • <i>Vocabulary is appropriate to the students’ ages and levels of development.</i> 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • <i>The teacher points out possible areas for misunderstanding.</i> • <i>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</i> • <i>All students seem to understand the presentation.</i> • <i>The teacher invites students to explain the content to the class, or to classmates.</i> • <i>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</i>

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<p>Possible Examples</p>	<ul style="list-style-type: none"> • <i>A student asks: “What are we supposed to be doing?” but the teacher ignores the question.</i> • <i>The teacher states that to add fractions, they must have the same numerator.</i> • <i>Students have a quizzical look on their faces; some may withdraw from the lesson.</i> • <i>Students become disruptive, or talk among themselves in an effort to follow the lesson.</i> • <i>The teacher uses technical terms with an elementary class without explaining their meanings.</i> • <i>The teacher says “ain’t.”</i> 	<ul style="list-style-type: none"> • <i>The teacher mispronounces “...”</i> • <i>The teacher says: “And oh, by the way, today we’re going to factor polynomials.”</i> • <i>A student asks: “What are we supposed to be doing?” and the teacher clarifies the task.</i> • <i>Students ask “What do I write here?” in order to complete a task.</i> • <i>The teacher says: “Watch me while I show you how to” with students asked only to listen.</i> • <i>A number of students do not seem to be following the explanation.</i> • <i>Students are inattentive during the teacher’s explanation of content</i> 	<ul style="list-style-type: none"> • <i>“By the end of today’s lesson, you’re all going to be able to factor different types of polynomials.”</i> • <i>In the course of a presentation of content, the teacher asks of students: “Can anyone think of an example of that?”</i> • <i>The teacher uses a board or projection device so students can refer to it without requiring the teacher’s attention.</i> 	<ul style="list-style-type: none"> • <i>The teacher says: “Here’s a spot where some students have difficulty: ...be sure to read it carefully.”</i> • <i>The teacher asks a student to explain the task to other students.</i> • <i>When needed, a student offers clarification about the learning task to classmates.</i> • <i>The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has been sitting in the sun.</i> • <i>The teacher says: “Who would like to explain this idea to us?”</i> • <i>The teacher pauses during an explanation of the civil rights movement to remind students that the prefix “in” as in “inequality” means “not.” The prefix “un” also means the same thing.</i>
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Domain 3: Instruction				
	Below Standard	Developing	Proficient	Exemplary
3b: Using questioning and discussion techniques	Teacher’s questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	<ul style="list-style-type: none"> • <i>Questions are rapid-fire, and convergent, with a single correct answer.</i> • <i>Questions do not invite student thinking.</i> • <i>All discussion is between teacher and students; students are not invited to speak directly to one another.</i> • <i>A few students dominate the discussion.</i> 	<ul style="list-style-type: none"> • <i>Teacher frames some questions designed to promote student thinking, but only a few students are involved.</i> • <i>The teacher invites students to respond directly to one another’s ideas, but few students respond.</i> • <i>Teacher calls on many students, but only a small number actually participate in the discussion.</i> 	<ul style="list-style-type: none"> • <i>Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.</i> • <i>The teacher makes effective use of wait time.</i> • <i>The teacher builds on uses student responses to questions effectively.</i> • <i>Discussions enable students to talk to one another, without ongoing mediation by the teacher.</i> • <i>The teacher calls on most students, even those who don’t initially volunteer.</i> • <i>Many students actively engage in the discussion.</i> 	In addition to the characteristics of “proficient,” <ul style="list-style-type: none"> • <i>Students initiate higher-order questions.</i> • <i>Students extend the discussion, enriching it.</i> • <i>Students invite comments from their classmates during a discussion.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>All questions are of the “recitation” type, such as “What is 3 x 4?”</i> • <i>The teacher asks a question for which the answer is on the board; students respond by reading it.</i> • <i>The teacher only calls on students who have their hands up.</i> 	<ul style="list-style-type: none"> • <i>Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?”</i> • <i>The teacher asks: “Who has an idea about this?” but the same three students offer comments.</i> • <i>The teacher asks: “Michael, can you comment on Mary’s idea?” but Michael does not respond, or makes a comment directly to the teacher.</i> 	<ul style="list-style-type: none"> • <i>The teacher asks: “What might have happened if the colonists had not prevailed in the American war for independence?”</i> • <i>The teacher uses plural the form in asking questions, such as: “What are some things you think might contribute to...?”</i> • <i>The teacher asks: “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary.</i> • <i>The teacher asks a question and asks every student to write a brief response, and then share with a partner before inviting a few to offer their ideas to the entire class.</i> 	<ul style="list-style-type: none"> • <i>A student asks “How many ways are there to get this answer?”</i> • <i>A student says to a classmate: “I don’t think I agree with you on this, because....”</i> • <i>A student asks of other students: “Does anyone have another idea as to how we might figure this out?”</i> • <i>A student asks “What if...?”</i>

