### Teaching and Learning Framework (TLF) Rubric: Plan

**NOTE:** In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

Each line of the rubric is assessed independently.

#### Level 4 (Highest)

<table>
<thead>
<tr>
<th>TLF P1: Develop Annual Student Achievement Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TLF P1A</strong></td>
</tr>
<tr>
<td><strong>TLF P1B</strong></td>
</tr>
</tbody>
</table>

#### Level 3

| **TLF P1A** | Teacher develops a **measurable** annual student achievement goal for her/his class that is **aligned** to the DCPS content standards. |
| **TLF P1B** | Most students (3 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed. |

#### Level 4 (Highest)

<table>
<thead>
<tr>
<th>TLF P2: Create Standards-Based Unit Plans and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TLF P2A</strong></td>
</tr>
<tr>
<td><strong>TLF P2B</strong></td>
</tr>
</tbody>
</table>

#### Level 3

| **TLF P2A** | Based on the annual student achievement goal, 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, **most** students (3 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit. |

#### Level 4 (Highest)

<table>
<thead>
<tr>
<th>TLF P3: Create Objective-Driven Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TLF P3</strong></td>
</tr>
</tbody>
</table>

#### Level 3

<p>| <strong>TLF P3</strong> | Based on the unit plan, Teacher plans daily lessons by: 1) <strong>identifying</strong> lesson objectives that are aligned to the DCPS content standards and connected to prior learning; and 2) <strong>matching</strong> instructional strategies to the lesson objectives. |</p>
<table>
<thead>
<tr>
<th><strong>LEVEL 2</strong></th>
<th><strong>LEVEL 1 (LOWEST)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher develops a <strong>measurable</strong> annual student achievement goal for her/his class.</td>
<td>Teacher develops a <strong>general</strong> annual student achievement goal for her/his class <strong>OR does not develop</strong> a goal at all.</td>
</tr>
<tr>
<td><strong>Half</strong> of the students (2 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.</td>
<td><strong>Less than 1/2</strong> of the students (1 or 0 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.</td>
</tr>
<tr>
<td>Based on the annual student achievement goal, Teacher plans units by: 1) <strong>identifying</strong> the DCPS content standards that her/his students will master in each unit; and 2) <strong>articulating</strong> well-designed essential questions for each unit.</td>
<td>Teacher <strong>does not plan units by identifying</strong> the DCPS content standards that her/his students will master in each unit <strong>OR does not articulate</strong> well-designed essential questions for each unit.</td>
</tr>
<tr>
<td>For any given unit, <strong>1/2</strong> of the students (2 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.</td>
<td>For any given unit, <strong>less than 1/2</strong> of the students (1 or 0 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.</td>
</tr>
<tr>
<td>Based on the long-term plan, Teacher plans daily lessons by <strong>identifying</strong> lesson objectives that are aligned to the DCPS content standards.</td>
<td>Teacher has <strong>little or no evidence</strong> of daily lesson planning based on the DCPS content standards.</td>
</tr>
</tbody>
</table>

*Each line of the rubric is assessed independently.*
## TLF RUBRIC

### TLF T1: FOCUS STUDENTS ON LESSON OBJECTIVES

<table>
<thead>
<tr>
<th>Level 4 (Highest)</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong> effectively develops students’ understanding of the objective by: 1) communicating what students will know or be able to do by the end of the lesson; 2) connecting the objective to prior knowledge; 3) explaining the importance of the objective; and 4) referring back to the objective at key points during the lesson.</td>
<td><strong>Teacher</strong> effectively develops students’ understanding of the objective by: 1) communicating what students will know or be able to do by the end of the lesson; 2) connecting the objective to prior knowledge; and 3) explaining the importance of the objective.</td>
</tr>
</tbody>
</table>

#### Communication of Objective

- **Communicates** the objective (i.e., what students are learning and what they will know or be able to do by the end of the lesson).
  - For example:
    - “Students will be able to identify the main causes of World War II.”
    - “Students will be able to describe the characteristics of an effective essay.”
    - “Students will be able to divide by two-digit numbers.”
  - Note: To “communicate” the objective, the teacher must have it written in the room (e.g., on the board, on a projector, or on handouts for students) and must focus student attention on it in some way (e.g., by reading it to students or having them read it together).

#### Connection to Prior Knowledge

- **Connects** the objective to students’ prior knowledge.
  - For example, the teacher might relate the current lesson to previous lessons, to what students have learned in other classes, or to the students’ personal background or knowledge.

#### Importance of Objective

- **Explains** the importance of learning the objective by giving specific and meaningful real world or academic applications.
  - For example, the teacher might explain why solving equations is an essential skill for architects or explain how learning to compose clear thesis statements will help students write better essays in future classes.

