

Rubric for Evaluating Colorado Teachers

Effective teachers in the state of Colorado have the knowledge, skills and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success **(See Appendix E)**. Effective teachers facilitate mastery of content and skill development and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district’s organized plan of instruction; and the individual needs of their students.				
<p>THE TEACHER <i>uses lesson plans that reflect:</i></p> <ul style="list-style-type: none"> ○ <i>Opportunities to review prior learning.</i> ○ <i>Instructional objectives appropriate for students.</i> ○ <i>Connections to specific learning objectives and approved curriculum.</i> 	<p>... and</p> <p>THE TEACHER <i>implements lesson plans based on:</i></p> <ul style="list-style-type: none"> ○ <i>Student needs.</i> ○ <i>Colorado Academic Standards.</i> ○ <i>District’s plan of instruction.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> □ Collaborates with other school staff to vertically and horizontally align, articulate and deliver the approved curriculum. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Interact with the rigorous and challenging content.</i> ○ <i>Perform at a level consistent with or above expectations.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Discuss strengths and next steps regarding their learning with their teacher(s).</i>
<ul style="list-style-type: none"> ○ Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation. 				

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Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by ALL TEACHERS, regardless of grade level or subject taught.				
THE TEACHER: <ul style="list-style-type: none"> ○ <i>Demonstrates an understanding of literacy content and skills.</i> 	... and THE TEACHER <i>makes complex reading accessible to students by:</i> <ul style="list-style-type: none"> ○ <i>Adjusting content to students' skill levels.</i> ○ <i>Integrating literacy skills and knowledge into lessons.</i> ○ <i>Providing relevant content that addresses students' interests.</i> 	... and THE TEACHER <i>provides instructional support that enhances students':</i> <ul style="list-style-type: none"> ○ <i>Critical thinking and reasoning.</i> ○ <i>Information literacy.</i> ○ <i>Literacy skill development.</i> 	... and STUDENTS <i>meet or exceed expectations for:</i> <ul style="list-style-type: none"> ○ <i>Oral communication.</i> ○ <i>Written communication.</i> ○ <i>Critical thinking.</i> ○ <i>Problem solving skills.</i> ○ <i>Literacy skills.</i> 	... and STUDENTS <ul style="list-style-type: none"> ○ <i>Apply literacy skills to understand complex materials.</i>

ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by ELEMENTARY TEACHERS responsible for teaching language arts and/or reading.				
THE TEACHER: <ul style="list-style-type: none"> ○ <i>Integrates literacy connections into lessons regardless of content being taught.</i> 	... and THE TEACHER <i>integrates literacy skills into lessons and assignments, including:</i> <ul style="list-style-type: none"> ○ <i>Phonological awareness.</i> ○ <i>Phonics.</i> ○ <i>Vocabulary.</i> ○ <i>Comprehension.</i> ○ <i>Fluency.</i> ○ <i>Writing.</i> ○ <i>Speaking.</i> ○ <i>Listening skills.</i> <i>Engages students in instruction that is:</i> <ul style="list-style-type: none"> ○ <i>Purposeful.</i> ○ <i>Explicit.</i> ○ <i>Systematic.</i> 	... and THE TEACHER <i>provides literacy instruction that is:</i> <ul style="list-style-type: none"> ○ <i>Needs-based.</i> ○ <i>Intensive.</i> ○ <i>Of sufficient duration to accelerate learning.</i> 	... and STUDENTS <i>apply literacy skills (reading, writing, speaking and listening):</i> <ul style="list-style-type: none"> ○ <i>To new/unfamiliar material.</i> ○ <i>While communicating during unstructured time.</i> 	... and STUDENTS: <i>exceed teacher's expectations for students of their age, grade, and/or ability levels in:</i> <ul style="list-style-type: none"> ○ <i>Reading.</i> ○ <i>Writing.</i> ○ <i>Speaking.</i> ○ <i>Listening.</i>
<ul style="list-style-type: none"> ○ Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation. 				

