

TEACHING AND LEARNING FRAMEWORK (TLF)

What is the Teaching and Learning Framework?

The Teaching and Learning Framework is the school system’s definition of effective instruction. It outlines the key strategies that we believe lead to increased student achievement. As the graphic to the right illustrates, the Framework has three “domains,” or sections: Plan, Teach, and Increase Effectiveness.

Why do we need a Teaching and Learning Framework?

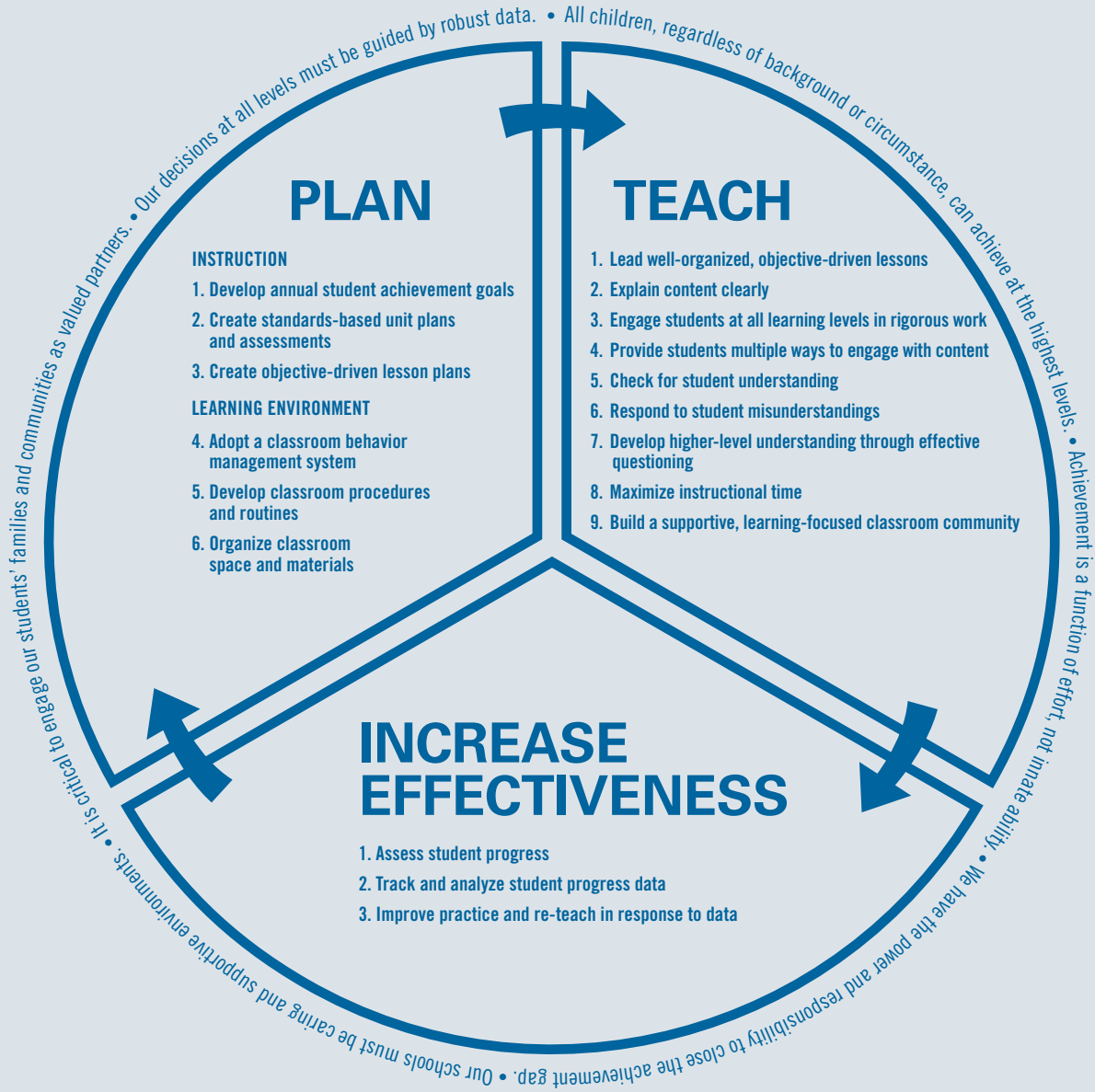
The Framework is essential to the work of increasing student achievement in two fundamental ways. First, it provides a common language for effective instruction, which enables us to align all of our professional development. Second, it provides clear expectations for teachers, thereby creating the foundation for a comprehensive assessment system like IMPACT.

Who initially developed the Teaching and Learning Framework?