#### References to Objective

- **Refers back** to the objective at key points during the lesson.
  - For example, the teacher might introduce each activity by explaining how it will help students accomplish the objective or might have students verbalize how their work connects to the objective.

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<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>LEVEL 1 (LOWEST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher <strong>effectively</strong> develops students’ understanding of the objective by: 1) <strong>communicating</strong> what students will know or be able to do by the end of the lesson; and 2) <strong>connecting</strong> the objective to prior knowledge.</td>
<td>Teacher <strong>ineffectively</strong> develops students’ understanding of the objective by <strong>not communicating</strong> it OR teacher does not have a clear objective OR teacher’s lesson does not connect to the objective.</td>
</tr>
</tbody>
</table>
| **Communicates** the objective (i.e., what students are learning and what they will know or be able to do by the end of the lesson). **For example:**  
- “Students will be able to identify the main causes of World War II.”  
- “Students will be able to describe the characteristics of an effective essay.”  
- “Students will be able to divide by two-digit numbers.” **Note:** To “communicate” the objective, the teacher must have it written in the room (e.g., on the board, on a projector, or on handouts for students) and must focus student attention on it in some way (e.g., by reading it to students or having them read it together). | **Does not communicate** the objective. **For example:**  
- The teacher might not have the objective written in the room.  
- The teacher might have the objective written in the room but not communicate it.  
- **Does not have** a clear objective. **For example:**  
- The objective might only identify the topic and not state what students will know or be able to do by the end of the lesson (e.g., the objective might read “Addition” or “Learn about the Civil War”).  
- There may be no objective for the lesson.  
- Communicates an objective but lesson **does not connect** to the objective. |
| **Connects** the objective to students’ prior knowledge. **For example,** the teacher might relate the current lesson to previous lessons, to what students have learned in other classes, or to the students’ personal background or knowledge. | **Does not connect** the objective to students’ prior knowledge. |
| **Does not explain** the importance of learning the objective by giving specific and meaningful real world or academic applications. | |
## TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

**Note:** In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

<table>
<thead>
<tr>
<th>TLF T2: DELIVER CONTENT CLEARLY</th>
<th>LEVEL 4 (HIGHEST)</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASSROOM PRESENCE</strong></td>
<td>Teacher has a dynamic presence in the classroom AND delivers content that is: 1) factually correct; 2) well-organized; and 3) accessible and challenging to all students.</td>
<td>Teacher has a solid presence in the classroom AND delivers content that is: 1) factually correct; 2) well-organized; and 3) accessible and challenging to most students.</td>
</tr>
<tr>
<td><strong>FACTUALLY CORRECT CONTENT</strong></td>
<td>Presents information without any mistake that would leave students with a misunderstanding at the end of the lesson. Note: A teacher may make one minor mistake that appears accidental in nature. In this case, the mistake should not affect the teacher’s rating.</td>
<td>Presents information without any mistake that would leave students with a misunderstanding at the end of the lesson. Note: A teacher may make one minor mistake that appears accidental in nature. In this case, the mistake should not affect the teacher’s rating.</td>
</tr>
<tr>
<td><strong>WELL-ORGANIZED CONTENT</strong></td>
<td>Delivers content in a well-organized manner. For example, the teacher might begin by activating prior knowledge and then present concepts in a logical sequence so that each idea builds on the previous one.</td>
<td>Delivers content in a well-organized manner. For example, the teacher might begin by activating prior knowledge and then present concepts in a logical sequence so that each idea builds on the previous one.</td>
</tr>
<tr>
<td><strong>ACCESSIBLE AND CHALLENGING CONTENT</strong></td>
<td>Makes content accessible and challenging to all students according to different levels of learning readiness. For example, the teacher might: 1) spend additional time with certain students to ensure that they can access the content or to ensure that they are adequately challenged; 2) assign leveled texts to different groups of readers; 3) make specific, appropriate accommodations and/or modifications for students with special needs.</td>
<td>Makes content accessible and challenging to most students according to different levels of learning readiness. For example, the teacher might: 1) spend additional time with certain students to ensure that they can access the content, but pay too little attention to a few struggling students to ensure that they can access the content; 2) make some accommodations and/or modifications, but not all that are necessary, for students with special needs.</td>
</tr>
</tbody>
</table>
## TLF RUBRIC