Domain 3: Instruction				
	Below Standard	Developing	Proficient	Exemplary
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	<ul style="list-style-type: none"> • <i>Few students are intellectually engaged in the lesson.</i> • <i>Learning tasks require only recall or have a single correct response or method.</i> • <i>The materials used ask students only to perform rote tasks.</i> • <i>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</i> • <i>Instructional materials used are unsuitable to the lesson and/or the students.</i> • <i>The lesson drags, or is rushed.</i> 	<ul style="list-style-type: none"> • <i>Some students are intellectually engaged in the lesson.</i> • <i>Learning tasks are a mix of those requiring thinking and recall.</i> • <i>Student engagement with the content is largely passive, learning primarily facts or procedures.</i> • <i>Students have no choice in how they complete tasks.</i> • <i>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</i> • <i>The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</i> • <i>The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</i> 	<ul style="list-style-type: none"> • <i>Most students are intellectually engaged in the lesson.</i> • <i>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</i> • <i>Students have some choice in how they complete learning tasks.</i> • <i>There is a mix of different types of groupings, suitable to the lesson objectives.</i> • <i>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</i> • <i>The pacing of the lesson provides students the time needed to be intellectually engaged.</i> 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • <i>Virtually all students are highly engaged in the lesson.</i> • <i>Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</i> • <i>Students suggest modifications to the grouping patterns used.</i> • <i>Students have extensive choice in how they complete tasks.</i> • <i>Students suggest modifications or additions to the materials being used.</i> • <i>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</i>

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Possible Examples	<ul style="list-style-type: none"> • <i>Students are able to fill out the lesson worksheet without understanding what it's asking them to do.</i> • <i>The lesson drags, or feels rushed.</i> • <i>Students complete "busy work" activities.</i> 	<ul style="list-style-type: none"> • <i>Students are asked to fill in a worksheet, following an established procedure.</i> • <i>There is a recognizable beginning, middle, and end to the lesson.</i> • <i>Parts of the lesson have a suitable pace; other parts drag or feel rushed.</i> 	<ul style="list-style-type: none"> • <i>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</i> • <i>Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.</i> • <i>There is a clear beginning, middle, and end to the lesson.</i> • <i>The lesson is neither rushed nor drags.</i> 	<ul style="list-style-type: none"> • <i>Students are asked to write an essay "in the style of Hemmingway."</i> • <i>A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</i> • <i>Students identify or create their own learning materials.</i> • <i>Students summarize their learning from the lesson.</i>
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Domain 3: Instruction				
	Below Standard	Developing	Proficient	Exemplary
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions, prompts, and/or assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, and/or assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions, prompts, and/or assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes	<ul style="list-style-type: none"> • <i>The teacher gives no indication of what high quality work looks like.</i> • <i>The teacher makes no effort to determine whether students understand the lesson.</i> • <i>Feedback is only global.</i> • <i>The teacher does not ask students to evaluate their own or classmates' work.</i> 	<ul style="list-style-type: none"> • <i>There is little evidence that the students understand how their work will be evaluated.</i> • <i>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</i> • <i>Teacher requests global indications of student understanding.</i> • <i>Feedback to students is not uniformly specific, not oriented towards future improvement of work.</i> • <i>The teacher makes only minor attempts to engage students in self or peer-assessment.</i> • <i>The teacher's attempts to adjust the lesson are partially successful.</i> 	<ul style="list-style-type: none"> • <i>Students indicate that they clearly understand the characteristics of high quality work.</i> • <i>The teacher elicits evidence of student understanding during the lesson</i> • <i>Students are invited to assess their own work and make improvements.</i> • <i>Feedback includes specific and timely guidance for at least groups of students.</i> • <i>The teacher attempts to engage students in self- or peer-assessment.</i> • <i>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</i> 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • <i>There is evidence that students have helped establish the evaluation criteria.</i> • <i>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</i> • <i>Teacher makes frequent use of strategies to elicit information about individual student understanding.</i> • <i>Feedback to students is specific and timely, and is provided from many sources, including other students.</i> • <i>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</i> • <i>The teacher's adjustments to the lesson are designed to assist individual students.</i>