Teachers, administrators, instructional staff from the DCPS central office, and many others participated in the development of the Framework during the 2008–2009 school year. As part of that process, we consulted numerous sources, including:

- California’s *Standards for the Teaching Profession*
- Carol Dweck’s *Mindset*
- Charlotte Danielson’s *Framework for Teachers*
- Colorado’s *Performance Based Standards*
- Connecticut’s *Common Core of Teaching*
- Doug Reeves’ *Unwrapping the Standards*
- Grant Wiggins & Jay McTighe’s *Understanding by Design*
- Insight Education Group’s *Strategic Design for Student Achievement*
- Martin Haberman’s *Star Teacher*
- Massachusetts’ *Principles for Effective Teaching*
- Mike Schmoker’s *Results Now*
- National Board’s *Professional Teaching Standards*
- New Teacher Center’s *Developmental Continuum*
- New York State’s *Teacher Certification Framework*
- North Star Academy’s *Teacher Evaluation Rubric*
- Research for Better Teaching’s *Skillful Teacher*
- Robert Marzano’s *Classroom Instruction that Works*
- Robert Pianta’s *Classroom Assessment Scoring System*
- Teach for America’s *Teaching as Leadership*
- Texas’ *TxBess Framework*

TEACHING AND LEARNING FRAMEWORK



How will my proficiency in the Teaching and Learning Framework be assessed?

Your proficiency will be assessed through formal classroom observations according to the rubric at the conclusion of this section.

Will I be assessed on the entire Teaching and Learning Framework this year?

No. We are only assessing teachers on the Teach domain during the 2011–2012 school year.

How many formal observations will I have?

You will normally have five formal observations: three by an administrator (principal or assistant principal) and two by an impartial, third-party observer called a master educator. Some exceptions are described later in this guidebook in the Putting It All Together section.

How will teachers who have earned Highly Effective ratings two years in a row be assessed this year?

Teachers who have earned Highly Effective ratings during both of the last two school years will receive two observations by December 1 — one conducted by an administrator and one conducted by a master educator (see the next page for more information). If the average score from these two observations is 3.5 or higher (on the 1.0 to 4.0 scale), the teacher will have the opportunity to waive observations for the rest of the year. If the average score is below 3.5, the teacher will continue on the normal observation schedule.

Please note that teachers who are shared between two schools will receive an observation by each of their administrators by December 1. These scores will then be averaged together, along with the score from the first master educator observation, to determine whether shared teachers are eligible for a reduced number of observations this year.

What is a master educator?

A master educator is an expert practitioner in a particular content area who will serve as an impartial observer of your practice. The master educators are not school-based. Instead, they travel from school to school to conduct their observations. Though we make a concerted effort to ensure that the master educators who observe you have expertise in your particular subject area, please understand that a perfect pairing cannot always be achieved.

Where did the idea for the master educators come from?

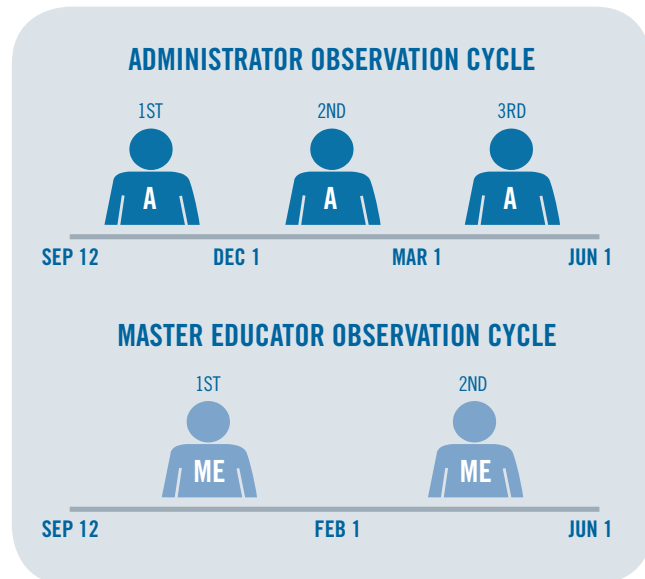
The master educator role was born out of the focus groups we held with DCPS teachers during the 2008–2009 school year when we first designed IMPACT. In over 50 focus groups, DCPS teachers consistently said they wanted an objective, expert teacher, who was familiar with their content area, to be a part of the assessment process.

When will my formal observations occur?

Over the course of the year, your administrator (principal or assistant principal) will conduct three formal observations and a master educator will conduct two. The first administrator observation will occur between September 12 and December 1, the second between December 1 and March 1, and the third between March 1 and June 1. The first master educator observation will occur between September 12 and February 1. The second will occur between February 1 and June 1.

Will the formal observations be announced or unannounced?

The first administrator observation will be announced. All other observations will be unannounced.



How long will the formal observations last?

Each formal observation will be at least 30 minutes.

Can I provide my master educator with additional information about my class?

Yes. There may be contextual information that you wish to share with your master educator. For example, you may mention a particular student's IEP, provide clarification on the curricular model you are using, or share other information about your class, students, or lesson that would allow your master educator to give you more helpful comments and suggestions.

To provide this additional information, visit <http://impactdcps.dc.gov>. You may submit it at any time, but we encourage you to do so no later than 24 hours following your observation, so that your master educator has an opportunity to review it prior to writing your observation report and meeting with you during the post-observation conference.

Will there be a conference after the formal observations?

Yes. Within 15 calendar days following the observation, the observer (administrator or master educator) will meet with you to share her/his ratings, provide feedback, and discuss next steps for professional growth.

Please note that your final post-observation conferences (Cycle 2 for master educator observations and Cycle 3 for administrator observations) must be completed by June 14.

Will I receive written feedback based on my formal observations?

