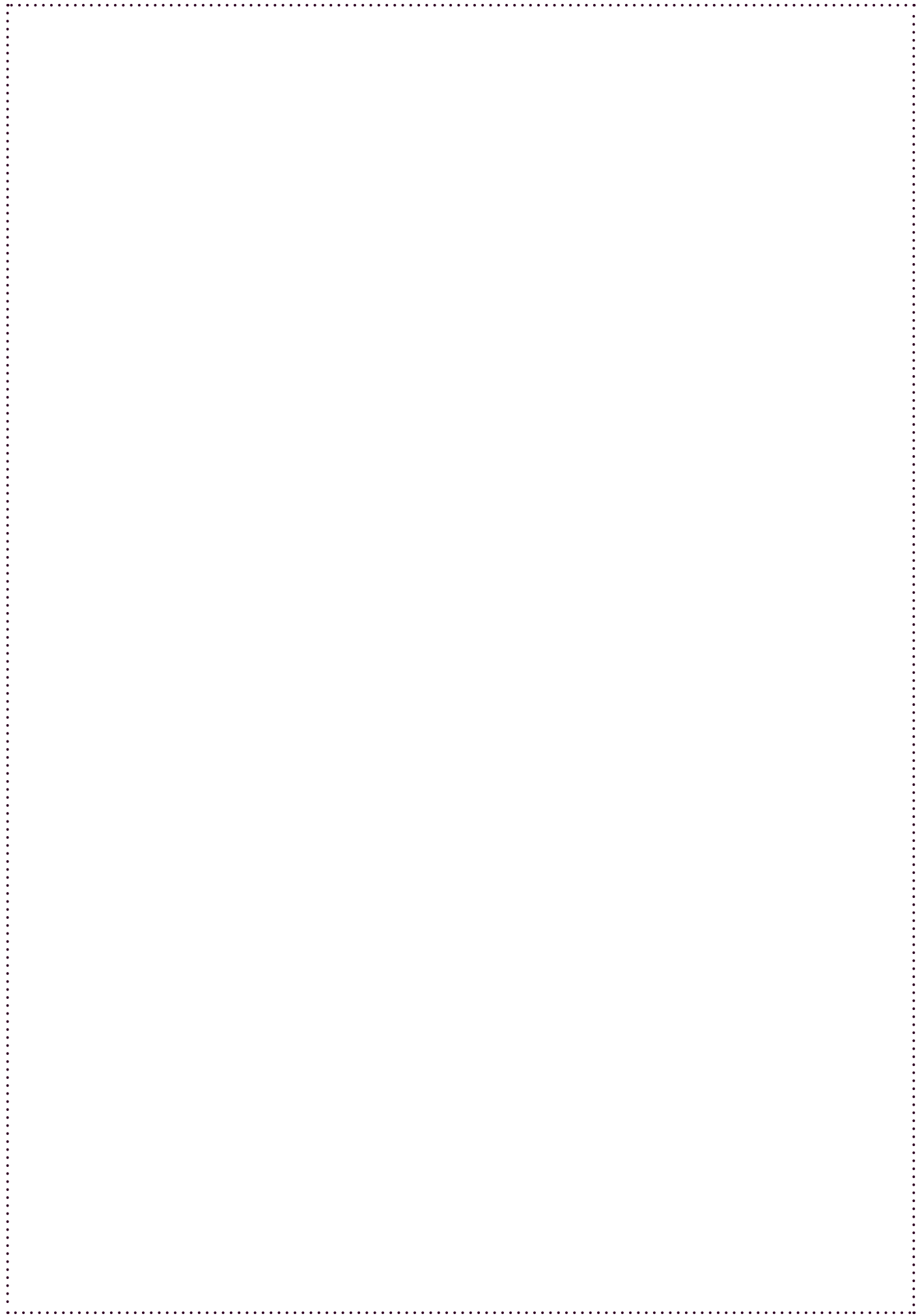






## Evolution of the Framework for Teaching (FFT)

Version	1996FFT	2007FFT	FFTEVALUATION INSTRUMENT	
			2011 Edition	2013 Edition
Structure	4 domains, 22 components, 76 elements			
Needs addressed	Outgrowth of research compiled by ETS or PRAXIS I assessment for state licensing of new teachers	Incorporated	Higher stakes, higher expectations require increased accuracy of observations with	





