A. PLANNING AND PREPARATION

A1. KNOWLEDGE of STUDENTS (Ss) *TPE 1, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
● TC shows **minimal** understanding of how Ss learn – in their ways of learning, knowledge & skills, special needs, interests, & cultural identities – and **does not indicate** that such knowledge is valuable	● TC shows **general** knowledge and awareness of how Ss learn – in their ways of learning, knowledge & skills, special needs, interests, & cultural identities – but plans to teach to the **class as a whole**	● TC **purposefully acquires** knowledge about how the **whole class AND groups** of Ss learn – in their ways of learning, knowledge & skills, special needs, interests, & cultural identities – and plans lessons accordingly ● TC **understands** that Ss learn through developmentally appropriate & active intellectual engagement with content	● TC **purposefully acquires** knowledge about how the **whole class, groups, AND individual** Ss learn – in their ways of learning, knowledge & skills, special needs, interests, & cultural identities – and plans lessons accordingly ● TC **understands** that Ss learn through developmentally appropriate & active intellectual engagement, **AND that misconceptions & gaps** in knowledge and experience may need to be uncovered

A2. SETTING INSTRUCTIONAL OUTCOMES *TPE 3, 4, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
● Outcomes represent **low** expectations/lack of rigor ● **All** outcomes are **unclear** ● Outcomes are **not measurable** ● Outcomes are **poorly aligned** with content standards ● **All** outcomes are **not suitable** for most Ss	● Outcomes represent **moderate** expectations/rigor ● **Some** outcomes are **unclear** ● **Some** outcomes are **not measurable** ● Outcomes are **somewhat aligned** with content standards ● **Some** outcomes are **suitable** for most Ss	● **Most** outcomes represent **high** expectations/rigor ● **Most** outcomes are **clear** ● **Most** outcomes are **measurable** ● **Most** outcomes are **aligned** with content standards ● **Most** outcomes are **suitable** for most Ss	● **All** outcomes represent **high** expectations/rigor ● **All** outcomes are **clear** ● **All** outcomes are **measurable** ● **All** outcomes are **aligned** with content standards ● **All** outcomes are **suitable** for Ss with **differentiation/flexibility** for individual Ss

A3. DESIGNING COHERENT INSTRUCTION *TPE 1, 3, 4*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
● Learning activities are **poorly aligned** with learning outcomes and/or content standards ● Learning activities **do not follow** an organized progression ● Ss are **not actively engaged** in cognitive activities with **no** evidence of UDL ● **No** use of groupings ● **Unrealistic** time allocations	● **Some** learning activities are **aligned** with learning outcomes and/or content standards ● **Some** learning activities **do not follow** an organized progression ● Ss are **minimally engaged** in cognitive activities with **limited** evidence of UDL ● **Some** use of groupings but may be **inappropriate** ● **Uneven** time allocations	● **Most** learning activities are **aligned** with learning outcomes and content standards ● **Most** learning activities **follow** an organized progression ● Ss are **engaged** in cognitive activities with **evidence** of UDL ● **Appropriate** use of groupings ● **Appropriate** time allocations	● **All** learning activities are **aligned** with learning outcomes and content standards ● **All** learning activities **follow** an organized progression ● Ss are **challenged** in high-level cognitive activities with **appropriate** UDL ● **Appropriate** and **varied** groupings that include **S choice** ● **Appropriate** time allocations with **flexibility** for **individual** Ss

A4. DESIGNING STUDENT ASSESSMENT *TPE 5*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• Formative assessments **do not match** learning outcomes and/or content standards • **Lack** of criteria for expectations • **Minimal** formative assessment	• Formative assessments **partially match** learning outcomes and/or content standards • Criteria available but **unclear** • **Rudimentary** use of formative assessment	• Formative assessments **match** learning outcomes and content standards • Criteria **clear** • **Appropriately-designed** formative assessment	• Formative assessments **clearly match** learning outcomes and content standards • **Well-developed** criteria • **Well-designed** formative assessment **adapted to individuals** as needed. • **Ss contribute** to assessment process

A5. SUPPORTING EMERGENT BILINGUALS *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• **Missing** or **inappropriate** ELD standards • **No attempt** to draw on home language, culture, and/or prior knowledge • **Missing or inappropriate** language supports or instructional scaffolds to engage EBs	• ELD standards **not aligned** with learning outcomes, assessments, and/or instructional activities • **Limited** or **superficial** attempts to draw on home language, culture, and/or prior knowledge • **Few** language supports and instructional scaffolds to engage EBs	• ELD standards **aligned** with & support learning outcomes, assessments, & instructional activities • **Some** attempt to draw on home language, culture, and/or prior knowledge • **Whole-class** language supports and instructional scaffolds that **adequately** support EBs' academic language production & content engagement	• ELD standards **aligned** with & support learning outcomes, assessments, & instructional activities **AND meet specific needs of individual EBs** • **Tasks draw** on home language, culture, **AND** prior knowledge • **Targeted** language supports and instructional scaffolds that support **individual** EBs' academic language production & content engagement