Yes. You will receive written comments through a web-based portal. You can log into your account by going to <http://impactdcps.dc.gov>.

How will my formal observations be scored?

For each formal observation, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the Teach domain of

the Teaching and Learning Framework. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the observation. At the end of the year, your five observation scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart to the right.

Will I have any informal observations?

Administrators are encouraged to conduct informal observations to help provide you with ongoing support and guidance. You should also feel free to invite an instructional coach or your colleagues to conduct informal observations in an effort to help you improve your practice.

If I have additional questions about the Teaching and Learning Framework, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART
TEACHING AND LEARNING FRAMEWORK (TLF)

TEACHING AND LEARNING FRAMEWORK (TLF)	ADMIN CYCLE ENDS 12/1	ADMIN CYCLE ENDS 3/1	ADMIN CYCLE ENDS 6/1	ME CYCLE ENDS 2/1	ME CYCLE ENDS 6/1	OVERALL <i>(Average of Cycles)</i>
TLF SCORE <i>(Average of Teach 1 to Teach 9)</i>	3.7	3.8	3.7	3.7	3.8	3.7
Teach 1: Lead Well-Organized, Objective-Driven Lessons	3.0	4.0	4.0	4.0	4.0	
Teach 2: Explain Content Clearly	4.0	3.0	4.0	4.0	4.0	
Teach 3: Engage Students at All Learning Levels	4.0	4.0	4.0	4.0	4.0	
Teach 4: Provide Students Multiple Ways to Engage	3.0	4.0	3.0	3.0	4.0	
Teach 5: Check for Student Understanding	4.0	4.0	4.0	3.0	3.0	
Teach 6: Respond to Student Misunderstandings	4.0	3.0	4.0	4.0	4.0	
Teach 7: Develop Higher-Level Understanding	4.0	4.0	4.0	4.0	4.0	
Teach 8: Maximize Instructional Time	3.0	4.0	3.0	3.0	4.0	
Teach 9: Build a Supportive, Learning-Focused Classroom	4.0	4.0	3.0	4.0	3.0	



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: PLAN

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TLF P1: DEVELOP ANNUAL STUDENT ACHIEVEMENT GOALS		
TLF P1A	Teacher develops an ambitious and measurable annual student achievement goal for her/his class that is aligned to the DCPS content standards.	Teacher develops a measurable annual student achievement goal for her/his class that is aligned to the DCPS content standards.
TLF P1B	All or nearly all students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.	Most students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.
TLF P2: CREATE STANDARDS-BASED UNIT PLANS AND ASSESSMENTS		
TLF P2A	Based on the annual student achievement goal, the teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; 2) articulating well-designed essential questions for each unit; 3) creating well-designed assessments before each unit begins (“beginning with the end in mind”); and 4) allocating an instructionally appropriate amount of time for each unit.	Based on the annual student achievement goal, the teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; 2) articulating well-designed essential questions for each unit; and 3) creating well-designed assessments before each unit begins (“beginning with the end in mind”).
TLF P2B	For any given unit, all or nearly all students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.	For any given unit, most students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.
TLF P3: CREATE OBJECTIVE-DRIVEN LESSON PLANS		
TLF P3	Based on the unit plan, the teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to the DCPS content standards and connected to prior learning; 2) matching instructional strategies to the lesson objectives; and 3) designing daily assessments that measure progress towards mastery.	Based on the unit plan, the teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to the DCPS content standards and connected to prior learning; and 2) matching instructional strategies to the lesson objectives.

LEVEL 2

LEVEL 1 (LOWEST)

<p>Teacher develops a measurable annual student achievement goal for her/his class.</p>	<p>Teacher develops a general annual student achievement goal for her/his class OR does not develop a goal at all.</p>
<p>Half of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.</p>	<p>Less than half of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.</p>
<p>Based on the annual student achievement goal, the teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; and 2) articulating well-designed essential questions for each unit.</p>	<p>Teacher does not plan units by identifying the DCPS content standards that her/his students will master in each unit OR does not articulate well-designed essential questions for each unit.</p>
<p>For any given unit, half of the students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.</p>	<p>For any given unit, less than half of the students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.</p>
<p>Based on the long-term plan, the teacher plans daily lessons by identifying lesson objectives that are aligned to the DCPS content standards.</p>	<p>Teacher has little or no evidence of daily lesson planning based on the DCPS content standards.</p>