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THE FRAMEWORK FOR TEACHING  
EVALUATION INSTRUMENT

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2013 EDITION

CHARLOTTE DANIELSON





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Domain 2 .....	33
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The Framework for Teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. While the Framework is not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

## The 1996 Edition

First published by ASCD in 1996, *Enhancing Professional Practice: A Framework for Teaching* was an outgrowth of the research compiled by Educational Testing Service (ETS) for the development of Praxis III: Classroom Performance Assessments, an observation-based evaluation of first-year teachers used for the purpose of licensing. The Framework extended this work by examining current research to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performance—unsatisfactory, basic, proficient, and distinguished—for each of its 22 components.

## The 2007 Edition

The 2007 edition of the Framework, also published by ASCD as *Enhancing Professional Practice: A Framework for Teaching*, incorporated several important enhancements. Most importantly, it reflected educational research that had been conducted since 1996; this was fully described in its Appendix, "The Research Foundation." Moreover, the 2007 edition included frameworks for non-classroom specialist positions, such as school librarians, nurses, and counselors. These individuals, while typically part of the teacher bargaining unit in a school district, have very different responsibilities from those of classroom teachers. Therefore, they need their own frameworks, tailored to the details of their work. These frameworks were written to reflect the recommendations of their professional organizations, such as the American Association of School Librarians, but organized according to the same structure as that of the Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

The 2007 edition of the Framework for Teaching retained the architecture of the 1996 edition; in both cases, the complex work of teaching is divided into 4 domains and 22 components. Furthermore, each component is composed of several smaller elements, which serve to further define the component. A few of the components were renamed:

- 1c: "Selecting Instructional Goals" was changed to "Setting Instructional Outcomes."
- 1f: "Assessing Student Learning" was revised to "Designing Student Assessments."
- 3a: "Communicating Clearly and Accurately" was revised to "Communicating with Students."
- 3d: "Providing Feedback to Students" was altered to "Using Assessment in Instruction."
- 4d: "Contributing to the School and District" was changed to "Participating in a Professional Community."

# INTRODUCTION

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Most of these revisions were simple clarifications to the language. In the case of 4d, for example, the original name implied to some people that “Contributing to the School and District” was an additional responsibility, not integral to the work of teaching; whereas the new name, “Participating in a Professional Community,” suggests that it is an essential professional obligation.

However, the revisions to 1f and 3d were significant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1: Planning and Preparation, and 3d: Using Assessment in Instruction to Domain 3: Instruction. These distinctions were not as apparent in the 1996 edition.



# INTRODUCTION

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teachers have been able to create a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions, initiate improvements, monitor their own learning against clear standards, and serve as resources to one another.

However, despite a deep shared philosophy of teaching and learning between the CCSS and the Framework, there are some specific additions that can be made to the rubric language to bring it into complete alignment; those have been added, particularly in the following domains:

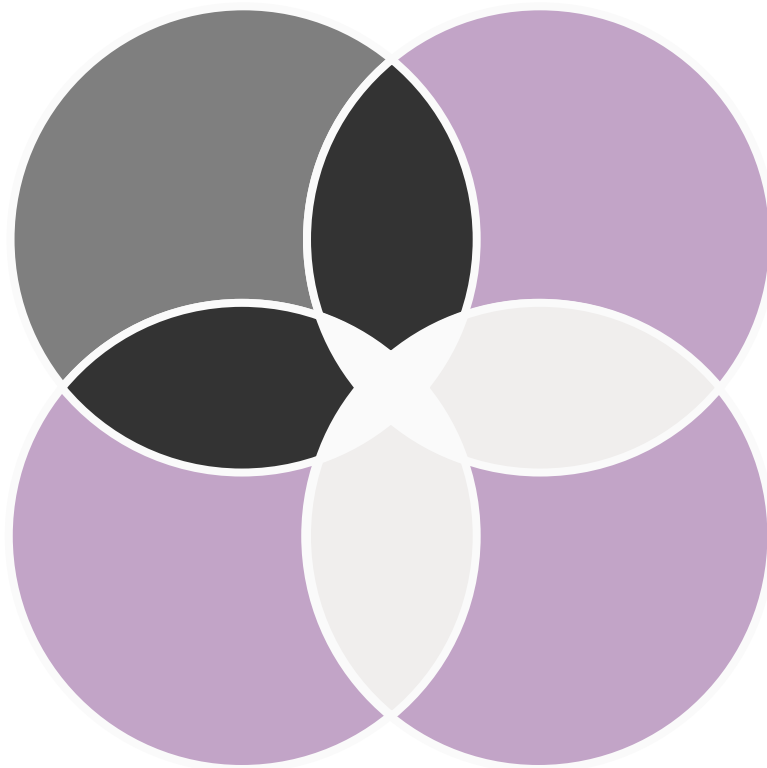
3c: Designing Student Assessments and 1f: Designing Student Assessments

