

COLLEGE READY TEACHING	
Domain 1: Data-Driven Planning and Assessing Student Learning	
Standards	Indicators
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery	A) Selection and progression assessments
	B) Planned response to assessment data
Domain 2: The Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instruction	A) Lesson Structure
	B) Cognitive level of student learning experiences
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 Monitoring student learning during instruction	A) Checking for understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring

The College Ready Teaching Framework 2014-2015

CONTRIBUTIONS TO SCHOOL COMMUNITY AND FAMILIES

Domain 4: Developing Professional Practice

4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Use of feedback
4.2 Engage in collaborative relationships with peers	A) Participation in a professional community
	B) Professional development
	C) Participation in the school community
4.3 Exhibiting and upholding the Green Dot Core Values	A) Unwavering belief in all student's potential
	B) Passion for excellence
	C) Personal Responsibility
	D) Respect for others and community
	E) All stakeholders critical to process

Domain 5: Developing Partnerships with Family and Community

5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge or use of community resources

Domain 1: Data-Driven Planning and Assessing Student Learning

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives for instructional plans	1.1A Selection of learning objectives	Learning objective(s) is missing a specific level of cognition or content. AND Learning objective(s) is misaligned with progress toward mastery of content standards.	Learning objective(s) is missing either a specific level of cognition or content. OR Learning objective(s) is misaligned with progress toward mastery of content standards.	Learning objective(s) includes both a specific level of cognition and content. AND Learning objective(s) is aligned to and progresses toward mastery of content standards.	<i>All of level 3 and...</i> Teacher creates secondary learning objective(s) that aligns to differentiated learning activities to meet the identified needs of individuals or subgroups of students.
	1.1B Measurability of learning objective(s)	Proving behavior does not measure the independent mastery of the learning objective(s).	Proving behavior measures the independent mastery of the learning objective(s). AND Proving behavior includes general criteria (quantitative or qualitative) for measuring success.	Proving behavior measures the independent mastery of the learning objective(s). AND Proving behavior includes specific criteria (quantitative or qualitative) for measuring success.	<i>All of level 3 and...</i> Proving behavior(s) includes opportunity for student choice. OR Proving behavior(s) includes opportunity for differentiated outputs. OR Proving behavior measures mastery of learning objective(s) through multiple methods.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	1.2A Design and sequence of learning experiences	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are either not sequenced or not timed to enable students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are either not sequenced or not timed to enable students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.	The design of the learning experiences is aligned to the learning objective(s). AND The design of the learning experiences is sequenced and timed to enable all students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.	<i>All of level 3 and...</i> The timing or sequence of the learning experiences is differentiated for individual students or subgroups of students. OR The design of the learning experiences offers students choice in time or sequence of learning experiences.

Domain 1: Data-Driven Planning and Assessing Student Learning

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
	1.2B Creating cognitively engaging learning experiences for students	Instructional plans do not provide opportunity for cognitively engaging learning experiences throughout the lesson. OR The instructional plans do not include appropriate support so that all students can access the content of the lesson.	The teacher designs each learning experience with appropriate support, but inconsistently plans cognitively engaging learning experiences throughout the lesson. OR Instructional plans include cognitively engaging learning experiences throughout the lesson cycle, but inconsistently include appropriate support so that all students can access the content of the lesson.	Instructional plans include cognitively engaging learning experiences throughout the lesson. AND Teacher designs each learning experience with appropriate support so that all students can access the content of the lesson.	<i>All of level 3 and...</i> Teacher designs differentiated learning experiences for individual students or subgroups of students. OR Teacher structures lesson to offer student choice of learning experiences to enhance cognitive engagement.
1.3 Use student data to guide planning	1.3A Lesson design guided by data	The teacher does not cite data. OR Data is used to inform neither content nor instructional strategies.	The teacher cites multiple sources of data, but they are not relevant to the objective. OR The teacher cites multiple sources of data, but none of the sources are current and specific. OR Data is used to inform only content <i>or</i> instructional strategies.	The teacher cites multiple sources of data relevant to the objective including sources that are current and specific. AND Data informs the content and instructional strategies to scaffold for individual students or subgroups of students.	<i>All of Level 3 and...</i> The teacher plans differentiated learning experiences to meet the needs of individual students or subgroups of students based on cited data. OR The teacher plans for students to use their own data to inform choice of learning experience.
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	1.4A Knowledge of subject matter to identify pre-requisite knowledge	The teacher does not accurately identify the prerequisite knowledge necessary to access the lesson.	The teacher accurately identifies the prerequisite knowledge necessary to access the lesson, but does not include strategies to activate prerequisite knowledge. OR The teacher accurately identifies the prerequisite knowledge or skills necessary to access the lesson, but does not include opportunities to address potential gaps.	The teacher accurately identifies the prerequisite knowledge necessary to access the lesson. AND The teacher includes opportunities to activate prerequisite knowledge necessary to access the lesson. AND The teacher includes strategies to address potential gaps in prerequisite knowledge or skills necessary to access the lesson.	<i>All of level 3 and...</i> The teacher designs differentiated learning experiences to address potential gaps for individual students or subgroups of students.