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>LEVEL 1 (LOWEST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher has a <strong>solid</strong> presence in the classroom <strong>AND</strong> delivers content that is <strong>factually correct</strong>.</td>
<td>Teacher has an <strong>inadequate</strong> presence in the classroom <strong>OR</strong> delivers <strong>factually incorrect</strong> information.</td>
</tr>
<tr>
<td><strong>Has a solid presence:</strong></td>
<td></td>
</tr>
<tr>
<td>• Maintains student interest by using engaging body language, tone, and volume.</td>
<td>• May not use engaging body language, tone, and volume.</td>
</tr>
<tr>
<td>• Speaks clearly using age-appropriate language.</td>
<td>• May speak unclearly.</td>
</tr>
<tr>
<td>• Delivers content with confidence.</td>
<td>• May deliver content without confidence.</td>
</tr>
<tr>
<td>Presents information <strong>without</strong> any mistake that would leave students with a misunderstanding at the end of the lesson. <strong>Note:</strong> A teacher may make one minor mistake that appears accidental in nature. In this case, the mistake should not affect the teacher’s rating.</td>
<td>Delivers information with <strong>at least one</strong> mistake that leaves students with a misunderstanding at the end of the lesson.</td>
</tr>
<tr>
<td><strong>Does not deliver</strong> content in a well-organized manner.</td>
<td></td>
</tr>
<tr>
<td><strong>Does not make</strong> content accessible and challenging to most students according to different levels of learning readiness.</td>
<td></td>
</tr>
</tbody>
</table>
## TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

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### LEVEL 4 (HIGHEST) LEVEL 3

| TLF T3: ENGAGE ALL STUDENTS IN LEARNING |  
|----------------------------------------|----------------------------------------|
| All or nearly all students are actively engaged throughout the lesson. | Approximately ¾ of the students are actively engaged throughout the lesson. |

#### Examples of Active Engagement

- Students are attentive to visual cues.
- Students are eager to respond.
- Students are sitting up and tracking the teacher.
- Students ask questions or make comments about the lesson.
- Students follow directions.
- Students have their hands raised.
- Students interact constructively with materials and manipulatives.
- Students interact constructively with their peers and the teacher.

#### Notes

1) Observers will assess the fraction of students actively engaged every five minutes during the lesson. The average of those ratings will serve as the overall score for this standard.

2) If certain behaviors (e.g., rocking, tapping, or walking in class) are part of a student’s IEP accommodation, they should not be considered signs of disengagement.
## TLF RUBRIC

### LEVEL 2

<table>
<thead>
<tr>
<th>Approximately ½ of the students are actively engaged throughout the lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students make connections to their lives and the real world.</td>
</tr>
<tr>
<td>Students participate in whole group activities.</td>
</tr>
<tr>
<td>Students proactively attempt to clarify misunderstandings.</td>
</tr>
</tbody>
</table>

### LEVEL 1 (LOWEST)

<table>
<thead>
<tr>
<th>Less than ½ of the students are actively engaged throughout the lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students volunteer to come to the board.</td>
</tr>
<tr>
<td>Students work diligently on assignments.</td>
</tr>
</tbody>
</table>
TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

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<thead>
<tr>
<th>LEVEL 4 (HIGHEST)</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TLF T4: TARGET MULTIPLE LEARNING STYLES</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher attempts to target 3 or more learning styles and effectively targets at least 3.</td>
<td>Teacher attempts to target 3 or more learning styles and effectively targets 2.</td>
</tr>
</tbody>
</table>

**Notes**

1) Some examples of learning styles include auditory, visual, kinesthetic, tactile, and social/interpersonal.

2) An “effective” effort to target a learning style is one that is well-executed and significantly promotes student mastery of the objective. For example, a math teacher might have her/his students make angles with their arms as part of a lesson on different types of angles. Since the activity promotes student mastery of the objective, this would be counted as an “effective” targeting of the kinesthetic learning style as long as it was well-executed. If it was not well-executed (e.g., students were given unclear instructions and so did not understand how to make different types of angles with their arms), then it would count as a learning style “attempted” rather than as a learning style targeted “effectively.”

3) A teacher must make a legitimate effort to target a learning style in order for it to be counted as an “attempted” learning style. An activity that has little or no connection to the objective should not be counted as an attempt (e.g., a physical activity just to reenergize students should not be counted as an attempt to target the kinesthetic learning style).
### TLF RUBRIC

#### LEVEL 2
- Teacher attempts to target 2 learning styles and effectively targets 2.

#### LEVEL 1 (LOWEST)
- Teacher attempts to target fewer than 2 learning styles OR effectively targets fewer than 2.

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4) There are different ways in which teachers effectively target multiple learning styles:

- The teacher might assign different activities tailored to students’ individual learning styles or allow students to choose their own learning experience based on individual preferences. For example, tactile students might derive the formula for the area of a triangle by cutting rectangles in half while visual students might study pictures of triangles and rectangles on grid paper to observe that the area of a triangle is half the area of a rectangle.