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ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

This section describes professional practices that should be demonstrated by

SECONDARY TEACHERS responsible for teaching English, language arts and/or reading.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Teaches and provides opportunities for students to apply literacy skills.</i> 	<p>... and</p> <p>THE TEACHER</p> <p><i>integrates literacy skills into lessons, including:</i></p> <ul style="list-style-type: none"> ○ <i>Vocabulary.</i> ○ <i>Comprehension.</i> ○ <i>Fluency.</i> ○ <i>Writing.</i> ○ <i>Speaking.</i> ○ <i>Listening skills.</i> <p><i>Engages students in instruction that is:</i></p> <ul style="list-style-type: none"> ○ <i>Purposeful.</i> ○ <i>Explicit.</i> ○ <i>Systematic.</i> 	<p>... and</p> <p>THE TEACHER</p> <p><i>provides literacy instruction that is:</i></p> <ul style="list-style-type: none"> ○ <i>Needs-based.</i> ○ <i>Intensive.</i> ○ <i>Of sufficient duration to accelerate learning.</i> 	<p>... and</p> <p>STUDENTS</p> <p><i>apply literacy skills (reading, writing, speaking and listening):</i></p> <ul style="list-style-type: none"> ○ <i>To new/unfamiliar material.</i> ○ <i>While communicating during the school day.</i> 	<p>... and</p> <p>STUDENTS</p> <p><i>exceed teacher's expectations for students of their age, grade, and/or ability level in:</i></p> <ul style="list-style-type: none"> ○ <i>Reading.</i> ○ <i>Writing.</i> ○ <i>Speaking.</i> ○ <i>Listening.</i>
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ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.

This section describes professional practices that should be demonstrated by **ALL TEACHERS**, regardless of grade level or subject taught.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Encourages students to make math connections across content.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Emphasizes to students why they need to learn math content and skills.</i> ○ <i>Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Emphasizes interdisciplinary connections to math.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Share ideas and solutions to challenging problems.</i> ○ <i>Use the language of math to talk about what they are doing.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Interpret mathematical information in ways that make it relevant to their learning.</i>
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ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.

This section describes professional practices that should be demonstrated by Teachers responsible for teaching math.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>THE TEACHER <i>focuses math instruction beyond:</i></p> <ul style="list-style-type: none"> ○ Recall of facts. ○ Development of computational skills. ○ Math as a series of rote procedures. <p>Models:</p> <ul style="list-style-type: none"> ○ Appropriate mathematical communication. ○ A variety of mathematical practices. 	<p>... and</p> <p>THE TEACHER <i>presents concepts:</i></p> <ul style="list-style-type: none"> ○ In sequence. ○ In a manner appropriate to students' age and grade. ○ Helps students understand mathematics as a discipline. ○ Provides a balance of teaching for conceptual understanding and teaching for procedural fluency. ○ Models mathematical thinking. 	<p>... and</p> <p>THE TEACHER <i>establishes an effective mathematics environment by:</i></p> <ul style="list-style-type: none"> ○ Challenging students to think deeply about the problems. ○ Requiring students to explain their solutions. ○ Posing questions that stimulate students' curiosity and encourage them to investigate further. ○ Actively engaging students in doing math. ○ Using real-world examples for problems whenever possible. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Solve problems in a variety of ways. ○ Demonstrate mathematical thinking by explaining their thinking to each other and to their teacher. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Recognize when they make procedural errors and take steps to correct them.

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ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools.</i> ○ <i>Uses instructional materials that are accurate and appropriate for the lesson being taught.</i> ○ <i>Employs a variety of instructional strategies to address student needs.</i> 	<p>... and</p> <p>THE TEACHER <i>provides explanations of content that are:</i></p> <ul style="list-style-type: none"> ○ <i>Accurate.</i> ○ <i>Clear.</i> ○ <i>Concise.</i> ○ <i>Comprehensive.</i> 	<p>... and</p> <p>THE TEACHER <i>engages students in:</i></p> <ul style="list-style-type: none"> ○ <i>A variety of explanations and multiple representations of concepts and ideas.</i> ○ <i>A variety of inquiry methods to explore new ideas and theories.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Develop a variety of explanations and multiple representations of concepts.</i> ○ <i>Build on the skills and knowledge learned in the classroom to engage in more complex concepts, ideas and theories.</i> <p><i>Use a variety of inquiry tools and strategies to:</i></p> <ul style="list-style-type: none"> ○ <i>Learn content.</i> ○ <i>Understand central concepts.</i> ○ <i>Answer complex questions.</i> ○ <i>Problem solve.</i> 	<p>... and</p> <p>STUDENTS <i>routinely:</i></p> <ul style="list-style-type: none"> ○ <i>Choose challenging tasks and instructional materials.</i> ○ <i>Apply newly learned content skills to unique situations and different disciplines.</i> ○ <i>Discuss ideas and content that are intellectually challenging to them.</i>
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ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Emphasizes key concepts and connects them to other powerful ideas within the content area.</i> ○ <i>Connects lessons to other disciplines and/or content areas.</i> 	<p>... and</p> <p>THE TEACHER</p> <p><i>implements instructional strategies to ensure that instruction:</i></p> <ul style="list-style-type: none"> ○ <i>Articulates content and interdisciplinary connections.</i> ○ <i>Integrates literacy skills across content areas.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Clarifies and elaborates on interdisciplinary connections for students.</i> ○ <i>Employs instructional strategies that include literacy, numeracy and language development across content areas.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Make connections between other disciplines and/or content areas and the current lesson.</i> ○ <i>Apply literacy skills across academic content areas.</i> ○ <i>Apply math skills across academic content areas.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.</i>
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ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information being taught.

