**Score Entire Framework (Yellow is Aligned to State Criteria)**

View Framework View/Score Entire Framework

View/Score only State Criteria View Framework with Scoring Results

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| Domain 1: Planning and Preparation  Component 1a: Demonstrating Knowledge of Content and Pedagogy  Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy | | | | | | |
| **Element** | **Level of Performance** | | | |  |  |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** | **Artifacts** | **Narrative** |
| **Knowledge of content and the structure of the discipline** | In planning and practice, teacher makes content errors or does not correct errors made by students. | Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. | Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. | Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. |  |  |
| **Knowledge of content-related pedagogy** | Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | Teacher’s plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students. | Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. |  |  |
| **Summary:** | | | | | | |

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| Domain 1: Planning and Preparation  Component 1b: Demonstrating Knowledge of Students  **Elements:** Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students’ skills, knowledge, and language proficiency •  Knowledge of students’ interests and cultural heritage • Knowledge of students’ special needs | | | | | | |
| **Element** | **Level of Performance** | | | |  |  |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** | **Artifacts** | **Narrative** |
| **Knowledge of students’ special needs** | Teacher displays little or no understanding of students’ special learning or medical needs or why such knowledge is important. | Teacher displays awareness of the importance of knowing students’ special learning or medical needs, but such knowledge may be incomplete or inaccurate. | Teacher is aware of students’ special learning and medical needs. | Teacher possesses information about each student’s learning and medical needs, collecting such information from a variety of sources. |  |  |
| **Knowledge of the learning process** | Teacher sees no value in understanding how students learn and does not seek such information. | Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. | Teacher’s knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students. | Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. |  |  |
| **Knowledge of students’ skills, knowledge, and language proficiency** | Teacher displays little or no knowledge of students’ skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency and displays this knowledge for groups of ­students. | Teacher displays understanding of individual students’ skills, knowledge, and language proficiency and has a strategy for maintaining such information. |  |  |
| **Summary:** | | | | | | |

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| Domain 1: Planning and Preparation  Component 1c: Setting Instructional Outcomes  **Elements:** Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Value, sequence,  and alignment** | Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. | Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. | All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. |
| **Clarity** | Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. | Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. | All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. | All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. |
| **Suitability for diverse learners** | Outcomes are not suitable for the class or are not based on any assessment of student needs. | Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning. | Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated. | Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups. |

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| Domain 1: Planning and Preparation  Component 1d: Demonstrating Knowledge of Resources  **Elements:** Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Resources for classroom use** | Teacher is unaware of resources for classroom use available through the school or district. | Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher’s knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| **Resources to extend content knowledge and pedagogy** | Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher’s knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| **Resources for students** | Teacher is unaware of resources for students available through the school or district. | Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher’s knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet. |

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| Domain 1: Planning and Preparation  Component 1e: Designing Coherent Instruction  **Elements:** Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure | | | | |
| **Element** t | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Lesson and unit structure** | The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic. | The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. | The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. | The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent. |
| **Instructional groups** | Instructional groups do not support the instructional outcomes and offer no variety. | Instructional groups partially support the instructional outcomes, with an effort at providing some variety. | Instructional groups are varied as appropriate to the students and the different instructional outcomes. | Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. |

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| Domain 1: Planning and Preparation  Component 1f: Designing Student Assessments  **Elements:** Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Criteria and standards** | Proposed approach contains no criteria or standards. | Assessment criteria and standards have been developed, but they are not clear. | Assessment criteria and standards are clear. | Assessment criteria and standards  are clear; there is evidence that the students contributed to their development. |
| **Design of formative assessments** | Teacher has no plan to incorporate formative assessment in the lesson or unit. | Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. | Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. | Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. |
| **Use for planning** | Teacher has no plans to use assessment results in designing future instruction. | Teacher plans to use assessment results to plan for future instruction for the class as a whole. | Teacher plans to use assessment results to plan for future instruction for groups of ­students. | Teacher plans to use assessment results to plan future instruction for individual students. |