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 1: LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS		
TLF T1	Teacher is highly effective at leading well-organized, objective-driven lessons.	Teacher is effective at leading well-organized, objective-driven lessons.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Students can authentically explain <i>what</i> they are learning, beyond simply repeating back the stated or posted objective. • Students can authentically explain <i>why</i> what they are learning is important, beyond simply repeating the teacher’s explanation. • Students understand how the objective fits into the broader unit and course goals. For example, this might be shown through an effective teacher explanation of how the lesson connects to the unit’s essential questions or structure, or reflected in students demonstrating through their comments that they understand how the lesson fits into the broader goals of the unit. • The teacher actively and effectively engages students in the process of connecting the lesson to their prior knowledge. For example, the teacher might ask students to connect concepts to their own experiences or to what they have learned in other courses. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson objective is specific, measurable, and aligned to standards; it conveys what students are learning and what they will be able to do by the end of the lesson. • The objective of the lesson is clear to students. For example, the teacher might clearly state and explain the objective, or students might demonstrate through their actions that they understand what they will be learning and doing. • The teacher ensures that students understand the importance of the objective. For example, the teacher might effectively explain its importance, or students might demonstrate through their comments that they understand the importance of what they are learning. • The lesson builds on students’ prior knowledge in a significant and meaningful way, as appropriate to the objective. • The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In all classes, objectives should be written in a student-friendly manner, using developmentally appropriate language. In early childhood classes, posting a written objective is not necessary.
3. In rare cases, it is not appropriate to state an objective for a lesson (for example, this might be true in an inquiry-based lesson or in an early childhood class that uses a Montessori or Reggio Emilia model). In these cases, an observer should assess the teacher based on whether the students are engaged in work that moves them toward mastery of an objective, even if this is not stated to students.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is minimally effective at leading well-organized, objective-driven lessons.	Teacher is ineffective at leading well-organized, objective-driven lessons.
<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson objective may be missing one component (for example, it might not be specific, or it might not be aligned to standards), but it does convey what students are learning and what they will be able to do by the end of the lesson. • The teacher may state the objective of the lesson but may do so in a way that does not effectively lead to student understanding. For example, the objective might not be in developmentally appropriate language. • The teacher may explain the importance of the objective but may do so in a way that does not effectively lead to student understanding. For example, the explanation might be too general to be effective. • The teacher may state how the lesson connects to students' prior knowledge, but the lesson generally does not build on students' prior knowledge in a significant and meaningful way. For example, the teacher might simply make a reference to what students were doing in the previous lesson. • Some parts of the lesson may not be closely connected to each other or aligned to the objective, or some parts may not significantly move students toward mastery of the objective. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson objective may be missing more than one component, the objective may not convey what students are learning or what they will be able to do by the end of the lesson, there may not be a clear objective to the lesson, or the objective stated or posted may not connect to the lesson taught. • The teacher may not state the objective, or students may be unclear or confused about what they will be learning and doing. • The teacher may not explain the importance of the objective, or students may not understand its importance. • The teacher may make no effort to have the lesson build on or connect to students' prior knowledge, or the teacher may make an effort that is ineffective. • The lesson may be generally disorganized. Different parts of the lesson may have no connection to each other, students may be confused about what to do, most parts of the lesson may not be aligned to the objective, or most parts of the lesson may not significantly move students toward mastery of the objective.

4. In some lessons (for example, center time in an early childhood or elementary class), different groups of students might be working toward a variety of different objectives. In these cases, it is not always necessary to have distinct objectives posted for each center or different activity. However, observers should assess whether each center or activity is designed intentionally to move students toward mastery of an objective. Similarly, in lessons like these, different groups of students might be working on a variety of activities that do not clearly build on each other or on what happened previously in the lesson. In these cases, observers should assess the extent to which these activities are themselves well-organized.

5. For some parts of a lesson (for example, a morning meeting in an early childhood class or a skill-building warm-up), it may be appropriate for a teacher not to have a distinct objective or to have an objective that does not align with the objective for the rest of the lesson. In these cases, an observer should assess this standard for the remainder of the lesson. Furthermore, an observer in these situations should not lower the teacher's score for lesson organization, but instead should assess the connection of the other parts of the lesson to each other.

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 2: EXPLAIN CONTENT CLEARLY		
TLF T2	Teacher is highly effective at explaining content clearly.	Teacher is effective at explaining content clearly.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Explanations are concise, fully explaining concepts in as direct and efficient a manner as possible. • The teacher effectively makes connections with other content areas, students' experiences and interests, or current events in order to make the content relevant and build student understanding and interest. • When appropriate, the teacher explains concepts in a way that actively involves students in the learning process, such as by facilitating opportunities for students to explain concepts to each other. • Explanations provoke student interest in and excitement about the content. • Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Explanations of content are clear and coherent, and they build student understanding of content. • The teacher uses developmentally appropriate language and explanations. • The teacher gives clear, precise definitions and uses specific academic language as appropriate. • The teacher emphasizes key points when necessary. • When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and uses an alternative way to effectively explain the concept. • Students ask relatively few clarifying questions because they understand the explanations. However, they may ask a number of extension questions because they are engaged in the content and eager to learn more about it.

Note:

1. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this standard.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at explaining content clearly.

The following best describes what is observed:

- Explanations are generally clear and coherent, with a few exceptions, but they may not be entirely effective in building student understanding of content.
- Some language and explanations may not be developmentally appropriate.
- The teacher may sometimes give definitions that are not completely clear or precise, or sometimes may not use academic language when it is appropriate to do so.
- The teacher may only sometimes emphasize key points when necessary, so that students are sometimes unclear about the main ideas of the content.
- When an explanation is not effectively leading students to understand the concept, the teacher may sometimes move on or re-explain in the same way rather than provide an effective alternative explanation.
- Students may ask some clarifying questions showing that they are confused by the explanations.

Teacher is **ineffective** at explaining content clearly.