Domain 1: Data-Driven Planning and Assessing Student Learning

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
	1.4B Addresses common content misconception(s)	The teacher does not anticipate common student content misconception(s).	The teacher anticipates common student content misconception(s) but does not include a strategy for addressing each misconception.	The teacher anticipates common student content misconception(s) that would inhibit the students' ability to master the learning objective(s) and includes a strategy for addressing each misconception.	<i>All of level 3 and...</i> The teacher includes strategies that ensure students recognize and correct these misconceptions. OR The teacher includes multiple strategies for correcting the same misconceptions.
1.5 Design assessments to ensure student mastery	1.5A Selection and progression of assessments	Checks for understanding are not aligned to the learning objective(s). OR Checks for understanding are not planned.	Checks for understanding are inconsistently aligned to the learning objective(s). OR Checks for understanding do not yield actionable data. OR Checks for understanding are planned for a single component of the lesson cycle.	Different types of checks for understanding are selected to yield actionable data about progress towards mastery of the learning objective(s). AND Checks for understanding are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).	<i>All of level 3 and...</i> Checks for understanding are differentiated to yield actionable data about individual students or subgroups of students. OR Teacher offers students choice of checks for understanding to enhance progress toward or beyond the learning objective(s).
	1.5B Planned response to assessment data	The teacher has not planned to adjust instruction based on the data from checks for understanding.	The teacher inconsistently plans to adjust instruction based on the data from checks for understanding.	The teacher plans to adjust instruction based on the data from each check for understanding.	<i>All of level 3 and...</i> The teacher articulates how students will be involved in establishing next steps.

Domain 2: The Classroom Learning Environment

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
2.1 Creates a classroom/ community culture of learning	A) Value of effort and challenge	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work.	All of level 3 and... Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations	It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior consistently contributes to an academic environment.	The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or demonstrate high behavioral expectations that support the classroom's academic environment.
	B) Response to behavior	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	Classroom exhibits minimal need for teachers or students to redirect negative behavior. OR Students appropriately respond to, redirect, provide feedback, or provide positive reinforcement to each other's behavior.
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students	The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, are inconsistently appropriate for the age and needs of students, or inconsistently support student growth. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students and support student growth. AND Students exhibit respect for the teacher.	All of level 3 and... The teacher's interactions demonstrate a positive rapport with individual students.

Domain 2: The Classroom Learning Environment

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

	B) Student interactions with each other	Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	All of level 3 and... Students encourage each other individually.
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions	The teacher has not established or does not implement routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently implemented, resulting in the loss of instructional time.	The teacher has established and implemented routines, procedures, and transitions that maximize instructional time.	All of level 3 and... With minimal prompting, students effectively facilitate some routines, procedures, and transitions.

Domain 3: Instruction

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson	The learning objective(s) is not communicated. OR The learning objective(s) is unclear.	The learning objective(s) is communicated but not referred to throughout the lesson. OR Students cannot articulate the learning objective(s).	The learning objective(s) is communicated and referred to throughout the lesson. AND Students are able to articulate the learning objective(s).	<i>All of level 3 and...</i> Students are able to articulate the relevance of the learning objective(s) within or outside of the discipline.
	B) Connections to prior and future learning experiences	The teacher does not make connections between current learning objective(s) and the students' prior or future learning.	The teacher makes connections between the current learning objective(s) and the students' prior or future learning. OR The teacher makes connections to prior and future learning but the connections are vague or are primarily based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior and future learning to further student understanding of the content material.	The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning to further student understanding of the content material.
	C) Criteria for success	The teacher does not communicate criteria for successfully demonstrating attainment of the learning objective(s). OR Students are unable to articulate criteria for successfully demonstrating attainment of the learning objective(s).	The teacher communicates general criteria for successfully demonstrating attainment of the learning objective(s). OR The teacher communicates specific criteria for successfully demonstrating attainment of the learning objective(s), but students are only able to articulate general criteria for successfully demonstrating attainment of the learning objective(s).	The teacher communicates specific criteria for successfully demonstrating attainment of the learning objective(s). AND Students are able to articulate specific criteria for successfully demonstrating attainment of the learning objective(s).	<i>All of level 3 and...</i> The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).
3.2 Facilitates Instruction	3.2A Lesson structure	The teacher facilitates a lesson that is inappropriately sequenced and timed. AND The teacher does not execute a lesson that appropriately releases responsibility.	The teacher facilitates a lesson that is inappropriately sequenced or timed. OR The teacher does not execute a lesson that appropriately releases responsibility.	The teacher facilitates an appropriately sequenced and timed lesson that appropriately releases responsibility so that students can independently master the learning objective(s).	<i>All of level 3 and...</i> Teacher facilitates differentiated timing or sequencing of lesson for individual students or subgroups of students. OR Teacher offers student choice of timing or sequencing of the lesson.