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<p>Possible Examples</p>	<ul style="list-style-type: none"> • <i>A student asks: “How is this assignment going to be graded?”</i> • <i>A student asks “Does this quiz count towards my grade?”</i> • <i>The teacher forges ahead with a presentation without checking for understanding. The teacher says: “good job, everyone.”</i> 	<ul style="list-style-type: none"> • <i>Teacher asks: “Does anyone have a question?”</i> • <i>When a student completes a problem on the board, the teacher corrects the student’s work without explaining why.</i> • <i>The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.</i> 	<ul style="list-style-type: none"> • <i>The teacher circulates during small group or independent work, offering suggestions to groups of students.</i> • <i>The teacher uses a specifically formulated question to elicit evidence of student understanding.</i> • <i>The teacher asks students to look over their papers to correct their errors.</i> 	<ul style="list-style-type: none"> • <i>The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.</i> • <i>While students are working, the teacher circulates providing substantive feedback to individual students. The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.</i> • <i>Students offer feedback to their classmates on their work.</i> • <i>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</i>
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Domain 3: Instruction				
	Below Standard	Developing	Proficient	Exemplary
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher ignores indications of student boredom or lack of understanding.</i> • <i>Teacher brushes aside student questions.</i> • <i>Teacher makes no attempt to incorporate student interests into the lesson.</i> • <i>The teacher conveys to students that when they have difficulty learning, it is their fault.</i> • <i>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</i> 	<ul style="list-style-type: none"> • <i>Teacher's efforts to modify the lesson are only partially successful.</i> • <i>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</i> • <i>The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</i> • <i>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</i> 	<ul style="list-style-type: none"> • <i>Teacher successfully makes a minor modification to the lesson.</i> • <i>Teacher incorporates students' interests and questions into the heart of the lesson.</i> • <i>The teacher conveys to students that she has other approaches to try when the students experience difficulty.</i> • <i>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</i> 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • <i>Teacher successfully executes a major lesson readjustment when needed.</i> • <i>Teacher seizes on a teachable moment to enhance a lesson.</i> • <i>The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.</i> • <i>In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>The teacher says: "We don't have time for that today."</i> • <i>The teacher makes no attempt to adjust the lesson based on student confusion.</i> • <i>The teacher says: "If you'd just pay attention, you could understand this."</i> 	<ul style="list-style-type: none"> • <i>The teacher says: "I'll try to think of another way to come at this and get back to you."</i> • <i>The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."</i> • <i>The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.</i> 	<ul style="list-style-type: none"> • <i>The teacher says: "That's an interesting idea; let's see how it fits."</i> • <i>The teacher illustrates a principle of good writing to a student using his interest in basketball as context.</i> • <i>The teacher says: "Let's try this way, and then uses another approach."</i> 	<ul style="list-style-type: none"> • <i>The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it."</i> • <i>The teacher incorporates the school's upcoming championship game into an explanation of averages.</i> • <i>The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."</i>

Domain 4: Professional Responsibilities and Teacher Leadership				
	Below Standard	Developing	Proficient	Exemplary
4a: Engaging in continuous professional growth to impact instruction	<p>Teacher reflections show little connection to practice.</p> <p>Participation in the evaluation process does not follow proper procedures.</p> <p>Teacher role is passive aggressive, not responsive to evaluator feedback.</p> <p>Professional growth experiences are not present or are not used for instructional purposes or are superficial.</p>	<p>Teacher reflections focus on instructional procedures and general student achievement.</p> <p>Teacher’s role is passive, following set evaluation procedures directed by evaluator.</p> <p>Evaluator’s suggestions are used for improvement.</p> <p>Participation in professional growth is focused on meeting some student learning needs, or focus is limited to content or resources</p>	<p>Teacher reflections on teaching emanate from student overall performance, with some examples.</p> <p>Teacher role in evaluation is active, taking initiative to use the evaluation process for instructional improvement, collecting feedback.</p> <p>Evaluator’s suggestions are used to improve instruction.</p> <p>A professional growth plan is developed to impact instruction and includes professional growth activities that enhance skills to meet the needs of all students, such as content, pedagogical skills and resources.</p>	<p>Teacher reflections on teaching emanate from and are shaped by specific examples cited and evidence of the lesson’s/unit’s effectiveness.</p> <p>Teacher takes full initiative in the evaluation process for the purpose of instructional improvement and to inform professional growth.</p> <p>Feedback from the evaluation process, and from colleagues, is sought and used to improve instruction and guide students to reflect on and develop ownership for their own learning.</p> <p>Leadership is taken in professional growth, both learning and sharing with others activities that impact instruction and meet the needs of all students.</p>