The following best describes what is observed:

- Explanations may be unclear or incoherent, and they are generally ineffective in building student understanding of content.
- Much of the teacher's language may not be developmentally appropriate.
- The teacher may frequently give unclear or imprecise definitions, or frequently may not use academic language when it is appropriate to do so.
- The teacher may rarely or never emphasize key points when necessary, such that students are often unclear about the main ideas of the content.
- The teacher may frequently adhere rigidly to the initial plan for explaining content even when it is clear that an explanation is not effectively leading students to understand the concept.
- Students may frequently ask clarifying questions showing that they are confused by the explanations, or students may be consistently frustrated or disengaged because of unclear explanations.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

		LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 3: ENGAGE STUDENTS AT ALL LEARNING LEVELS IN RIGOROUS WORK			
TLF T3	Teacher is highly effective at engaging students at all learning levels in rigorous work.		Teacher is effective at engaging students at all learning levels in rigorous work.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as both of the following:</i></p> <ul style="list-style-type: none"> • The teacher makes the lesson accessible to all students at different learning levels. • The teacher makes the lesson challenging to all students at different learning levels. 		<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher makes the lesson accessible to almost all students; there is evidence that the teacher knows each student’s level and ensures that the lesson meets almost all students where they are. For example, if necessary, the teacher might differentiate content, process, or product (using strategies that might include, for example, flexible grouping, leveled texts, or tiered assignments) in order to ensure that students are able to access the lesson. • The teacher makes the lesson challenging to almost all students; there is evidence that the teacher knows each student’s level and ensures that the lesson pushes almost all students forward from where they are. For example, the teacher might ask more challenging questions, assign more demanding work, or provide extension assignments in order to ensure that all students are challenged by the lesson. • There is an appropriate balance between teacher-directed instruction and rigorous student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at engaging students at all learning levels in rigorous work.

Teacher is **ineffective** at engaging students at all learning levels in rigorous work.

The following best describes what is observed:

- The teacher makes the lesson accessible to most students; some students may not be able to access certain parts of the lesson.
- The teacher makes the lesson challenging to most students; some students may not be challenged by certain parts of the lesson.
- While students have some opportunities to meaningfully practice, apply, and demonstrate what they are learning, there is more teacher-directed instruction than appropriate.

The following best describes what is observed:

- The lesson is not accessible to most students.
- The lesson is not challenging to most students.
- The lesson is almost entirely teacher-directed, and students have few opportunities to meaningfully practice, apply, and demonstrate what they are learning.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 4: PROVIDE STUDENTS MULTIPLE WAYS TO ENGAGE WITH CONTENT		
TLF T4	Teacher is highly effective at providing students multiple ways to engage with content.	Teacher is effective at providing students multiple ways to engage with content.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as the following:</i></p> <ul style="list-style-type: none"> The ways students are provided to engage with content all significantly promote student mastery of the objective; students respond positively and are actively involved in the work. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher provides students more than one way to engage with content, as appropriate, and all ways are matched to the lesson objective. For particular types of lessons, this may only entail giving students two ways to engage with content (for example, a Socratic seminar might involve verbal/linguistic and interpersonal ways), while for many lessons, this may involve three or more. The ways students engage with content all promote student mastery of the objective.

Notes:

- Teachers should receive credit for providing students with ways of engaging with content that target different learning modalities (auditory, visual, kinesthetic/tactile) or multiple intelligences (spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalistic), or for using other effective teaching strategies.
- A teacher can also be given credit for giving students multiple ways of engaging with content even when all of the ways target the same modality or intelligence. For example, a teacher may show a short video clip, then use a graphic organizer. Though both of these target the visual learning modality, they provide students with different ways of engaging with the same content and should be credited as such.
- For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson. For example, a teacher should not receive credit for providing a way of engaging with content if the teacher shows a visual illustration but most students are not paying attention, or if the teacher asks students to model parallel and perpendicular lines with their arms but most students do not participate.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at providing students multiple ways to engage with content.

Teacher is **ineffective** at providing students multiple ways to engage with content.

The following best describes what is observed:

- The teacher provides students more than one way to engage with content, but not all of these may be well matched to the lesson objective; or, the teacher may only give students two ways to engage with content when using an additional way would have been more appropriate to the objective (for example, a lesson introducing fractions that involves only auditory and interpersonal but not visual or tactile/kinesthetic ways).
- Some ways provided do not promote student mastery of the objective.

The following best describes what is observed:

- The teacher provides students with more than one way to engage with content, but most of these may not be well matched to the lesson objective; or, the teacher may only give students one way to engage with the content.
- Most or all ways provided do not promote student mastery of the objective; or, some ways may detract from or impede student mastery.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 5: CHECK FOR STUDENT UNDERSTANDING		
TLF T5	Teacher is highly effective at checking for student understanding.	Teacher is effective at checking for student understanding.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher checks for understanding at all key moments. • Every check gets an accurate “pulse” of the class’s understanding. • The teacher uses a variety of methods of checking for understanding. • The teacher seamlessly integrates information gained from the checks by making adjustments to the content or delivery of the lesson, as appropriate. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher checks for understanding of content at almost all key moments (when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through the independent practice). • The teacher gets an accurate “pulse” of the class’s understanding from almost every check, such that the teacher has enough information to adjust subsequent instruction if necessary. • If a check reveals a need to make a whole-class adjustment to the lesson plan (for example, because most of the students did not understand a concept just taught), the teacher makes the appropriate adjustment in an effective way.