Domain 3: Instruction

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
	3.2B Cognitive level of student learning experiences	Learning experiences are not cognitively engaging. OR Learning experiences do not match the level of rigor required to attain mastery of the learning objective(s).	Some learning experiences are cognitively engaging. OR Some learning experiences match the level of rigor required to attain mastery of the learning objective(s).	Learning experiences throughout the lesson are cognitively engaging for all students. AND Learning experiences consistently match the level of rigor required to attain mastery of the learning objective(s).	<i>All of level 3 and...</i> Learning experiences are differentiated for individual students or subgroups of students. OR Teacher structures lesson to offer student choice of learning experiences to enhance cognitive engagement.
3.3 Implementation of instructional strategies	A) Questioning	The teacher poses few questions to students. OR The teacher does not scaffold questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a small number of students. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking.	<i>All of Level 3 and...</i> Students pose questions that require cognitive challenge. OR Students initiate questions to further their own or other students' understanding of the content.
	B) Academic Discourse	The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning. OR The teacher provides minimal opportunities for student discussion.	In the whole class and small group discussions that occur, the teacher inconsistently requires students to use academic vocabulary, discuss academic ideas, and justify their reasoning. OR Academic discourse is limited to a small number of students.	In the whole class and small group discussions that occur, the teacher facilitates conversations that require all students to consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.	Students facilitate whole class or small group conversations and consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.
	C) Group structures	The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s). OR Teacher does not actively facilitate or monitor student participation during group structures.	The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s). OR Teacher facilitation inconsistently supports active student participation throughout all group structures.	The structure and size of grouping arrangements move students toward mastery of the learning objective(s). AND Teacher facilitation supports active student participation throughout all group structures.	<i>All of level 3 and...</i> Students support each other to work through challenging activities and hold themselves and each other accountable for individual or group work that leads to mastery of the learning objective(s).

Domain 3: Instruction

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

	D) Resources and instructional materials	Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and require cognitive engagement.	All of level 3 and... Resources and instructional materials facilitate differentiation or choice of learning experiences for individual students or subgroups of students.
3.4 Monitoring student learning during instruction	A) Checking for understanding and adjusting instruction	The teacher does not check for students' understanding of the learning objective(s) during the lesson. OR The teacher does not adjust instruction based on the data.	The teacher inconsistently checks for understanding. OR The teacher adjusts instruction ineffectively or inconsistently.	The teacher checks for understanding using different techniques throughout the lesson to yield actionable data on students' progress toward mastery of the learning objective(s). AND The teacher adjusts whole-class instruction based on the data to meet students' learning needs as necessary.	All of level 3 and... The teacher implements differentiated instruction and continued checks for understanding based on the progress of individual students or subgroups toward mastery of the learning objective(s).
	B) Feedback to students	The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).	The teacher provides feedback but not throughout the lesson. OR Feedback inconsistently advances students toward mastery of the learning objective(s).	The teacher provides feedback throughout the lesson that is specific and timely. AND Feedback consistently advances students toward mastery of the learning objective(s).	All of level 3 and... Students provide specific academic feedback to one another.
	C) Self-monitoring	The teacher does not facilitate student self-monitoring. OR The teacher facilitates self-monitoring that does not assess academic skills or knowledge related to the learning objective(s).	The teacher facilitates self-monitoring to enable students to assess their academic skills or knowledge related to the learning objective(s), but self-monitoring exercises lack specific criteria	The teacher facilitates self-monitoring with specific criteria to enable students to assess their academic skills or knowledge related to the learning objective(s).	All of level 3 and... The teacher facilitates differentiated self-monitoring to meet the needs of individual students or subgroups of students. OR Students specifically identify further steps in learning and explain how these steps develop the academic skills or knowledge related to the learning objective(s).