A6. SUPPORTING STUDENTS with DISABILITIES *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
Plans: • **Lack appropriate** instructional methods and/or supports for providing instruction to Ss with disabilities • Demonstrate **no evidence** of providing accommodations or modifications as stated on student IEPs or 504 plans • **Do not allow** Ss with disabilities access to grade-aligned and standards-based instruction	Plans: • Include instructional methods and/or supports that do **not consistently** address the individualized needs of Ss with disabilities • Include **non-individualized** accommodations or modifications OR **do not include** all of the relevant accommodations or modifications as stated on Ss' IEPs or 504 plans • Allow Ss with disabilities **inconsistent** access to grade-aligned and standards-based instruction	Plans: • Include **research or evidence-based** instructional methods and/or supports, including **assistive technology** as needed to support the **individualized** needs of Ss with disabilities • **Fully address** accommodations and modifications as indicated on Ss' IEPs or 504 plans • **Allow** Ss with disabilities access to grade-aligned and standards-based instruction	Plans: • Include opportunities for Ss with disabilities to **manage their own** scaffolds and supports, including **assistive technology** as needed • **Fully address** accommodations and modifications as indicated on Ss' IEPs and 504 plans and provide opportunities for Ss to understand and advocate for strategies that meet their individual learning needs • **Allow** Ss with disabilities meaningful and consistent access to grade-aligned and standards-based instruction

B. CLASSROOM ENVIRONMENT

B1. CREATING an ENVIRONMENT of RESPECT & RAPPORT *TPE 2*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
Interactions (TC:Ss & Ss:Ss) are **mostly negative**. Interactions may: ▪ Be **inappropriate** or **insensitive** to Ss' ages, culture, and/or developmental levels ▪ **Lack of** warmth in the classroom or includes sarcasm/put-downs and/or TC may ignore put downs ● **No evidence** of intellectual risk taking	Interactions (TC:Ss & Ss:Ss) are **generally appropriate with occasional inconsistencies**. Interactions may: ▪ Show TC's **disregard** for Ss' ages, culture, and/or developmental levels ▪ Create a **neutral** classroom environment (neither warm nor disrespectful) ● **Few students** take intellectual risks	Interactions (TC:Ss & Ss:Ss) are **friendly & respectful.** Interactions are: ▪ **Appropriate** for all ages, cultures, **AND** developmental levels ▪ **Polite**, **respectful** ● **Some Ss** take intellectual risks	Interactions (TC:Ss & Ss:Ss) are **highly respectful**. Interactions are: ▪ **Sensitive** to Ss as **individuals** ▪ Create classroom with genuine **warmth** and care; high-level of respect ● **Many Ss comfortable** taking intellectual risks

B2. MANAGING CLASSROOM PROCEDURES *TPE 2*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
Substantial instructional time lost due to **inefficient** routines & procedures ● TC management of transitions and/or materials **not clearly evident** ● Ss **do not clearly know or follow** established routines	**Some** instructional time lost due to **partially inefficient** routines & procedures ● TC management of transitions and/or materials **inconsistent** ● Ss **require prompting** to follow established routines	**Little** loss of instructional time due to **effective** routines & procedures ● TC management of transitions **AND** materials **effective** ● Ss need **minimal guidance/ prompting** to follow established routines	**Maximized** instructional time due to **efficient**, **seamless** routines & procedures ● Ss **take initiative** in managing transitions and/or materials ● Routines are **well understood** and **some** may be **initiated by Ss**

B3. MANAGING STUDENT BEHAVIOR *TPE 2*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
● **No** established standard of conduct ● **Little** or **no monitoring** of student behavior ● **TC response** to misbehavior is **repressive** or **disrespectful** of student dignity	● Standards of conduct established, but **inconsistent implementation** ● **Some monitoring** of student behavior ● **TC response** to student misbehavior is **inconsistent**	● Standards of **conduct established**, **consistent** implementation ● **Effective monitoring** of student behavior ● **TC response** to misbehavior is **consistent AND respectful**	● Standards of conduct **clearly established** with Ss ● **Ss take an active role** in monitoring their own & others behavior ● TC response to misbehavior is subtle, preventive, and **sensitive to individual student** needs & respect for dignity