Notes:

1. A teacher does not necessarily have to check with every student in order to gauge the understanding of the class (get the “pulse”). As long as the teacher calls both on students who raise their hands and on those who do not, a series of questions posed to the entire class can enable a teacher to get the “pulse” of the class. Or, if the teacher checks the understanding of a number of students, finds that most of them did not understand some part of the lesson, and immediately re-teaches that part to the entire class, this should count as effectively getting the “pulse” of the class because the teacher gained enough information to be able to adjust subsequent instruction.
2. For some lessons, checking the “pulse” of the class may not be an appropriate standard. For example, if students are spending the majority of the period working on individual essays and the teacher is conferencing with a few students, it may not be necessary for the teacher to check the understanding of the entire class. In these cases, the teacher should be judged based on how deeply and effectively s/he checks for the understanding of the students with whom s/he is working.
3. In some lessons, it can be appropriate to give credit for checking for understanding of directions, in addition to checking for understanding of content. However, a teacher who only checks for understanding of directions and rarely or never checks for understanding of content should not receive a high score on this standard.
4. All of the techniques in the list of examples to the right can be effective checks for understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective check for understanding, the technique must be appropriate to the objective and yield information that can inform instruction and thus succeed in getting the “pulse” of the class’s understanding.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at checking for student understanding.

The following best describes what is observed:

- The teacher sometimes checks for understanding of content, but misses several key moments.
- The teacher gets an accurate “pulse” of the class’s understanding from most checks.
- If a check reveals a need to make a whole-class adjustment to the lesson plan, the teacher attempts to make the appropriate adjustment but may not do so in an effective way.

Teacher is **ineffective** at checking for student understanding.

The following best describes what is observed:

- The teacher rarely or never checks for understanding of content, or misses nearly all key moments.
- The teacher does not get an accurate “pulse” of the class’s understanding from most checks. For example, the teacher might neglect some students or ask very general questions that do not effectively assess student understanding.
- If a check reveals a need to make a whole-class adjustment to the lesson plan, the teacher does not attempt to make the appropriate adjustment, or attempts to make the adjustment but does not do so in an effective way.

Examples of checks for understanding:

- Asking clarifying questions
- Asking reading comprehension questions
- Asking students to rephrase material
- Conferencing with individual students
- Drawing upon peer conversations/explanations
- Having students respond on white boards
- Having students vote on answer choices
- Moving around to look at each group’s work
- Observing student work in a structured manner
- Scanning progress of students working independently
- Using constructed responses
- Using exit slips
- Using role-playing
- Using “think-pair-share”



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 6: RESPOND TO STUDENT MISUNDERSTANDINGS		
TLF T6	Teacher is highly effective at responding to student misunderstandings.	Teacher is effective at responding to student misunderstandings.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher responds to almost all student misunderstandings with effective scaffolding. • The teacher anticipates student misunderstandings and preemptively addresses them, either directly or through the design of the lesson. • The teacher is able to address student misunderstandings effectively without taking away from the flow of the lesson or losing the engagement of students who do understand. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher responds to most student misunderstandings with effective scaffolding. • When possible, the teacher uses scaffolding techniques that enable students to construct their own understandings (for example, by asking leading questions) rather than simply re-explaining a concept. • If an attempt to address a misunderstanding is not succeeding, the teacher, when appropriate, responds with another way of scaffolding.

Notes:

1. At some points in a lesson, it is not appropriate to immediately respond to student misunderstandings (for example, at the beginning of an inquiry-based lesson, or when stopping to respond to a single student’s misunderstanding would be an ineffective use of instructional time for the rest of the class). In such cases, an effective teacher might wait until later in the lesson to respond and scaffold learning. Observers should be sensitive to these situations and not penalize a teacher for failing to respond to misunderstandings immediately when it would be more effective to wait, provided that the teacher makes some arrangement to address the misunderstandings later and makes this clear to the students.
2. All of the techniques in the list of examples to the right can be effective techniques for scaffolding learning if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective scaffold, the technique must be well-executed and appropriate to the objective, and thus succeed in addressing the student’s misunderstanding.
3. If there are no evident student misunderstandings during the 30-minute observation, this category should be scored as “Not Applicable.”

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at responding to student misunderstandings.

The following best describes what is observed:

- The teacher responds to some student misunderstandings with effective scaffolding.
- The teacher may primarily respond to misunderstandings by using scaffolding techniques that are teacher-driven (for example, re-explaining a concept) when student-driven techniques could have been effective.
- The teacher may sometimes persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.

Teacher is **ineffective** at responding to student misunderstandings.

The following best describes what is observed:

- The teacher responds to few student misunderstandings with effective scaffolding.
- The teacher may only respond to misunderstandings by using scaffolding techniques that are teacher-driven when student-driven techniques could have been effective.
- The teacher may frequently persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.