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher reflections show little understanding of how his/her practice connects to student learning.</i> • <i>Teacher focuses only on what students did incorrectly.</i> • <i>Teacher participates only in evaluation processes, as directed, but doesn’t actively use results to improve instruction.</i> • <i>Teacher attends, but does not actively participate in professional development.</i> 	<ul style="list-style-type: none"> • <i>In general, reflections focus predominantly on the teacher him/herself, with some impact on instruction.</i> • <i>Teacher’s Response to evaluation feedback is limited to improvement of whole-class instruction.</i> • <i>Teacher actively participates in professional growth plan and attempts to use what is learned to improve instruction.</i> • . 	<ul style="list-style-type: none"> • <i>Teacher reflections are clearly focused on the extent to which the class and individual students have met lesson objectives.</i> • <i>Teacher can articulate connection between his/her own actions and student performance; Teacher uses student performance to determine next steps for instruction.</i> • <i>Teacher links student learning results to the evaluation process.</i> • <i>Teacher understands that evaluation feedback can be used in a positive way to improve instruction</i> • <i>Teacher develops a well-designed professional growth plan to improve teaching skills and impact instruction for all students.</i> 	<p><i>In addition to ‘proficient’ behaviors...</i></p> <ul style="list-style-type: none"> • <i>Teacher reflects on student performance, evaluation feedback, and feedback from colleagues to inform their own practice.</i> • <i>Teacher guides students to reflect on and develop ownership for learning.</i> • <i>Teacher works with colleagues to determine how his/her own instructional practices can help improve instruction for their students.</i> • <i>Teacher works with colleagues to develop common professional growth plans and to seek out resources and leadership experiences to enhance their practice</i> • <i>Teacher shares professional learning with others in order to promote and improve district and school-wide learning initiatives.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>Teacher blames students for lack of progress.</i> • <i>Teacher argues feedback from evaluator.</i> • <i>Does not engage in a</i> 	<ul style="list-style-type: none"> • <i>Teacher self-assessment focuses mostly on teacher actions rather than student learning.</i> • <i>Teacher accepts feedback</i> 	<ul style="list-style-type: none"> • <i>Teacher articulates orally or in writing reflections that emanate from student learning performance/student learning needs</i> 	<ul style="list-style-type: none"> • <i>Teacher articulates orally and in writing reflections that are drawn from a range of data, both qualitative and quantitative, and draws clear connections between practice and outcomes.</i>

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	<p><i>professional growth plan.</i></p>	<p><i>from evaluator.</i></p> <ul style="list-style-type: none"> • <i>Teacher uses a professional growth plan, with limited focus on meeting all learners' needs.</i> 	<ul style="list-style-type: none"> • <i>Teacher says, "The class went well. There were no behavior problems and they completed the activity. Although I don't think they gave me their best work. I need to find a way to make them think more and take more pride in their work.</i> • <i>Teacher dialogues with evaluator in interpretation of performance/feedback</i> • <i>Teacher professional development plan reflects input from others and targets how to help all children succeed.</i> 	<ul style="list-style-type: none"> • <i>Teacher engages evaluator in feedback and extends his/her learning through the dialogue.</i> • <i>Teacher professional growth plan is comprehensive and extends to helping others succeed within his/her school, demonstrating teacher leadership.</i>
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Domain 4: Professional Responsibilities and Teacher Leadership				
	Below Standard	Developing	Proficient	Exemplary
4b: Collaborating with colleagues to develop and sustain continuous improvement	No effort is made, or only perfunctory effort is made to participate with colleagues to develop and sustain improvement. Teacher participation may impede the collaborative process.	Teacher participates in structured team activities as required in the school to develop and sustain grade level or course level improvement. Teacher learns from colleagues in collaborative settings.	Teacher actively works with colleagues to develop and sustain both grade level/course level improvement as well as contribute to broader school improvement. Teacher collaborates with colleagues, administrators and families to meet student needs. Teacher collaboration contributes to positive school climate.	Teacher takes leadership in developing and sustaining school improvement, engaging in problem and solution finding. Teacher collaborates with all stakeholders to meet all students' individual learning needs. Teacher collaboration fosters positive school climate among others.