3c: Designing Student Assessments, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction

But because the Framework is a generic instrument, applying to all disciplines, and the CCSS are discipline specific, many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Attentive readers who are deeply familiar with the Framework may notice some slight modifications to the language of the rubrics themselves; this has been done, as in previous revisions, in the interests of clarity. Teaching is highly complex work, and describing it is also challenging; as we receive feedback on confusing words and phrases, we try to improve the wording to minimize ambiguity. But educators who have become familiar with the 2011 version of the Framework, who speak that language and may have completed the online training and assessment program produced by Teachscape, should know that none of the revisions would alter the assessments of teaching represented in the videotaped lessons.

# DOMAIN 1



PLANNING AND PREPARATION

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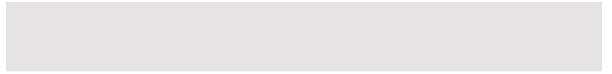
## 1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.

The elements of component 1a are:

Knowledge of content and the structure of the discipline

Every discipline has a dominant structure, with smaller components or strands, as





PROFICIENT Š B ; L ; B

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

- § J^ [ j [ W Y ^ [ W d Z [ d j \_ b f e h j W e j d Y [ f e j ^ [ discipline and their relationships to one another.
- § J^ [ j [ W Y ^ [ h e l \_ Z Y b [ W h [ n f b W e W j \_ e d i content.
- § J^ [ j [ W Y ^ [ h W d j k Z [ h d j g k [ i j \_ e d i accurately and provides feedback that furthers their learning.
- § ? d i j h k Y j \_ e d W b i j k W j W d Z [ i i e d b W d i are entirely suitable to the content.

DISTINGUISHED Š B ; L ; B

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

- § J^ [ j [ W Y ^ [ h Y \_ j [ W d Z j h W j h Z \_ i Y \_ f b \_ d W h o content relationships.
- § J^ [ j [ W Y ^ [ h e m d i Z [ c e d i j h W j [ W e n W h [ d [ i i possible student misconceptions and how they can be addressed.
- § J^ [ j [ W Y ^ [ h e m d i h [ O [ Y j Z [ M p e j f c [ d j i in content-related pedagogy.

- § J^ [ j [ W Y ^ [ h e i f b W d \ e h W h [ W W d Z f [ h \_ s [ j d k W d e j d j i ^ # Y [ d j k h g [ h W j k h j [ W Y ^ [ h i j k Z [ d j i j e Z [ j [ h c \_ d [ j ^ [ i ^ W f [ j ^ W j m \_ b b o \_ [ b Z d j ^ Y \_ d e e h e W W X e k j [ h \_ M e b j ^ [ i largest area for a given perimeter.
- § J^ [ j [ W Y ^ [ h ^ W i h [ W b \_ p [ Z ^ [ h i j k Z [ d j i W h \$ [ d e h X [ h h d \_ d p W d j ^ [ i e b W d i j [ c ] ^ [ ^ e m j e k i [ W Y e c f W i i " W d Z i e i ^ [ f b W d i j e j W [ i k W l [ o j ^ [ i k Z [ d j e d j ^ [ \_ X [ b \_ W i X e k j m \_ j ^ e j g [ h d ^ [ i k c c [ h j ^ W d g ^ [ m \_ d j [ h \$
- § J^ [ j [ W Y ^ [ h f b W d i j e [ n f W d Z W k d \_ j \_ e d Y \_ l \_ Y i X o having students simulate a court trial.
- § 7 d Z e j ^ [ h i %
- § 7 d Z e j ^ [ h i %

: E C7 ? D ' B 7FD D ≠ 7: D F H ; F 7 H?7EJD







: E C7 ? D ' B 7FD D ≠ 7: D F H ; F 7 H?7EJD



## UNSATISFACTORY § B ; L ; B

The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.