C. INSTRUCTION

C1. COMMUNICATING with STUDENTS *TPE 1, 3, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• **Unclear** purpose of lesson • **Confusing** directions/procedures • **Major** content errors • **Inappropriate** use of academic language (e.g., vocabulary, grammar, syntax, discourse)	• **Limited** understanding of lesson purpose • **Somewhat clear** directions/procedures but need clarification • **Minor** content errors • Academic language (e.g., vocabulary, grammar, syntax, discourse) **not** used and/or explained	• **Clear** instructional purpose • **Clear** directions/procedures that may be modeled • **No** content errors • **Appropriate** use of academic language (e.g., vocabulary, grammar, syntax, discourse)	• **Clear** instructional purpose that links to larger curriculum • **Clear** directions/procedures with possible confusion anticipated • Content **thorough** & **clear** • **Appropriate** use of academic language (e.g., vocabulary, grammar, syntax, discourse) that **extends** Ss' vocabularies • **Ss contribute** to appropriate use of academic language

C2. USING QUESTIONING *TPE 5*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• **Low** cognitive challenge with single correct responses • **Does not** ask Ss to explain their thinking • TC **mediates** all questions & answers • **Few** Ss participate in discussion with predominantly recitation-style response*s* • **Limited** wait time	• **Single path** of inquiry with answers seemingly determined in advance • **Inconsistently** attempts to have Ss explain their thinking • TC **inconsistently encourages** Ss to respond to each other • **Some** Ss are involved in discussions designed to engage student thinking • **Inconsistent** wait time	• **Some** questions designed to promote Ss' thinking and understanding • **Consistently** challenges Ss to explain their thinking • Ss **formulate questions** & initiate topics • **Most** Ss involved in discussion with TC employing strategies to ensure most voices are heard • **Adequate** wait time	• **Variety** of questions to challenge Ss cognitively, advance discourse, & promote metacognition • **Challenges** Ss to take active/lead role in questioning/discussion • **Genuine discussion** among Ss with TC stepping aside when appropriate • Ss ensure that **all** voices are heard • **Consistently appropriate** wait time

C3. ENGAGING STUDENTS in LEARNING *TPE 1, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• Tasks & materials **poorly aligned** with learning outcomes and/or content standards • **Rote** responses • Lesson **lacks structure** (e.g., groupings unsuitable, poor pacing – too slow or too rushed) • **One pathway** to learning	• Tasks & materials **partially aligned** with learning outcomes and/or content standards • **Minimal S thinking** required & little opportunity to demonstrate thinking • Lesson has **recognizable structure** (e.g., groupings moderately suitable, pacing may be too slow or too rushed) • **Some options** for engagement	• Tasks & materials **aligned** with learning outcomes and content standards • **Challenges S thinking** (with scaffolds/support) & an opportunity for Ss to demonstrate thinking • Lesson has **recognizable & suitable structure** (e.g., groupings suitable to activities, appropriate pacing) • **Multiple options** for engagement	• Tasks & materials **aligned** with learning outcomes and content standards • **Well-designed** & scaffolded tasks & materials encourage **complex thinking** w/ evidence of **S initiation of inquiry** • Lesson has **clearly defined structure** that enhances student learning (e.g., pacing that promotes S reflection) • **Options** for engagement that Ss initiate

C4. USING ASSESSMENT in INSTRUCTION *TPE 5, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• Ss **unaware** of formative assessment criteria	• Ss **partially aware** of formative assessment criteria	• Ss **aware** of formative assessment criteria	• Ss **aware of & have contributed to** formative assessment criteria
• **Little or no monitoring** of S learning - Questions **show little** alignment with learning outcomes and/or content standards -**Little** or **no evidence** that Ss' responses inform TC's next steps	• **Monitoring** of S learning for the class as a whole - Questions **show** alignment with learning outcomes and/or content standards -**Some** evidence that Ss' responses inform TC's next steps	• Monitoring of S learning for the class as a whole **AND small groups** - Questions show alignment with learning outcomes and content standards - Ss' responses inform TC's next steps	• **Ss monitor own learning** & TC adjusts lesson accordingly
• **No** self-assessment	• **Few** Ss engage in self-assessment	• **Some** Ss engage in self-assessment	• **All** Ss self-assess their learning
• Feedback to Ss is **absent** or of **poor quality**	• Feedback to Ss is **general** and provided to the whole class	• Feedback to Ss is **accurate** & **specific,** provided to the whole class & small groups	• Feedback to Ss **from both TC & Ss** is accurate & specific, provided to whole class, small groups, **AND** individuals
• **One** means of expression provided	• **Some** options for means of expression provided	• **Multiple** means of expression provided	• **Ss involved** in creating assessment options