<p>THE TEACHER <i>selects instructional materials and strategies based on their:</i></p> <ul style="list-style-type: none"> ○ <i>Relevance to students.</i> ○ <i>Central contexts.</i> ○ <i>Foundational evidence base.</i> ○ <i>Links lessons to students’ prior knowledge.</i> ○ <i>Encourages and provides opportunities for students to make connections to prior learning.</i> 	<p>... and</p> <p>THE TEACHER <i>delivers lessons and units and uses instructional strategies that:</i></p> <ul style="list-style-type: none"> ○ <i>Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts.</i> ○ <i>Provide supports that facilitate engagement.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Delivers lessons and uses materials to ensure that students’ backgrounds and contextual knowledge are considered.</i> ○ <i>Provides opportunities for students to self-select tasks that accelerate their learning.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Interact with materials that are relevant to them.</i> ○ <i>Ask questions and solve problems that are relevant to them.</i> ○ <i>Make connections to prior learning to understand current content.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Select tasks that demonstrate transfer of knowledge to other theories, ideas, and/or content.</i>
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Evaluator Comments (Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels):

Comments of Person Being Evaluated (Please indicate the element for which the comment applies if not for the standard as a whole):

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT A: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

<p>THE TEACHER <i>creates a classroom environment that facilitates:</i></p> <ul style="list-style-type: none"> ○ <i>Mutual respect.</i> ○ <i>Positive relationships between and among students.</i> ○ <i>Empathy for each student.</i> 	<p>... and THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Creates a classroom environment conducive to learning.</i> 	<p>... and THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Creates a classroom environment which values diverse perspectives.</i> ○ <i>Establishes a nurturing and caring relationship with each student.</i> 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Respect their classmates and teacher(s).</i> 	<p>... and STUDENTS' <i>interactions with their teacher(s) and each other:</i></p> <ul style="list-style-type: none"> ○ <i>Are respectful.</i> ○ <i>Demonstrate mutual support.</i>
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ELEMENT B: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Creates a classroom environment in which diversity is used to further student learning.</i> 	<p>... and THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Uses instructional approaches and materials that reflect diverse backgrounds and experiences.</i> ○ <i>Acknowledges the value of each student's contributions to the quality of lessons.</i> ○ <i>Is welcoming to diverse family structures.</i> 	<p>... and THE TEACHER <i>establishes processes that result in:</i></p> <ul style="list-style-type: none"> ○ <i>A sense of community among students.</i> ○ <i>Effective interactions among students.</i> ○ <i>Respect for individual differences.</i> ○ <i>Positive social relationships.</i> ○ <i>Common goals for all students.</i> 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Respect the uniqueness of fellow students.</i> 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Seek a variety of perspectives to complete group assignments.</i>
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Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