## BASIC § B ; L ; B

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, but the teacher has made no effort at coordination or re and eipline mes 0vrtelre and eBDCpline mes 0vrtion of oPf8comesa



PROFICIENT Š B ; L ; B

Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

DISTINGUISHED Š B ; L ; B

All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

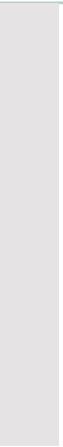
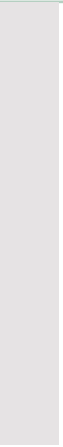
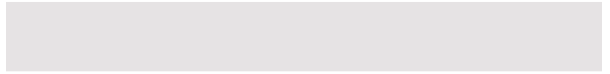
- Š EkjYec[i h[fh[↑\_dj]^ [nf[YjWY^\_dZ\_i]eh\$
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- Š EkjYec[i Wh[ m\_hd\_jj][rde lm^WjkZ[dji will learn rather than do.
- Š EkjYec[i h[fh[i[dj W h]WfQ]Q eWYjkWb knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- Š EkjYec[i" Z\_\\[h[dj\_W]Z[m]WY^WbH[ suitable to groups of students in the class.

- Š J^[ j[WY^f b M di h[\hY^dYh\_YkbWh frameworks or blueprints to ensure accurate sequencing.
- Š J^[ j[WY^f ddd[Yji ekjYec[i je WhQ\_Z\_eki future learning.
- Š EkjYec[i Wh[ Z\_\\[h[dj\_W]Z je [dYekhW] individual students to take educational risks.

- Š Ed[ ej^[ b[Whd\_d] ekjYec[i \_i \eh ijkZ[dš iJ^[[WY^h [dYeKhWkZ[djiei[jj^[\_h je QWffh[Y\_Wj[ j^[ W[ij^fjYdjeho emQeWbQ[fhel\_Z]N[c W jWneQeco ;d]b\_i^ fe[jho\$E
- Š J^[ ekjYec[i \eh j^[ ^\_ijeho kd\_j \_dYbkZ[ iec[ \WYjkWb \_d\ehcWj\_ed" Wi m[bQ^W i W YecfWh\_ied e\ f[hif[Yj\_l[iZe\\[h[dj ]hekfi \_d j^[ hkd#kf je j^[ H[lebKj\_edWho MWh\$
- Š J^[ b[Whd\_d] ekjYec[i \_dYbkZ[ ijkZ[dji Z[\[dZ\_d] j^[\_h \_dj[hfh[jWj]L e]e]e] m\_j^ Y\_jWj\_edi \hec the text.
- Š 7dZ ej^[hi%

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**PROFICIENT** š B ; L ; B

The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

**DISTINGUISHED** š B ; L ; B

The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

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## UNSATISFACTORY Š B ; L ; B

Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.

## BASIC Š B ; L ; B

Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.

## CRITICAL ATTRIBUTES

- Š B [W h d W d] j \_ l \_ j \_ [i e W h W] j Z % e m [ b b aligned to the instructional goals.
- Š C W j [ h \_ W d i e W h W ] \_ e j Z e d e j c [ [ j instructional outcomes.
- Š ? d i j h k Y j \_ [ e d e W f i Z e d e j k f f e h j [ W h d \_ d ] \$
- Š B [ i i e d b W d i W e h j [ i j h k Y j e h i [ Z k [ d Y [ W d Z are unrealistic in their expectations.