- Or, the teacher might provide the whole class with the opportunity to interact with or engage in learning experiences that address diverse learning styles. For example, the teacher might show students hand gestures and movements that represent the relative sizes of different units of measurement (visual). The teacher might then lead a game of Simon Says in which students demonstrate the sizes of units of measurement with their hands (kinesthetic). Finally, students might work in pairs to answer questions about which units of measurement would be appropriate for given scenarios (interpersonal).
# Teaching and Learning Framework (TLF) Rubric: Teach

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## Level 4 (Highest)

**TLF T5A: Check for and Respond to Student Understanding During the Lesson**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks for understanding of content at all key moments (i.e., when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through independent practice).</td>
<td>Gets an accurate “pulse” of the class’s understanding from every check such that the teacher has enough information to adjust subsequent instruction if necessary.</td>
</tr>
</tbody>
</table>

**Examples of Checks for Understanding**

- Asking clarifying questions
- Asking reading comprehension questions
- Asking students to rephrase material
- Calling on students individually from within groups
- 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

**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 even if she or he does not call on every student. Or, if the teacher checks the understanding of a number of students, finds that very few of them understand some part of the lesson, and immediately reteaches that part to the entire class, s/he should receive credit for effectively getting the “pulse” of the class because s/he gained enough information to be able to adjust subsequent instruction.
## LEVEL 2

<table>
<thead>
<tr>
<th>Teacher is somewhat effective at checking for understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks for understanding of content but misses several key moments (i.e., when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through independent practice).</td>
</tr>
<tr>
<td>Gets an accurate “pulse” of the class’s understanding from most checks (i.e., a majority) such that the teacher has enough information to adjust subsequent instruction if necessary.</td>
</tr>
</tbody>
</table>

- Scanning progress of students working independently
- Using constructed responses
- Using exit slips

## LEVEL 1 (LOWEST)

<table>
<thead>
<tr>
<th>Teacher is ineffective at checking for understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks for understanding of content but misses nearly all key moments (i.e., when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through independent practice) OR does not check for understanding.</td>
</tr>
<tr>
<td>Does not get an accurate “pulse” of the class’s understanding from most checks.</td>
</tr>
</tbody>
</table>

For example, the teacher might:
- Neglect some students.
- Use checks that provide only a limited picture of student understanding (e.g., the questions are too simple to get a complete view of how well students have mastered the objective).

- Using Fist-to-Five
- Using role playing
- Using Think-Pair-Share

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) All of the techniques in the list of examples above 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 well-executed and appropriate to the objective and thus succeed in getting the “pulse” of the class’s understanding.
## TLF RUBRIC

### TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

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<table>
<thead>
<tr>
<th>TLF T5B</th>
<th>LEVEL 4 (HIGHEST)</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TLF T5B: RESPOND TO STUDENT MISUNDERSTANDINGS</strong></td>
<td>Teacher responds to almost all student misunderstandings with effective scaffolding.</td>
<td>Teacher responds to about 3/4 of student misunderstandings with effective scaffolding.</td>
</tr>
</tbody>
</table>

**Examples of Techniques for Scaffolding Learning**

- Activating background knowledge
- Asking leading questions
- Breaking the task into smaller parts
- Coaching
- Communicating concrete prompts
- Giving hints or cues with a mnemonic device
- Having students verbalize their thinking processes

**Notes**

1) At some points in a lesson, it is not appropriate to immediately respond to student misunderstandings (e.g., 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 cases such as this, 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.

2) In some cases, it can be appropriate for a teacher to continue with the lesson even if a student or a small number of students still does not understand, provided that the teacher clearly makes some arrangement to address the misunderstanding later.
## TLF RUBRIC

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>LEVEL 1 (LOWEST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher responds to about 1/2 of student misunderstandings with effective scaffolding.</td>
<td>Teacher responds to less than 1/2 of student misunderstandings with effective scaffolding.</td>
</tr>
</tbody>
</table>

- Helping students to think aloud
- Modeling
- Providing auditory cues
- Providing visual cues
- Suggesting strategies or procedures
- Using analogies

3) All of the techniques in the list of examples above 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.

4) If there are no evident student misunderstandings during the 30-minute observation, this category should be scored “N/A.”
TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

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TLF T5C: PROBE FOR HIGHER-LEVEL UNDERSTANDING

**LEVEL 4 (HIGHEST)**

Teacher frequently responds to students’ correct answers by probing for higher-level understanding in an effective manner.

**Examples of Probes for Higher-Level Understanding**

- Activating higher levels of inquiry on Bloom’s taxonomy (i.e., using words such as “analyze,” “classify,” “compare,” “decide,” “evaluate,” “explain,” “restate,” or “represent”)

**LEVEL 3**

Teacher sometimes responds to students’ correct answers by probing for higher-level understanding in an effective manner.