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ELEMENT C: Teachers engage students as individuals with unique interests and strengths.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Implements lessons that reflect student interests.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Encourages students to expand and enhance their learning.</i> ○ <i>Acknowledges students for their accomplishments.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Asks appropriately challenging questions of all students.</i> ○ <i>Scaffolds questions.</i> ○ <i>Gives wait time equitably.</i> ○ <i>Ensures that all students participate in class activities.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Actively engage in classroom activities.</i> ○ <i>Discuss content and make connections between current lesson and their interests.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Encourage fellow students to participate and challenge themselves.</i> ○ <i>Engage in collaborative learning and group processes.</i>
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ELEMENT D: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Adapts learning environment to address individual student needs.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> □ <i>Designs instruction to address learning needs of all students.</i> ○ <i>Monitors the quality of student participation and performance.</i> ○ <i>Implements recommendations of specialists and colleagues to address student needs.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> □ <i>Solicits additional input from colleagues to better understand students' learning needs.</i> ○ <i>Challenges and supports students to learn to their greatest ability.</i> 	<p>... and</p> <p>STUDENTS</p> <p><i>advocate for themselves by:</i></p> <ul style="list-style-type: none"> ○ <i>Articulating their learning needs to their teacher and/or parent.</i> ○ <i>Communicating freely and openly with teachers about circumstances that affect their classroom performance.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Apply coping skills such as self-reflection, self-regulation and persistence to classroom situations.</i> ○ <i>Help fellow classmates by offering support.</i>
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ELEMENT E: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Establishes a classroom environment that is inviting to families and significant adults.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Maintains respectful relationships with students, their families, and/or significant adults.</i> □ Uses a variety of methods to initiate communication with families and significant adults. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> □ Provides clear and accurate feedback to parents and significant adults regarding student needs and progress. □ Coordinates flow of information between families and colleagues who provide student services. 	<p>... and</p> <p>FAMILIES AND SIGNIFICANT ADULTS:</p> <ul style="list-style-type: none"> □ Discuss student performance with the teacher. □ Participate in school-based activities. 	<p>... and</p> <p>FAMILIES AND SIGNIFICANT ADULTS:</p> <ul style="list-style-type: none"> □ Partner with the teacher to support student strengths and address next steps for learning.
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ELEMENT F: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Provides clear expectations to guide student classroom behavior.</i> ○ <i>Holds students accountable for adherence to school and/or class rules.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Puts procedures in place to maximize instructional time.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Makes maximum use of instructional time.</i> ○ <i>Maintains a safe and orderly environment.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Stay on task during class periods.</i> ○ <i>Abide by school and class rules.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Accept responsibility for their behavior and use of time.</i> ○ <i>Help other students stay on task.</i>
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- Professional Practice is Not Observable during a classroom observation.

Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels):

Comments of Person Being Evaluated (Please indicate the element for which the comment applies if not for the standard as a whole):

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Modifies content to assure that students are able to work at their ability levels.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> □ Studies recent/current research to expand personal knowledge of how students learn. ○ <i>Builds on the interrelatedness of students' intellectual, social and emotional development.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> □ Collaborates with colleagues with expertise in developmental science to improve the quality of instruction. ○ <i>Applies knowledge of current developmental science to address student needs.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Seek materials and resources appropriate for their personal approach to learning.</i> 	<p>... and</p> <p>STUDENTS</p> <p><i>seek to understand:</i></p> <ul style="list-style-type: none"> ○ <i>How they learn best.</i> ○ <i>Where their time and efforts are best used.</i>

ELEMENT B: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> □ Uses assessment results to guide adjustments to instruction. ○ <i>Has specific student outcomes in mind for each lesson.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Aligns instruction with academic standards and student assessment results.</i> ○ <i>Monitors instruction against student performance and makes real-time adjustments.</i> ○ <i>Assesses required skills.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Encourages students to take academic risks.</i> ○ <i>Makes sure students meet learning objectives while increasing mastery levels.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Monitor their level of engagement.</i> ○ <i>Confer with the teacher to achieve learning objectives.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Initiate activities to address their learning strengths and next steps.</i> ○ <i>Take academic risks.</i>
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- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is **Not Observable** during a classroom observation.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.				
THE TEACHER: ○ <i>Incorporates evidence-based strategies into lessons.</i>	... and THE TEACHER: <input type="checkbox"/> Makes connections between student data and research-based practices.	... and THE TEACHER: ○ <i>Individualizes instructional approach to meet unique needs of each student.</i>	... and STUDENTS: ○ <i>Embrace new and unique ways of learning as they are introduced through research-based lessons.</i>	... and STUDENTS: ○ <i>Apply skills and knowledge learned in the classroom.</i>

ELEMENT D: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.