Examples of techniques for scaffolding learning:

- Activating background knowledge
- Asking leading questions
- Breaking the task into smaller parts
- Giving hints or cues with a mnemonic device
- Having students verbalize their thinking processes
- Modeling
- Using cue cards
- Providing visual cues
- Suggesting strategies or procedures
- Using analogies
- Using manipulatives or a hands-on model
- Using “think-alouds”



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

	LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 7: DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING		
TLF T7	Teacher is highly effective at developing higher-level understanding through effective questioning.	Teacher is effective at developing higher-level understanding through effective questioning.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher asks higher-level questions at multiple levels of Bloom’s taxonomy, if appropriate to the lesson. • Students are able to answer higher-level questions with meaningful responses, showing that they are accustomed to being asked these kinds of questions. • Students pose higher-level questions to the teacher and to each other, showing that they are accustomed to asking these questions. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher frequently develops higher-level understanding through effective questioning. • Nearly all of the questions used are effective in developing higher-level understanding. • The teacher uses a variety of questions.

Notes:

1. A teacher may ask higher-level questions in response to students’ correct answers, as part of the delivery of content, or in another context. All of these uses of questioning should be included in the assessment of this standard.
2. A teacher should receive credit for developing higher-level understanding by posing a more difficult problem or setting up a more challenging task, even if these are not necessarily phrased as questions.
3. At some points in a lesson, it is not appropriate to immediately ask questions to develop higher-level understanding (for example, if students are rehearsing a basic skill). A teacher should not be penalized for failing to probe for higher-level understanding in these cases. However, over the course of a 30-minute observation, there should be some opportunities to probe for higher-level understanding. As a result, this category cannot be scored as “Not Applicable.”
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson. For example, in a high school history lesson on the Industrial Revolution, a teacher should be asking questions to develop higher-level understanding much of the time. In contrast, in a part of a lesson on the appropriate use of punctuation, a teacher might not do so quite as frequently. Still, questioning to promote higher-level understanding should be present in *every* lesson.
5. All of the techniques in the list of examples to the right can be effective types of questions to develop higher-level understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as effective, the question must be well-executed and appropriate to the objective and thus succeed in developing higher-level understanding.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at developing higher-level understanding through effective questioning.

Teacher is **ineffective** at developing higher-level understanding through effective questioning.

The following best describes what is observed:

- The teacher sometimes develops higher-level understanding through effective questioning.
- Some of the questions used may not be effective in developing higher-level understanding. For example, the teacher might ask questions that are unnecessarily complex or confusing to students.
- The teacher may repeatedly use two or three questions.

The following best describes what is observed:

- The teacher rarely or never develops higher-level understanding through effective questioning.
- Most of the questions used may not be effective in developing higher-level understanding. For example, the teacher might ask questions that do not push students' thinking.
- The teacher may only use one question repeatedly. For example, the teacher might always ask students "Why?" in response to their answers.

Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

		LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 8: MAXIMIZE INSTRUCTIONAL TIME			
TLF T8		Teacher is highly effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.	Teacher is effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.
		<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Routines and procedures run smoothly with minimal prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do. • Transitions are orderly, efficient, and systematic, and require little teacher direction. • Students are never idle while waiting for the teacher (for example, while the teacher takes attendance or prepares materials). • Students share responsibility for the operations and routines in the classroom. • The lesson progresses at a rapid pace such that students are never disengaged, and students who finish assigned work early have something else meaningful to do. • The flow of the lesson is never impeded by inappropriate or off-task student behavior, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities. • Transitions are generally smooth with some teacher direction. • Students are only idle for very brief periods of time while waiting for the teacher (for example, while the teacher takes attendance or prepares materials). • The teacher spends an appropriate amount of time on each part of the lesson. • The lesson progresses at a quick pace, such that students are almost never disengaged or left with nothing meaningful to do (for example, after finishing the assigned work, or while waiting for one student to complete a problem in front of the class). • Inappropriate or off-task student behavior rarely interrupts or delays the lesson.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.

Teacher is **ineffective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.

The following best describes what is observed:

- Routines and procedures are in place but require significant teacher prompting and direction; students may be unclear about what they should be doing and may ask questions frequently.
- Transitions are fully directed by the teacher and may be less orderly and efficient.
- Students may be idle for short periods of time while waiting for the teacher.
- The teacher may spend too much time on one part of the lesson (for example, may allow the opening to continue longer than necessary).
- The lesson progresses at a moderate pace, but students are sometimes disengaged or left with nothing meaningful to do.
- Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.

The following best describes what is observed:

- There are no evident routines and procedures, so the teacher directs every activity; students are unclear about what they should be doing and ask questions constantly or do not follow teacher directions.
- Transitions are disorderly and inefficient.
- Students may be idle for significant periods of time while waiting for the teacher.
- The teacher may spend an inappropriate amount of time on one or more parts of the lesson (for example, spends 20 minutes on the warm-up).
- The lesson progresses at a notably slow pace, and students are frequently disengaged or left with nothing meaningful to do.
- Inappropriate or off-task student behavior constantly interrupts or delays the lesson.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

	LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 9: BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY		
TLF T9	Teacher is highly effective at building a supportive and learning-focused classroom community.	Teacher is effective at building a supportive and learning-focused classroom community.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Students are invested in the success of their peers. For example, they can be seen collaborating with and helping each other without prompting from the teacher. • Students may give unsolicited praise or encouragement to their peers for good work, when appropriate. • Student comments and actions demonstrate that students are excited about their work and understand why it is important. • There is evidence that the teacher has strong, individualized relationships with students in the class. For example, the teacher might demonstrate personal knowledge of students' lives, interests, and preferences. • Students may demonstrate frequent positive engagement with their peers. For example, they might show interest in other students' answers or work. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Students are invested in their work and value academic success. For example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges. • The classroom is a safe environment for students to take on challenges and risk failure. For example, students are eager to answer questions, feel comfortable asking the teacher for help, and do not respond negatively when a peer answers a question incorrectly. • Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions. • The teacher meaningfully reinforces positive behavior and good academic work as appropriate. • The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.