- Š B [W h d W d] j \_ l \_ j \_ [ i W h [ c e Z W h W ] [ d ] o \_ d ] \$
- Š B [W h d \_ d ] h [ i e k h Y \_ j W W X [ j ] j ^ [ h [ limited variety.
- Š ? d i j h k Y j \_ [ e d e W f i W h [ h W e d j Z e c " e d b o partially support objectives.
- Š B [ i i e d i j h k Y j k r d [ [ d e h c W d k d h [ W b \_ i j \_ Y about time expectations.

## POSSIBLE EXAMPLES

- Š 7 \ j [ h ^ \_ i d \_ d j ^ ] h W Z [ h i ^ W l [ c [ c e h \_ p [ Z j ^ [ f W h j i e \ j ^ [ c \_ Y h e i Y e f [ " j ^ [ j [ W Y ^ [ h f b W d i j e : ^ W l [ j ^ [ c Ó b b in a worksheet.
- Š J ^ [ j [ W Y ^ [ h f b W d i j e k i [ W ' + # o [ W h # e b Z j [ n j X e e a W i





: E C7 ? D ' B 7FD D ≠ 7: D F H ; F 7 H?7EJD

## 1f

## DESIGNING STUDENT ASSESSMENTS

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are on

## UNSATISFACTORY š B ; L ; B

Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.

## BASIC š B ; L ; B

Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.

## CRITICAL ATTRIBUTES

š 7ii[iic[djiZedej cWjY^ \_dijhkYj\_edWb outcomes.  
 š 7ii[iic[djibWYa Yh\_j[h\_W\$  
 š De\ehcWjW[i[iic[dj^WlX[[dZ[i\_]dZ\$  
 š 7ii[iic[dj h[ikZjedjW\\Yj \kflWdi\$

š Edbi@c[e\j^[\_dijhkYj\_edWb ekjYec[i Wh[ addressed in the planned assessments.  
 š 7ii[iic[dj Yh\_j[h\_W Wh[ lW]k[\$  
 š FbWdi h[\[h[kje[e\ehcWjW[i[iic[dji" but they are not fully developed.  
 š 7ii[iic[dj h[ikbjikWZ[jZ[i\_]d[iied plans for the whole class, not individual students.

## POSSIBLE EXAMPLES

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@i PÓ W h½ ñ)À\$ijø jã

h! ð É ")ldh b- Bß •2"

**PROFICIENT š B ; L ; B**

All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

š 7 b b

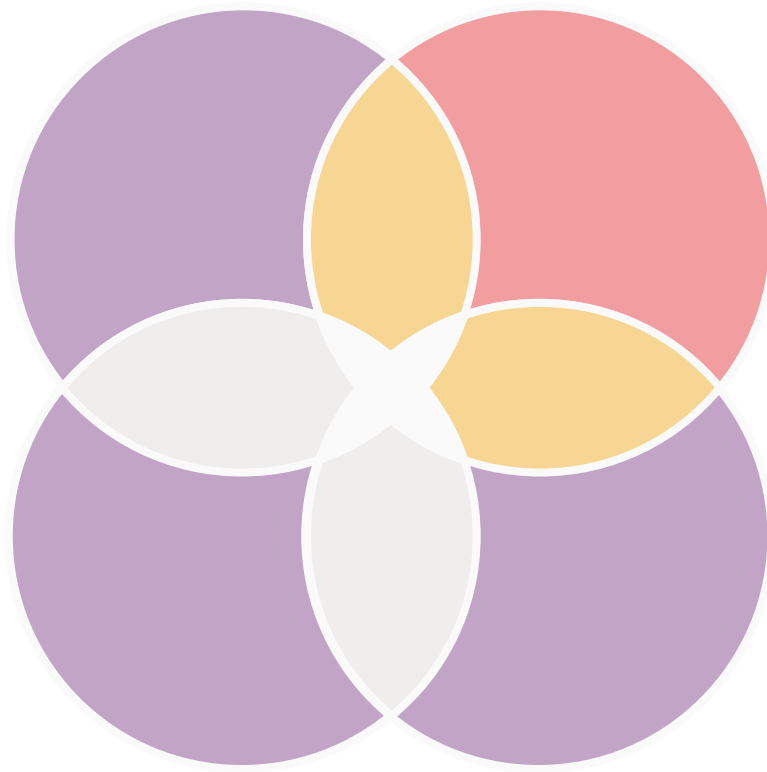
**DISTINGUISHED š B ; L ; B**

All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

: E C7 ? D (J Š ; 9 B 7 EIHC ; DL ? HDEC ;D J

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# DOMAIN 2



THE CLASSROOM ENVIRONMENT

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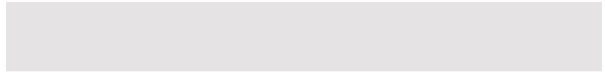




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UNSATISFACTORY š B ; L ; B



PROFICIENT Š B ; L ; B

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business like, though students may be somewhat cautious about taking intellectual risks.