THE TEACHER: ○ <i>Uses available technology to facilitate classroom instruction.</i>	... and THE TEACHER: ○ <i>Employs strategies and procedures to ensure that students have equitable access to available technology.</i> ○ <i>Monitors the use of available technology in the classroom.</i>	... and THE TEACHER <i>uses available technology to:</i> ○ <i>Enhance student learning.</i> ○ <i>Develop students' knowledge and skills.</i> ○ <i>Enhance creative and innovative skills.</i> ○ <i>Provide engaging and motivating learning experiences.</i>	... and STUDENTS <i>use available technology to engage in:</i> ○ <i>Virtual or face-to-face learning activities.</i> ○ <i>Real world applications.</i>	... and STUDENTS <i>use available technology to:</i> ○ <i>Accelerate their learning.</i> ○ <i>Apply team building and networking skills.</i> ○ <i>Deepen critical thinking skills.</i> ○ <i>Communicate effectively.</i>
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QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>ELEMENT E: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.</p>				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Has high expectations for all students.</i> ○ <i>Holds students accountable for their learning.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Sets student expectations at a level that challenges students.</i> ○ <i>Incorporates critical thinking and problem-solving skills.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Challenges all students to learn to their greatest ability.</i> ○ <i>Teaches higher-order thinking and problem-solving skills.</i> ○ <i>Ensures that students perform at levels meeting or exceeding expectations.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Help set their learning objectives.</i> ○ <i>Apply higher-order thinking and problem-solving skills to address challenging issues.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Monitor their progress toward achieving teacher's high expectations.</i> ○ <i>Seek opportunities to expand and enhance their problem-solving and higher order thinking skills.</i>
<ul style="list-style-type: none"> ○ Professional Practice is <i>Observable</i> during a classroom observation. □ Professional Practice is Not Observable during a classroom observation. 				

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT F: Teachers provide students with opportunities to work in teams and develop leadership qualities.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Includes all students in individual and group activities.</i> 	<p>... and</p> <p>THE TEACHER</p> <p><i>plans lessons that:</i></p> <ul style="list-style-type: none"> ○ <i>Provide opportunities for students to participate using various roles and modes of communication.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Flexibly groups students.</i> ○ <i>Adjusts team composition based on learning objectives and student needs.</i> ○ <i>Varies group size, composition and tasks to create opportunities for students to learn from each other.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Fulfill their assigned roles within the team.</i> ○ <i>Assume leadership roles in their teams.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Utilize group processes to build trust and promote effective interactions among team members.</i> ○ <i>Participate in teams in ways that build trust and ownership of ideas among team members.</i>

ELEMENT G: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Communicates effectively with students.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Models effective communication skills.</i> ○ <i>Encourages students to communicate effectively.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Teaches students to be effective communicators.</i> ○ <i>Provides opportunities for students to practice</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Apply effective written and oral communication skills in their work.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Use academic language in spoken and written work.</i>
<ul style="list-style-type: none"> ○ Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation. 				

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT H: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments and use results to plan further instruction.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ <i>Involves students in monitoring their learning.</i> ○ <i>Assesses learning outcomes appropriately.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> □ Implements appropriate strategies for assigning grades. □ Evaluates student performance based on multiple measures. □ Includes documentation of student progress toward mastery of state content standards in 	<p>... and</p> <p>THE TEACHER</p> <p><i>provides actionable, timely, specific and individualized feedback about the quality of student work to:</i></p> <ul style="list-style-type: none"> ○ <i>Students.</i> □ Families and significant adults. □ Other professionals who work with students. ○ <i>Teaches students to use feedback to improve their learning.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Self-assess on a variety of skills and concepts.</i> ○ <i>Articulate their personal strengths and needs based on self-assessment.</i> ○ <i>Effectively use formal and informal feedback to monitor their learning.</i> 	<p>... and</p> <p>STUDENTS</p> <p><i>assume ownership for:</i></p> <ul style="list-style-type: none"> ○ <i>Monitoring their progress.</i> ○ <i>Setting learning goals.</i> ○ <i>Applying teacher feedback to improve performance and accelerate their learning.</i>
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- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is **Not Observable** during a classroom observation.

Evaluator Comments (Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels):

Comments of Person Being Evaluated (Please indicate the element for which the comment applies if not for the standard as a whole):

QUALITY STANDARD IV

Teachers reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects and analyzes student data to inform instruction. <p>Uses data to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support student learning. <input type="checkbox"/> Inform practice. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects multiple examples of student work to determine student progress over time. 	<p>... and</p> <p>THE TEACHER applies knowledge of how students learn and their prior knowledge to the development of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans. <input type="checkbox"/> Instructional strategies. 	<p>... and</p> <p>THE TEACHER develops student learning plans based on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple examples of student work. <input type="checkbox"/> Other data points. <input type="checkbox"/> Information gathered from students, families and colleagues. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors and evaluates personal behavioral changes to determine what works for students.