- 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 understanding in a different context

**Notes**

1) At some points in a lesson, it is not appropriate to immediately probe for higher-level understanding (e.g., if students are rehearsing a skill such as pronunciation of phonemes). 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 “N/A.”

2) The percentage of student answers that a teacher should respond to by probing for 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 likely be probing for higher-level understanding much of the time. In this case, an observer might be looking for a teacher to probe for higher-level understanding in response to roughly 50% or more of students’ correct answers in order to be rated as “frequently.” In contrast, in a lesson on the appropriate use of punctuation, a teacher should still be probing for higher-level understanding but might not do so quite as frequently. In this case, an observer might be looking for a teacher to probe for higher-level understanding in response to roughly 25% of students’ correct answers in order to be rated as “frequently.”
### LEVEL 2

- Teacher rarely responds to students’ correct answers by probing for higher-level understanding in an effective manner.

### LEVEL 1 (LOWEST)

- Teacher never responds to students’ correct answers by probing for higher-level understanding in an effective manner.

- Asking students questions to help them make connections
- Increasing rigor of lesson content or assessment
- Prompting students to make connections to previous material or prior knowledge

3) All of the techniques in the list of examples above can be effective probes for 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 an effective probe, the technique must be well-executed and appropriate to the objective and thus succeed in activating higher-level understanding.
## TLF RUBRIC

### LEVEL 4 (HIGHEST)

**TLF T6: MAXIMIZE INSTRUCTIONAL TIME**

<table>
<thead>
<tr>
<th>ROUTINES, PROCEDURES &amp; TRANSITIONS</th>
<th>INSTRUCTIONAL PACING</th>
<th>CLASSROOM MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher is <strong>very effective</strong> at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.</td>
<td><strong>No</strong> instructional time is lost due to inefficient instructional pacing.</td>
<td><strong>No</strong> instructional time is lost due to inappropriate or off-task student behavior.</td>
</tr>
</tbody>
</table>
| **No** instructional time is lost due to poorly designed routines and procedures or poorly executed transitions between activities.  
*For example:*  
- Routines and procedures run smoothly without any prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do.  
- Transitions are orderly, efficient, and systematized, and require little teacher direction.  
- Students are never idle while waiting for the teacher (e.g., while the teacher takes attendance or prepares materials). | **No** instructional time is lost due to inefficient instructional pacing.  
*For example:*  
- The teacher spends an appropriate amount of time on each part of the lesson.  
- The lesson progresses at a rapid enough pace that students are almost never bored or left with nothing to do (e.g., after finishing the assigned work). | **No** instructional time is lost due to inappropriate or off-task student behavior.  
*For example:*  
- Inappropriate or off-task student behavior never interrupts or delays the lesson.  
- The teacher never needs to stop the lesson to address student behavior. |
| Teacher is **mostly effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management. | **Little** instructional time is lost due to poorly designed routines and procedures or poorly executed transitions between activities.  
*For example:*  
- Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities but may have to ask a few questions or receive teacher guidance occasionally.  
- Transitions are generally smooth but require more teacher direction in order to run efficiently.  
- Students may be idle for very brief periods of time while waiting for the teacher (e.g., while the teacher takes attendance or prepares materials). | **Little** instructional time is lost due to inefficient instructional pacing.  
*For example:*  
- The teacher spends too much time on one part of the lesson (e.g., allows the opening to continue longer than necessary).  
- The lesson progresses at a quick pace, but students may occasionally be bored or left with nothing to do (e.g., after finishing the assigned work). |
| **Little** instructional time is lost due to poorly designed routines and procedures or poorly executed transitions between activities. | **Little** instructional time is lost due to inefficient instructional pacing.  
*For example:*  
- Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities but may have to ask a few questions or receive teacher guidance occasionally.  
- Transitions are generally smooth but require more teacher direction in order to run efficiently.  
- Students may be idle for very brief periods of time while waiting for the teacher (e.g., while the teacher takes attendance or prepares materials). | **Little** instructional time is lost due to inappropriate or off-task student behavior.  
*For example:*  
- Inappropriate or off-task student behavior only occasionally interrupts or delays the lesson.  
- The teacher rarely needs to stop the lesson to address student behavior. |
<table>
<thead>
<tr>
<th><strong>LEVEL 2</strong></th>
<th><strong>LEVEL 1 (LOWEST)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher is <em>somewhat effective</em> at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.</td>
<td>Teacher is <em>ineffective</em> at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.</td>
</tr>
</tbody>
</table>
| **Some** instructional time is lost due to poorly designed routines and procedures or poorly executed transitions between activities.  
*For example:*  
- 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 (e.g., while the teacher takes attendance or prepares materials). | **Significant** instructional time is lost due to poorly designed routines and procedures or poorly executed transitions between activities.  
*For example:*  
- 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 simply ignore the teacher.  
- Transitions are disorderly and inefficient despite constant teacher direction.  
- Students may be idle for significant periods of time while waiting for the teacher (e.g., while the teacher takes attendance or prepares materials). |
| **Some** instructional time is lost due to inefficient instructional pacing.  
*For example:*  
- The teacher spends an excessive amount of time on one or more parts of the lesson (e.g., continues the guided practice even after all students have clearly mastered the skill).  
- The lesson progresses at a moderate pace, but students are sometimes bored or left with nothing to do (e.g., after finishing the assigned work). | **Significant** instructional time is lost due to inefficient instructional pacing.  
*For example:*  
- The teacher spends an inappropriate amount of time on one or more parts of the lesson (e.g., spends 20 minutes on the warm-up).  
- The lesson progresses at a notably slow pace, and students are frequently bored or left with nothing to do (e.g., after finishing the assigned work). |
| **Some** instructional time is lost due to inappropriate or off-task student behavior.  
*For example:*  
- Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.  
- The teacher frequently needs to stop the lesson to address student behavior. | **Significant** instructional time is lost due to inappropriate or off-task student behavior.  
*For example:*  
- Inappropriate or off-task student behavior constantly interrupts or delays the lesson.  
- The teacher constantly needs to stop the lesson to address student behavior. |
### TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