DISTINGUISHED Š B ; L ; B

Classroom interactions between teacher and students and among students are highly respectful, i '€ š DaD 1-[-02 (i9180 <0D)T57006300650064 Y Ń,8ÁCF

: E C7 ? D (J Š ; 9 B 7 EIHC ; DL ? HDEC ;D J

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## 2b ESTABLISHING A CULTURE FOR LEARNING

A "culture for learning" refers to the atmosphere in the classroom that reflects the educational



Indicators include:

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š > \_ ] ^ [ n f [ Y j W j \_ e d i " i k f h e e h k j ] K z e j ^ [ h X W b d Z d e d l [ h X W b X e ^ W e l j \_ e h i "  
 learning and participation

š ; n f [ Y j W j e e ^ d \_ ] ^ # g k W m b e h j e d j ^ [ f W h e j \ i j k Z [ d j i

š ; n f [ Y j W j W e d Z h [ Y e ] e \_ j \ \ e d j d Z f [ h i \_ i j e d j ^ [ f W h e j \ i j k Z [ d j i

š > \_ ] ^ [ n f [ Y j W j e b [ d i f h [ i i \_ W d z e h f a e Z k Y j i

UNSATISFACTORY Š B ; L ; B

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are 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.

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PROFICIENT Š B ; L ; B

The classroom culture is a place where learning is valued by all.



: E C7 ? D (J Š ; 9 B 7 EIHC ; DL ? HDEC ;D J

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## UNSATISFACTORY 3 B ; L ; B

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or

PROFICIENT Š B ; L ; B

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.

- Š I j k Z [ d j i W h [ f h e Z k ] W [ b z k h \_ i c ] W b b # group or independent work.
- Š J h W d i \_ j X e j m [ [ d b W h d ] W s b # ] h e k f activities are smooth.
- Š H e k j \_ d p i z \_ i j h \_ X W y d z e b b [ Y e \ e d materials and supplies work efficiently.
- Š 9 b W i i h e e k j \_ d [ k d Y j \_ e d i c e e j ^ b o \$

Š ? d                      0 É š j ^ [

DISTINGUISHED Š B ; L ; B

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

- Š M \_ j e \_ d \_ c M b c f j \_ d j ^ [ j [ W Y ^ [ k Z [ d j i ensure that their time is used productively.
- Š I j k Z [ d j i j W a [ \_ j \_ W j z \_ l [ i j h \_ X W y d z ] collecting materials efficiently.
- Š I j k Z [ d j j i ^ [ c i [ b l [ i [ d i k j h W j j h W d i W d z d i other routines are accomplished smoothly.

: E C7 ? D (J Š ; 9 B 7 EIHC ; DL ? HDEC ;D J

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## 2d MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.





Indicators include:

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š > \_ ] ^ [ n f [ Y j W j \_ e d i " i k f h e e h k j ] K z e j [ h X W b d Z d e d l [ h X W b X e p X W e l j \_ e h i "  
 learning and participation

š ; n f [ Y j W j e e d \_ ] ^ # g k W h b e h j e d j ^ [ f W h e j \ i j k Z [ d j i

š ; n f [ Y j W j W e d d Z h [ Y e ] e \_ j \ \ e d j d Z f [ h i \_ i j e d j ] ^ [ f W h e j \ i j k Z [ d j i