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher limits collaborative work and the sharing of resources to only what is required..</i> • <i>Teacher takes no steps to participate on school or district committees to support change efforts.</i> 	<ul style="list-style-type: none"> • <i>Teacher is guided by colleagues in work to examine, interpret, and use data to ensure progress of his or her own students.</i> • <i>Teacher participates on school or district committees and supports change efforts in the school, as guided by colleagues and/or district requirements.</i> 	<ul style="list-style-type: none"> • <i>Teacher actively works with colleagues in work to, examine, interpret, evaluate, and use data to ensure progress of their collective of students.</i> • <i>Teacher volunteers to serve on school and/or district committees, and actively supports and contributes to change efforts.</i> 	<p><i>In addition to 'proficient' behaviors....</i></p> <ul style="list-style-type: none"> • <i>Teacher seeks ways to use data, and contributes perspectives about data and its meaning, so as to ensure progress of all students in the school.</i> • <i>Teacher leads efforts to develop and/or implement change efforts in the school or district.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>Teacher impedes collegial learning and growth through passive or negative behaviors.</i> • <i>The teacher does not share strategies or instructional materials with colleagues.</i> 	<ul style="list-style-type: none"> • <i>Teacher is a participant in collegial groups and learns from others.</i> • <i>Teacher attends PLC meetings only when asked by the principal.</i> 	<ul style="list-style-type: none"> • <i>Collegial feedback is positive and suggests teacher contributes positively</i> • <i>Teacher volunteers to serve on a district science committee and shares resources and new learning with colleagues.</i> 	<ul style="list-style-type: none"> • <i>Collegial feedback indicates teacher is leader in school improvement efforts and fosters the learning of others</i> • <i>Teacher organizes a lesson study group with grade level colleagues to strengthen a specific lesson until it has been refined as much as possible and then teaches it to get powerful data about how well the lesson works.</i>

Domain 4: Professional Responsibilities and Teacher Leadership				
	Below Standard	Developing	Proficient	Exemplary
4c: Communicating and collaborating with, and engaging appropriately with families about their students and instructional program	<p>Little to no attempt is made to engage families in the instructional program and communication about individual student progress is irregular and/or culturally inappropriate.</p> <p>Communication with families is rare except through report cards. Rarely solicits or responds promptly and carefully to communication from families.</p> <p>Few attempts are made to respond to different family cultural norms and/or responds inappropriately or disrespectfully.</p>	<p>Irregular attempts are made to communicate with families about individual progress and programming. Often, communication is one-way and not always appropriate to the cultural norms of those families.</p> <p>Primary reliance is on newsletters and other one-way media. Usually responds promptly to communications from families.</p> <p>Respectful communication may occur and an effort is made to take into account different family home languages, cultures, and values, but it occurs inconsistently or without demonstrating understanding and sensitivity to the differences.</p>	<p>Frequent communication occurs with families about the instructional programs and shares information about the individual student’s progress. Information to families is conveyed in a culturally appropriate manner.</p> <p>Use of two-way communication about student performance and learning is used regularly with families and the responds is prompt and careful.</p> <p>Communication is always respectful with families and demonstrates understanding of and sensitivity to different families’ home languages, culture, and values.</p>	<p>Communication with families is frequent and culturally sensitive. Responses to family concern are handled professionally. Families are engaged in the instructional program.</p> <p>Models the use of a regular two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning.</p> <p>Communication with families is always respectful and demonstrates understanding and appreciation of different families’ home language, culture, and values. Serves as a model for this element.</p>
Critical Attributes	<ul style="list-style-type: none"> • <i>Families are unaware of their children’s progress.</i> • <i>Family engagement activities are lacking.</i> • <i>Communication is culturally inappropriate.</i> 	<ul style="list-style-type: none"> • <i>School or districts created materials about instructional programs are sent home.</i> • <i>Teacher maintains school required grade book but does little else to inform families about student progress.</i> • <i>Teacher communications are sometimes inappropriate to families’ cultural norm.</i> 	<ul style="list-style-type: none"> • <i>Information about the instructional program is available on a regular basis.</i> • <i>The teacher sends information about student progress home on a regular basis.</i> • <i>Teacher develops activities designed to successfully engage families in their children’s learning as appropriate.</i> • <i>The teacher uses communication that is culturally appropriate and relevant</i> 	<ul style="list-style-type: none"> • <i>On a regular basis, students develop materials to inform their families about the instructional programs.