ELEMENT B: Teachers link professional growth to their professional goals.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements performance feedback from supervisor and/or colleagues to improve practice. <p>Actively engages in professional development focused on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Addressing student needs. <input type="checkbox"/> School and district initiatives. <input type="checkbox"/> Meeting professional goals. 	<p>... and</p> <p>THE TEACHER engages in professional development activities based on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Likelihood of having a positive impact on student learning. <input type="checkbox"/> Alignment with Colorado Academic Standards and school and district initiatives. <input type="checkbox"/> Current research. <input type="checkbox"/> Student needs. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for professional development that is evidence based and targeted toward improving student outcomes. <input type="checkbox"/> Applies knowledge and skills learned through professional development to professional practice. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements new and different instructional strategies based on current research and district initiatives. <input type="checkbox"/> Adapts teaching skills to meet student needs.. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and follows a long-term professional development plan.
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Professional Practice is *Observable* during a classroom observation.

Professional Practice is Not Observable during a classroom observation.

QUALITY STANDARD IV

Teachers reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT C: Teachers are able to respond to a complex, dynamic environment.

<p>THE TEACHER collaborates with colleagues to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Implement new ideas to improve teaching and learning.<input type="checkbox"/> Support struggling students.<input type="checkbox"/> Contribute to campus goals.	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues.	<p>... and</p> <p>THE TEACHER initiates collaborative activities with colleagues to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Analyze student data and interpret results.<input type="checkbox"/> Apply findings to improve teaching practice.	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Serves as a critical friend for colleagues, both providing and receiving feedback on performance.	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data.
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- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is Not Observable during a classroom observation.

<p><i>Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels):</i></p>	<p><i>Comments of Person Being Evaluated (Please indicate the element for which the comment applies if not for the standard as a whole):</i></p>
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QUALITY STANDARD V

Teachers demonstrate leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate leadership in their schools.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in school activities expected of all teachers. <input type="checkbox"/> Works collaboratively for the benefit of students and families. <input type="checkbox"/> Supports school goals and initiatives. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school committees and teams. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with school-based teams to leverage the skills and knowledge of colleagues and families. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares lessons learned with colleagues. <input type="checkbox"/> Confers with school administrators, other school leaders and/or decision making teams to improve teacher working and student learning conditions. 	<p>... and</p> <p>THE TEACHER initiates and leads collaborative activities that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner with families to coordinate learning between home and school. <input type="checkbox"/> Implement ideas to improve teaching and learning. <input type="checkbox"/> Support struggling students.

ELEMENT B: Teachers contribute knowledge and skills to educational practices and the teaching profession.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares expertise with colleagues. <input type="checkbox"/> Supports the work of colleagues. <input type="checkbox"/> Actively participates in activities designed to improve policies and procedures that affect school climate, family partnering and student learning. 	<p>... and</p> <p>THE TEACHER collaborates with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support student growth and development. <input type="checkbox"/> Provide input into policies and procedures that affect school climate and student learning. <input type="checkbox"/> Partner with families. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads professional growth and development activities whenever possible. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in district-wide decision-making processes that impact the school community, including families. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for the inclusion of teachers and families in education and government decision-making processes.

- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is **Not Observable** during a classroom observation.

QUALITY STANDARD V

Teachers demonstrate leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for students with families and other significant adults using a variety of communication tools and strategies. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discusses potential revisions to policies and procedures with administrators to better address student, family and school needs. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school and/or district committees to advocate for students and their families. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for students and the school to external agencies and groups. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for improvements to teaching, learning and leadership through collaboration with professional organizations or local, state, and/or national entities.

ELEMENT D: Teachers demonstrate high ethical standards.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Adheres to standards of professional practice. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Models ethical behavior, including honesty, integrity, fair treatment and respect for others.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student, family and fellow teacher interactions as well as student data. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Helps students understand the importance of ethical behavior as an individual and member of society.</i> 	<p>... and</p> <p>STUDENTS demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Honesty.</i> <input type="checkbox"/> <i>Respect for others.</i>
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- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is **Not Observable** during a classroom observation.

Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels):

Comments of Person Being Evaluated (Please indicate the element for which the comment applies if not for the standard as a whole):