š > \_ ] ^ [ n f [ Y j W j e b d i f h [ i i \_ W d z e h f a e Z k Y j i

PROFICIENT Š B ; L ; B

The classroom culture is a place where learning is

valued by all. C.2.1.1.7 (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

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UNSATISFACTORY š B ; L ; B



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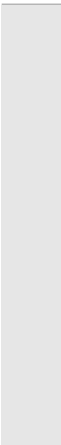
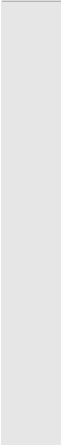
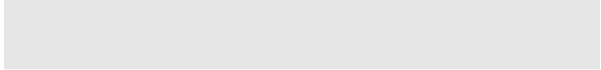
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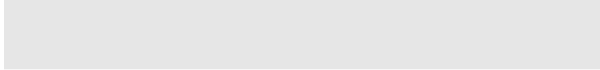
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PROFICIENT Š B ; L ; B

The classroom culture is a place where learning is

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## 2d MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.





## UNSATISFACTORY Š B ; L ; B

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are 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.

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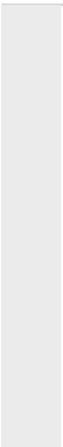
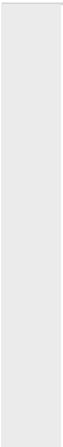
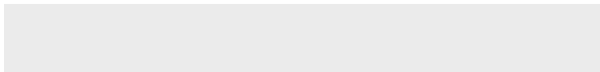
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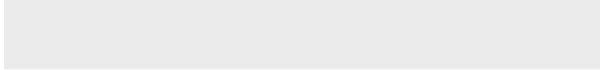


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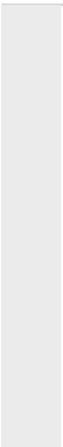
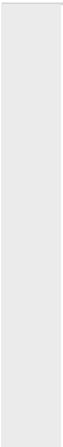
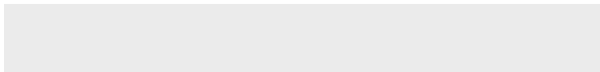
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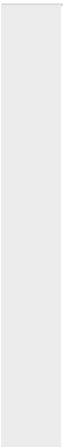
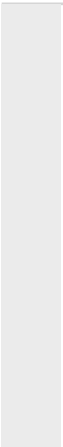
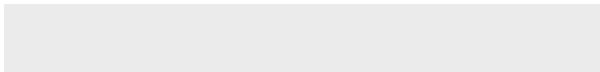
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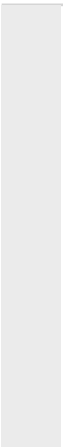
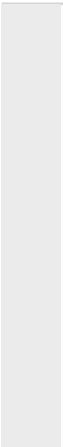
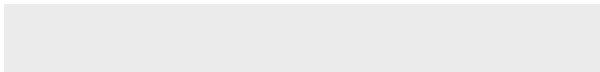


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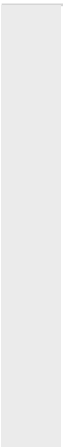
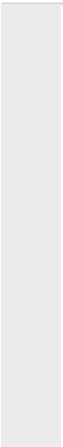
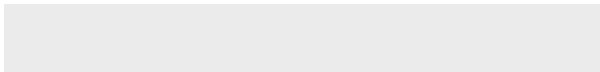
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PROFICIENT Š B ; L ; B

The classroom culture is a place where learning is

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PROFICIENT B ; L ; B

The classroom culture is a place where learning is

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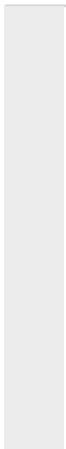
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PROFICIENT Š B ; L ; B

The classroom culture is a place where learning is

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## PROFICIENT š B ; L ; Þ

There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.

## DISTINGUISHED š B ; L ; Þ

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

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- š J h W d i \_ j X Ÿ j m [ [ d b W m Ÿ z W š b # ] h e k f activities are smooth.
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- š 9 b W i i h d e e k j \_ d [ k d Y j \_ e d i c e e j ^ b o \$

- š M \_ j c \_ d \_ c m b c f j \_ Ÿ j ^ j [ W Y Ÿ ] k Z [ d j i ensure that their time is used productively.
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- š I j k Z [ d j i ^ [ c i [ b l [ i [ d i k h W j j h W d i W d z d i other routines are accomplished smoothly.

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