</i> • <i>Students maintain accurate records about their individual learning progress and frequently share this information with families.</i> • <i>Students contribute to regular and ongoing projects designed to engage families in the learning process.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>Families must contact the principal or other school administrators for information about their child.</i> • <i>Sample Parent communications are negative or defensive.</i> 	<ul style="list-style-type: none"> • <i>Sample parent communications are predominantly one way.</i> • <i>Parents receive a district pamphlet about the new science program, but wonder how their child’s teacher is implementing it.</i> 	<ul style="list-style-type: none"> • <i>Sample parent communications promote two-way communication and meet the needs of the class in general.</i> • <i>Teacher maintains a website that provides parents with up to date homework information and class activities.</i> 	<ul style="list-style-type: none"> • <i>Sample parent communications are many and varied, meeting individual student and family needs.</i> • <i>Students design a class newsletter for parents that is sent home on a regular basis and is available in other languages.</i> • <i>Teacher makes frequent phone calls home to connect with parents and keep them apprised of student performance</i>

				<i>and school activities.</i>
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Domain 4: Professional Responsibilities and Teacher Leadership

	Below Standard	Developing	Proficient	Exemplary
4d. Demonstrating other professional behaviors	<p>Demonstrates little compliance with the responsibilities, conduct or commitment to students, the profession, the community and the student’s family, as specified in the Connecticut Code of Professional Responsibility.</p> <p>Demonstrates no compliance with or advocacy for the ethical use of information or information technology as well as other school and district policies and procedures.</p>	<p>Demonstrates some compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment and responsibility to the student, the profession, the community, and the student’s family.</p> <p>Demonstrates some compliance with and advocacy for the ethical use of information and information technology as well as other school and strict policies and procedures.</p>	<p>Demonstrates consistent compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment, and responsibility to the student, the profession, the community and the student’s family.</p> <p>Demonstrates consistent compliance with and advocacy for the ethical use of information and information technology as well as other district and school policies and procedures.</p>	<p>Demonstrates and consistently models professional conduct as well as commitment and responsibility to the student, the profession, the community, the student’s family—as identified in the Connecticut Code of Professional Responsibility.</p> <p>Demonstrates and consistently models ethical use of information and information technology, and ensures respect for intellectual property rights, credits sources, and adheres to safe and legal use guidelines and complies fully with school and district policies and procedures and procedures.</p>
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher is dishonest.</i> • <i>Teacher ignores school district regulations.</i> • <i>Teacher does not notice the needs of students.</i> • <i>The teacher engages in practices that are self-serving.</i> • <i>The teacher rejects or ignores school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest.</i> • <i>Teachers makes decisions professional but on a limited basis.</i> • <i>Teacher complies with school district regulations but is unaware of or does not understand all policies regarding professional standards and how they might impact practice.</i> • <i>Teacher notices the needs of students but is inconsistent in addressing them.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest and has high standards of integrity.</i> • <i>Teacher makes professional decisions that are consistent with district and school policies.</i> • <i>Teacher actively addresses all student needs.</i> • <i>Teacher protects student confidentiality and respects the ethical use of information technology.</i> 	<ul style="list-style-type: none"> • <i>Teacher is a model of professionalism for colleagues.</i> • <i>Teacher is highly proactive in ensuring all student needs are met and is immediately reactive to students in need of support.</i> • <i>Teacher takes a leadership role regarding school and district policies.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>Teacher fails to comply with deadlines.</i> • <i>Teacher fails to record student scores on a final assessment.</i> • <i>Teacher uses the school computers to make personal purchases.</i> • <i>Teacher is 10 minutes late every day and fails to report it.</i> 	<ul style="list-style-type: none"> • <i>Teacher reports a student for bullying, but then fails to follow-up on it,</i> • <i>Teacher feels tired at the end of the day so instead of teaching a lesson, teacher allows students to use school computers to play games.</i> 	<ul style="list-style-type: none"> • <i>Colleagues express a strong sense of trust for teacher.</i> • <i>Teacher recognizes a student is struggling and schedules time after school to provide extra help.</i> • <i>Teacher structures computer lab time for students to engage in research.</i> 	<ul style="list-style-type: none"> • <i>Teacher is asked to mentor a new teacher due to her professional conduct and instructional leadership.</i> • <i>Teacher offers to help colleagues implement the new computer grading system.</i>