C5. SUPPORTING EMERGENT BILINGUALS *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• **Limited** opportunity for EBs to use academic language or demonstrate understanding orally or in writing	• **Few** opportunities for EBs to use academic language or demonstrate understanding orally or in writing	• **Multiple** opportunities for EBs to use academic language or demonstrate understanding orally or in writing	• **Multiple** opportunities for EBs to use academic language **AND** demonstrate understanding orally or in writing
• **No attempt** to draw on home language, culture, and/or prior knowledge	• **Limited** or **superficial** attempts to draw on home language, culture, and/or prior knowledge	• **Some** attempt to draw on home language, culture, and/or prior knowledge	• **Tasks draw** on home language, culture, **AND** prior knowledge
• **Did not** implement language supports or instructional scaffolds to engage EBs	• Implemented **few** language supports and instructional scaffolds to engage EBs	• Implemented **some** whole class language supports and instructional scaffolds to engage EBs	• Implemented **targeted** language supports and instructional scaffolds based on individual EB's language proficiency

C6. SUPPORTING STUDENTS with DISABILITIES *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• **Does not use** instructional methods to address the individualized needs of Ss with disabilities	• Instructional methods do **not consistently** address the individualized needs of Ss with disabilities	• Instructional methods include use of **assistive technology** as needed to support the **individualized** needs of Ss with disabilities	• Ss with disabilities **manage many of their own** scaffolds and supports, including **assistive technology** as needed
• **Does not provide** individualized supports (including accommodations and modifications as indicated on Ss' IEPs and 504 plans)	• **General** accommodations or modifications provided but **no individualized supports** provided, as indicated on Ss' IEPs and 504 plans	• Instruction **includes** accommodations and modifications as indicated on Ss' IEPs and 504 plans	• Ss have **consistent access to individualized** accommodations and modifications as indicated on Ss' IEPs and 504 plans and are provided with opportunities to understand and advocate for strategies that meet their individual learning needs
• **No opportunity** for Ss with disabilities to actively participate in grade-level and standards-based content	• Ss with disabilities have **inconsistent access** to grade-level and standards-based content throughout instruction	• Ss with disabilities **access** grade-level and standards-based instruction	• Ss with disabilities demonstrate ability to **transfer** grade-level & standards-based content **across contexts**

D1. REFLECTING on TEACHING *TPE 6*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
Reflections on teaching indicate:	Reflections on teaching indicate:	Reflections on teaching indicate:	Reflections on teaching indicate:
● TC is **unsure** of whether the lesson was effective or achieved its instructional outcomes or the TC profoundly **misjudges** the success of a lesson	● TC has a **generally accurate** impression of a lesson's effectiveness and the extent to which instructional outcomes were met	● TC makes an **accurate** assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes; TC can cite **general references** to support this judgment	● TC makes a **thoughtful** and **accurate** assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes; TC cites **many specific examples – including the results of formative assessments** – to support this judgment
● TC has **no** suggestions for how a lesson could be improved	● TC makes **general** suggestions for how a lesson could be improved	● TC makes a **few specific** suggestions of what can be tried the next time the lesson is taught	● TC offers **specific alternative** actions and probable success of those actions

D2. PROFESSIONALISM *TPE 6*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
TC **disregards** professional best practices or policies	TC **must be reminded** of professional best practices or policies	TC is **receptive** to professional best practices or policies	TC **proactively** implements professional best practices or policies
● **Inappropriate**/Distracting attire	● **Potentially** distracting attire	● **Appropriate** attire	● **Appropriate** attire and well-suited to classroom context and lesson content
● Interactions with Ss or other adults **overly confident** or **overly timid**	● Interactions with Ss or other adults **occasionally** too confident or too timid	● Interactions with Ss and adults **appropriately** confident	● Interactions with Ss and adults **appropriately** confident
● TC **is not** alert to Ss' needs, engaging in **inappropriate** practices that result in Ss being ill-served	● TC's attempts to serve Ss are **inconsistent** or **limited**, which results in some Ss being ill-served	● TC is **active** in serving Ss, working to ensure that all Ss receive a fair opportunity to succeed	● TC is **highly proactive** in serving Ss, seeking out resources when needed
			● TC **makes a concerted effort to challenge** negative attitudes or practices to ensure all Ss, esp. those traditionally underserved, are honored in the school