**NOTE:** In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

<table>
<thead>
<tr>
<th><strong>TLF T7: INVEST STUDENTS IN LEARNING</strong></th>
<th><strong>Level 4 (Highest)</strong></th>
<th><strong>Level 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>There is <strong>significant</strong> evidence that the teacher: 1) establishes high expectations for all students and engages students in rigorous academic work; <strong>AND</strong> 2) effectively works to instill the belief that students can succeed if they work hard.</td>
<td>There is <strong>some</strong> evidence that the teacher: 1) establishes high expectations for all students and engages students in rigorous academic work; <strong>AND</strong> 2) effectively works to instill the belief that students can succeed if they work hard.</td>
<td></td>
</tr>
</tbody>
</table>

**Evidence of High Expectations and Rigor**

- Assigning challenging content and work that accelerates learning while pushing students towards attainable objectives
- Communicating and modeling high standards for student performance
- Eliciting student comments indicating rigor of content and activities
- Explicitly setting ambitious classroom goals
- Giving all students adequate time to answer questions
- Not accepting inadequate work
- Providing timely, tailored, and thorough feedback to all students
- Rewarding and reinforcing incremental successes towards goals
**Evidence of Belief that Hard Work Leads to Success**

- Affirming (verbally or in writing) student effort or the connection between hard work and achievement
- Demonstrating perseverance, optimism, and positivity when working with a frustrated student
- Employing motivational activities (e.g., affirmation chants, poems, and cheers)
- Encouraging students to take academic risks through classroom activities
- Tying reward systems to academic achievement and/or effort
- Using monitoring systems (e.g., reading logs, process charts) that show evidence of goal setting
**LEVEL 4 (HIGHEST)**

**TLF T8: INTERACT POSITIVELY AND RESPECTFULLY WITH STUDENTS**

- There is **significant** evidence that the teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and **no** instances of disrespect by the teacher.

**LEVEL 3**

- There is **some** evidence that the teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and **no** instances of disrespect by the teacher.

**Evidence of Positive Rapport**

- Calling on a variety of students
- Demonstrating reciprocal trust
- Discussing student feelings
- Encouraging students to take academic risks
- Maintaining eye contact
- Maintaining a friendly demeanor
- Providing genuine, regular affirmations

**Notes**

A stern or assertive tone does not necessarily constitute disrespect. A teacher may sternly admonish a student or the entire class while still being respectful. Similarly, a sarcastic tone can be respectful and demonstrate positive rapport, though at other times it can constitute disrespect. Observers should take the teacher’s tone, the context, and the students’ reactions into consideration in assessing whether these situations demonstrate positive rapport or disrespect.
## TLF RUBRIC

### LEVEL 2

| There is at least a little evidence that the teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and no instances of disrespect by the teacher. |

### LEVEL 1 (LOWEST)

| There is no evidence that the teacher has a positive rapport with her/his students OR there are 1 or more instances of disrespect by the teacher. |