Notes:

1. If there are one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Brief interruptions due to student excitement (for example, when a student accidentally shouts out an answer because s/he is excited to respond to the question) should not be counted against a teacher unless they occur constantly and significantly interfere with the lesson or with the ability of other students to respond.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at building a supportive and learning-focused classroom community.

Teacher is **ineffective** at building a supportive and learning-focused classroom community.

The following best describes what is observed:

- Students are generally engaged in their work but are not highly invested in it. For example, students might spend significant time off-task or require frequent reminders; students might give up easily; or the teacher might communicate messages about the importance of the work, but there is little evidence that students have internalized them.
- Some students are willing to take academic risks, but others may not be. For example, some students might be reluctant to answer questions or take on challenging assignments; some students might be hesitant to ask the teacher for help even when they need it; or some students might occasionally respond negatively when a peer answers a question incorrectly.
- Students are generally respectful of the teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt, or might be respectful and attentive to the teacher, but not to their peers.
- The teacher may rarely reinforce positive behavior and good academic work, may do so for some students but not for others, or may not do so in a meaningful way.
- The teacher may have a positive rapport with some students but not others, or may demonstrate little rapport with students.

The following best describes what is observed:

- Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused and not working hard, be frequently off-task, or refuse to attempt assignments.
- Students are generally not willing to take on challenges and risk failure. For example, most students might be reluctant to answer questions or take on challenging assignments, most students might be hesitant to ask the teacher for help even when they need it, or students might discourage or interfere with the work of their peers or criticize students who give incorrect answers.
- Students may frequently be disrespectful to the teacher or their peers. For example, they might frequently interrupt or be clearly inattentive when the teacher or their peers are speaking.
- The teacher may never reinforce positive behavior and good academic work, or s/he may do so for only a few students.
- There may be little or no evidence of a positive rapport between the teacher and the students, or there may be evidence that the teacher has a negative rapport with students.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: INCREASE EFFECTIVENESS

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TLF IE1: ASSESS STUDENT PROGRESS		
TLF IE1	Teacher: 1) routinely uses assessments to measure student mastery of content standards; 2) provides students with multiple ways of demonstrating mastery (for example, selected response, constructed response, performance task, and personal communication); and 3) provides students with multiple opportunities during the unit to demonstrate mastery.	Teacher: 1) routinely uses assessments to measure student mastery of content standards; and 2) provides students with multiple ways of demonstrating mastery (for example, selected response, constructed response, performance task, and personal communication).
TLF IE2: TRACK AND ANALYZE STUDENT PROGRESS DATA		
TLF IE2	Teacher: 1) routinely records the student progress data gathered in IE 1; 2) uses a system (for example, gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery; and 3) at least half of the students know their progress toward mastery.	Teacher: 1) routinely records the student progress data gathered in IE 1; and 2) uses a system (for example, gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery.
TLF IE3: IMPROVE PRACTICE AND RE-TEACH IN RESPONSE TO DATA		
TLF IE3	In response to IE 2, the teacher: 1) re-teaches , as appropriate; 2) modifies long-term plans , as appropriate; and 3) modifies practice , as appropriate.	In response to IE 2, the teacher: 1) re-teaches , as appropriate; and 2) modifies long-term plans , as appropriate.



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LEVEL 2

LEVEL 1 (LOWEST)

Teacher routinely **uses assessments** to measure student mastery of content standards.

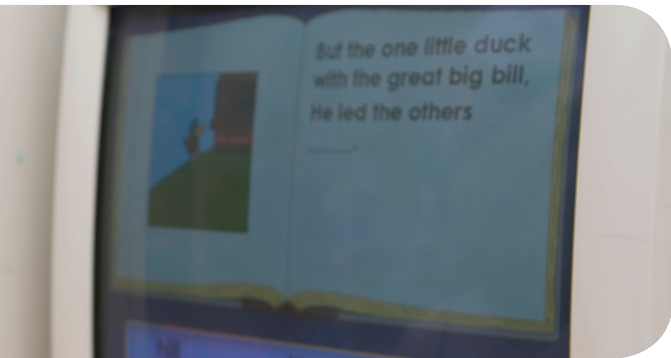
Teacher **does not routinely use assessments** to measure student mastery of content standards.

Teacher routinely **records** the student progress data gathered in IE 1.

Teacher **does not routinely record** student progress data gathered in IE 1.

In response to IE 2, the teacher **re-teaches**, as appropriate.

Teacher **does not re-teach**.



Michael DeAngelis