Domain 4: Developing Professional Practice

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which the lesson or its elements, was effective.	The teacher has an accurate impression of the lesson's effectiveness and success in meeting the instructional goals, but does not cite data to support the judgment. OR The teacher makes a somewhat accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing data to support the judgment. AND The teacher makes an accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.	<i>All of level 3 and...</i> The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional needs of subgroups or individuals.
	B) Use in future planning	The teacher does not make suggestions about how the lesson could be improved.	The teacher makes only general suggestions about how the lesson could be improved. OR The teacher makes specific suggestions about how the lesson could be improved, but does not address future instructional plans or specific instructional practices.	The teacher makes specific suggestions about how the lesson could be improved. AND The teacher explains future instructional plans based on the results of this lesson. AND The teacher explains how their specific instructional practices can be improved.	<i>All of level 3 and...</i> The teacher explains future plans for differentiated instruction based on results of this lesson.
	C) Use of feedback	The teacher rarely uses feedback from supervisors or colleagues to improve practice.	The teacher inconsistently uses feedback from supervisors and colleagues to improve practice.	The teacher consistently uses feedback from supervisors and colleagues to improve practice.	<i>All of level 3 and...</i> The teacher proactively seeks out feedback from supervisors and colleagues to improve their practice.
4.2 Engage in collaborative relationships with peers	A) Participation in a professional community	The teacher rarely participates in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive, collegial, and professional relationships with colleagues.	<i>All of level 3 and...</i> The teacher assumes appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The teacher rarely applies learning gained from professional development activities, and does not contribute to the development of others.	The teacher applies learning gained from professional development activities, and makes inconsistent contributions to the development of others.	The teacher applies the learning gained from professional development. The teacher contributes to the development of others.	<i>All of level 3 and...</i> The teacher seeks out professional development opportunities and initiates activities that contribute to the development of others.

Domain 4: Developing Professional Practice

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

	C) Participation in the school community	The teacher rarely maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher inconsistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher consistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	<i>All of level 3 and...</i> The teacher contributes to and supports the development and implementation of the agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).
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4.3 Exhibiting and upholding the Green Dot Core Values	A) Unwavering belief in all student's potential	The teacher's words and actions rarely demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions inconsistently demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	<i>All of level 3 and...</i> The teacher demonstrates leadership in encouraging others to develop this belief.
	B) Passion for excellence	The teacher is rarely solution-oriented.	The teacher is solution-oriented but inconsistently uses data and feedback to inform their decisions in order to ensure continuous improvement.	The teacher is solution oriented within the classroom and at the school site, and uses data and feedback to inform their decisions in order to ensure continuous improvement.	<i>All of level 3 and...</i> The teacher demonstrates leadership and actively participates at the school level to collaboratively develop solutions, and present them to staff and stakeholders.
	C) Personal responsibility	The teacher rarely holds themselves accountable for their results and responsibilities in their classroom and in the school community.	The teacher inconsistently holds themselves accountable for their results and responsibilities in their classroom and in the school community.	The teacher holds themselves accountable for their results and responsibilities in their classroom and in the school community.	<i>All of level 3 and...</i> The teacher demonstrates leadership to help others develop their accountability.
	D) Respect for others and community	The teacher rarely interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher inconsistently interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	<i>All of level 3 and...</i> The teacher demonstrates leadership to strengthen relationships among stakeholders.
	E) All stakeholders critical to process	The teacher rarely seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their classroom practice and at the school site.	The teacher inconsistently seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their classroom practice and at the school site.	The teacher seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their classroom practice and at the school site.	<i>All of level 3 and...</i> The teacher demonstrates leadership in helping others incorporate and use stakeholder feedback.

Domain 5: Developing Partnerships with Family and Community

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The teacher rarely initiates communication with parents in order to keep them updated about their student’s progress.	The teacher inconsistently initiates communication with parents in order to keep them updated about their student’s progress.	The teacher has a system to initiate communication with parents in order to keep them updated about their student’s progress.	<i>All of level 3 and...</i> The teacher demonstrates leadership in supporting others to develop and implement systems that initiate communication with parents.
	B) Responsiveness to parent inquiries and communication	The teacher rarely responds to parent communication in an appropriate and timely manner.	The teacher inconsistently responds to parent communication in an appropriate and timely manner.	The teacher responds to parent communication in an appropriate and timely manner.	<i>All of level 3 and...</i> The teacher demonstrates leadership in supporting others with responding to parent communication in an appropriate and timely manner.
	C) Inclusion of the family as a partner in learning decisions	The teacher rarely engages parents in the instructional program as a partner in their child’s education.	The teacher inconsistently engages parents in the instructional program as a partner in their child’s education.	The teacher engages parents in the instructional program as a partner in their child’s education.	<i>All of level 3 and...</i> The teacher demonstrates leadership in initiating endeavors and supporting others in the engagement of parents.
5.2 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy	The teacher rarely advocates for student success through setting and monitoring rigorous learning goals for college readiness.	The teacher inconsistently advocates for student success through setting and monitoring rigorous learning goals for college readiness.	The teacher advocates for student success through setting and monitoring rigorous learning goals for college readiness.	<i>All of level 3 and...</i> The teacher establishes processes through which students establish and monitor rigorous learning goals for college readiness, and self-advocate for their attainment of the goals.
	B) Knowledge or use of community resources	The teacher rarely refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	The teacher inconsistently refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	The teacher refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	<i>All of level 3 and...</i> The teacher establishes processes for students to identify and incorporate relevant resources that increase their college readiness.