### Examples of Disrespect

- Directing inappropriate personal comment toward a student
- Dismissing student needs (e.g., “I won’t help you” or “I’m done with you”)
- Dismissively or critically commenting on a student or her/his family
- Drawing negative attention to a student’s disability
- Embarrassing a student
- Using sarcasm that visibly hurts or decreases the comfort of one or more students
## TLF T9A: STUDENT BEHAVIOR

### LEVEL 4 (HIGHEST)

<table>
<thead>
<tr>
<th>Inappropriate and off-task student behavior has no impact on the learning of students in the class.</th>
<th>Inappropriate and off-task student behavior has little impact on the learning of students in the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For example:</strong></td>
<td><strong>For example:</strong></td>
</tr>
<tr>
<td>• There may be rare instances of inappropriate or off-task student behavior, but these are isolated to the student and momentary in duration.</td>
<td>• There may be periodic instances of inappropriate or off-task student behavior, but these are isolated to the student and momentary in duration.</td>
</tr>
<tr>
<td>• Inappropriate or off-task student behavior never escalates or causes other students to get off-task.</td>
<td>• Inappropriate or off-task student behavior never escalates and only causes other students to briefly get off-task on a few occasions.</td>
</tr>
<tr>
<td>• At all times, students follow established expectations of behavior and the teacher almost never has to interrupt instruction to address student behavior.</td>
<td>• The teacher might periodically have to interrupt instruction to address student behavior, but all interruptions are brief and do not interrupt the flow of instruction.</td>
</tr>
</tbody>
</table>

### Examples of Inappropriate Behaviors

- Students leave the classroom without permission.
- Students inappropriately use school equipment, supplies, and facilities.
- Students pass notes.
- Students push, fight, or engage in other inappropriate or disruptive physical contact.
- Students sharpen pencils for excessive periods of time.
- Students sleep in class.

### Notes

1) Observers should consider developmental level in determining what constitutes inappropriate or off-task behavior. For example, sleeping might not be considered an off-task behavior in an early childhood class in the same way that it would be in a high school class.

2) If certain behaviors (e.g., rocking, tapping, or walking in class) are part of a student’s IEP accommodation, they should not be considered inappropriate.
<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>LEVEL 1 (LOWEST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate and off-task student behavior has <strong>some</strong> impact on the learning of students in the class.</td>
<td>Inappropriate and off-task student behavior has a <strong>significant</strong> impact on the learning of students in the class.</td>
</tr>
</tbody>
</table>

**For example:**
- There may be frequent instances of inappropriate or off-task student behavior. These may involve individuals or groups of students and may persist, but they do not last throughout the class period.
- Inappropriate or off-task student behavior may occasionally escalate and may frequently cause other students to get off-task, but students are still generally able to focus on the lesson.
- The teacher frequently has to interrupt instruction to get students back on task, but is still generally able to maintain the flow of instruction.

**For example:**
- There may be constant instances of inappropriate or off-task behavior. These may involve individuals or groups of students, and they may last throughout the class period.
- Inappropriate or off-task student behavior may frequently escalate and generally prevents most students in the class from being able to focus on the lesson.
- The teacher constantly has to interrupt instruction to address student behavior and is unable to maintain the flow of instruction.

- Students socially converse with peers.
- Students throw objects.
- Students use profanity or make inappropriate gestures.
- Students use unauthorized portable electronic devices (e.g., mp3 players, cell phones).
- Students wander or run around the room.
## TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.*

### LEVEL 4 (HIGHEST)

**TLF T9B: REINFORCE POSITIVE BEHAVIOR**

| Teacher strategically reinforces positive behavior AND there is significant evidence that students reinforce positive classroom culture. |

| Teacher strategically reinforces positive behavior. |

#### Effective Ways to Reinforce Positive Behavior

- Calling parents to recognize successes
- Employing teaming strategies
- Having short, individual conversations to affirm positive behavior
- Non-verbally recognizing positive behavior (e.g., smiling, giving a thumbs-up or a high-five)
- Tracking behavior through charts on walls or desks
- Using individual and/or class incentives
- Verbally recognizing positive behavior
- Writing notes or praise to students

#### Notes

1. A teacher “strategically” reinforces positive behavior (Level 3 and 4) by reinforcing positive behavior at key moments to preempt inappropriate or off-task behavior or to bolster the positive behavior of a student who has struggled with inappropriate or off-task behavior.
<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>LEVEL 1 (LOWEST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher reinforces positive behavior.</td>
<td>Teacher does not reinforce positive behavior.</td>
</tr>
</tbody>
</table>

### Evidence that Students Reinforce Positive Classroom Culture

- Students actively listen and respond to each other during discussion.
- Students clap for each other.
- Students encourage each other with verbal praise or redirection.
- Students help each other grasp new concepts.
- Students help with classroom jobs or tasks.
- Students remain on task and ignore peers who exhibit off-task behavior.
- Students remind each other of behavior expectations in an appropriate manner.
- Students share or lend supplies.
- Students use respectful, polite language with each other.

2) The frequency with which teachers reinforce positive behavior will likely vary depending on grade level and on the strength of the teacher’s classroom management. Effective teachers who have established clear expectations for behavior and are strong in classroom management may not need to engage in frequent reinforcement of positive behavior. A teacher like this who only reinforces positive behavior once or twice during the class period, perhaps targeting these reinforcements to individual students, can still be rated at Level 3 or 4 if these were the only times it was necessary to reinforce positive behavior.
## TLF RUBRIC

### TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

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<table>
<thead>
<tr>
<th>TLF T9C: ADDRESS INAPPROPRIATE, OFF-TASK, OR CHALLENGING BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 4 (HIGHEST)</strong></td>
</tr>
<tr>
<td>Teacher addresses almost all inappropriate, off-task, or</td>
</tr>
<tr>
<td>challenging behavior efficiently.</td>
</tr>
</tbody>
</table>

**Examples of Addressing Inappropriate, Off-Task, or Challenging Behavior Efficiently**

- Allowing students to have a moment to calm down
- Asking students to state their conflicts in order to find a mutually agreed upon solution
- Developing behavior contracts with students
- Employing use of student self-reflection sheets
- Encouraging students to move to a new location to calm down
- Encouraging students to speak with a peer about a problem
- Encouraging students to write about the problem in a journal
- Engaging students in one-on-one “talk time”
- Gesturing or using other non-verbal behavior cues
- Helping students to use emotion management techniques

**Notes**

1) Addressing inappropriate, off-task, or challenging behavior “efficiently” means addressing it quickly and effectively. Addressing behavior quickly does not necessarily mean that a teacher must address each behavior as soon as it arises (see Note #2), but rather that, when a teacher does address a behavior, s/he must address it quickly so that instructional time is not lost. Addressing behavior effectively means that, when a teacher addresses a behavior, s/he must address it in a way that ensures that the behavior does not continue, escalate, or recur.
### LEVEL 2

<table>
<thead>
<tr>
<th>Teacher addresses some inappropriate, off-task, or challenging behavior efficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Moving students who are having trouble focusing</td>
</tr>
<tr>
<td>• Purposefully ignoring attention-seeking behavior that does not disrupt instruction</td>
</tr>
<tr>
<td>• Quietly communicating a warning</td>
</tr>
</tbody>
</table>

### LEVEL 1 (LOWEST)

<table>
<thead>
<tr>
<th>Teacher does not address off-task, inappropriate, or challenging behavior efficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognizing students who exhibit positive behavior</td>
</tr>
<tr>
<td>• Reminding students of class rules</td>
</tr>
<tr>
<td>• Standing near students who are off-task</td>
</tr>
</tbody>
</table>

2) In some cases, an effective teacher might not address an inappropriate or off-task student behavior immediately. For example, if a student is engaging in an attention-seeking inappropriate behavior, the most effective strategy might sometimes be to ignore the behavior as long as it is not affecting the learning of other students. Observers should consider the context of the behavior, other students’ responses to it, and how long it persists in determining whether ignoring a particular student behavior is an effective means of addressing it.

3) If there are no off-task, inappropriate, or challenging behaviors during the entire observation period and the teacher thus has no opportunity to address them effectively, the teacher should receive a Level 4.
### TLF RUBRIC

**TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: INCREASE EFFECTIVENESS**

*NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.*

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

<table>
<thead>
<tr>
<th>LEVEL 4 (HIGHEST)</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: 1) routinely <strong>uses assessments</strong> to measure student mastery of content standards; and 2) provides students with <strong>multiple ways</strong> of demonstrating mastery (e.g., selected response, constructed response, performance task, and personal communication).</td>
<td>Teacher: 1) routinely <strong>records</strong> the student progress data gathered in IE 1; and 2) <strong>uses a system</strong> (e.g., gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery.</td>
</tr>
</tbody>
</table>

*Each line of the rubric is assessed independently.*
<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>LEVEL 1 (LOWEST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher routinely <strong>uses assessments</strong> to measure student mastery of content standards.</td>
<td>Teacher <strong>does not routinely use assessments</strong> to measure student mastery of content standards.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher routinely <strong>records</strong> the student progress data gathered in IE 1.</td>
<td>Teacher <strong>does not routinely record</strong> student progress data gathered in IE 1.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>In response to IE 2, Teacher <strong>re-teaches</strong>, as appropriate.</td>
<td>Teacher <strong>does not re-teach.</strong></td>
</tr>
</tbody>
</table>