

FRAMEWORKS FOR TEACHING
DOMAIN 1: PLANNING AND PREPARATION
Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements:

- *Knowledge of content* • *Knowledge of prerequisite relationships* • *Knowledge of content related pedagogy*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher displays basic content and pedagogical knowledge but does not consistently articulate connections or anticipate student misconceptions.</i>	<i>Teacher displays solid content knowledge, demonstrates connections with other topics or concepts, reflects current best practice principles, but may not always anticipate student misconceptions.</i>	<i>Teacher displays extensive content knowledge, continues to search for best practices, and anticipates students' misconceptions.</i>	<i>This incorporates features from Lesson Preparation, Building Background, and Comprehensible Input.</i>	
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	Content objectives clearly defined, displayed and reviewed with students Language objectives clearly defined, displayed and reviewed with students Content concepts appropriate for age and educational background level of students	LP-1 LP-2 LP-3
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge or prerequisite relationships when describing instruction or seeking causes for student misunderstanding.	Concepts explicitly linked to students' background experiences Links explicitly made between past learning and new concepts	BB-7 BB-8
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.	Uses a variety of techniques to make content concepts clear (modeling, visuals, hands on activities, demonstrations, body language) Supplementary materials used to a high degree, making lesson clear and meaningful (graphs, models, visuals)	CI-12 LP-4

DOMAIN 1: PLANNING AND PREPARATION
Component 1b: Demonstrating Knowledge of Students

Elements:

- Knowledge of characteristics (intellectual, social and emotional) of age group • Knowledge of students' varied approaches to learning • Knowledge of students' skills and knowledge • Knowledge of students' interests and cultural heritage

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher displays generally accurate knowledge of student differences yet displays this for the class only as a whole.</i>	<i>Teacher displays accurate knowledge of student differences and general understanding of individual student attributes.</i>	<i>Teacher displays thorough knowledge regarding differences in individual student skills, learning and background and designs instruction accordingly.</i>	<i>This incorporates features from Lesson Preparation and Building Background.</i>	
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.	Content concepts appropriate for age and educational background level of students	LP-3
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.	Supplementary materials used to a high degree making the lesson clear and meaningful (graphs, models, visuals)	LP-4 LP-5
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the skills of individuals within the large group but tends to direct instruction only to the large group.	Teacher recognizes skills of individuals in classrooms and directs instruction of individual students within the large group.	Teacher recognizes differences in each individual and designs instruction to meet each student's needs.	Adaptation of content (e.g., text, assignment) to all levels of student proficiency	LP-5 BB-8
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage yet displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.	Concepts explicitly linked to students' background experiences	BB-7

DOMAIN 1: PLANNING AND PREPARATION
Component 1c: Selecting Instructional Goals

Elements:

• VALUE: Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum standards, and frameworks • CLARITY: Goals are clearly stated as student learning and permit sound assessment • SUITABILITY FOR DIVERSE STUDENTS: Goals reflect needs of all students in a class • BALANCE: Goals represent opportunities for different types of learning – for example, thinking as well as knowledge – and coordination or integration within or across disciplines class • LONG- & SHORT- TERM INSTRUCTIONAL PLANS: Instructional plans are compatible with school/district curricular goals, and take into consideration the diverse needs of students & community.

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher goals are generally valuable, connected to standards, measurable, suitable for most students, and involve several types of learning, yet may lack coordination and integration.</i>	<i>Teacher goals are relevant and connected to standards, reflect several types of learning, suitable for most students, and permit viable methods of assessment.</i>	<i>Teacher goals are relevant to the curriculum and standards and reflect student initiative, individual learning needs, and permit viable methods of assessment.</i>		
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are generally valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.	Content concepts are appropriate for age and educational background level of students	LP-3
Clarity	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are generally clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.	Content objective are clearly defined, displayed, and reviewed with students Language objectives are clearly defined, displayed, and reviewed with students	LP-1 LP-2
Suitability for Diverse Students	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.	Content concepts are appropriate for age and educational background level of students Adaptation of content (e.g., text, assignment) to all levels of student proficiency	LP-3 LP-5
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning yet may lack coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.	Language objectives are clearly defined, displayed, and reviewed with students Activities integrate all language skills (i.e., reading, writing, listening, and speaking)	LP-2 PA-22
Long- and Short-term Instructional Plans	The teacher's long- and short-term instructional plans are not	The teacher's instructional plans are beginning to align	The teacher's instructional plans demonstrate she/he has	The teacher has long- and short-term instructional plans	Content objective are clearly defined, displayed, and	LP-1

	compatible with school and district curricular goals.	with school and district curricular goals, but may be missing parts.	an understanding of how the lesson fits into a larger unit and aligns with district/state standards	that are compatible with school/district curricular goals, and take into consideration the diverse needs of students and the community.	<p>reviewed with students</p> <p>Language objectives are clearly defined, displayed, and reviewed with students</p> <p>Links explicitly made between past learning and new concepts</p>	<p>LP-2</p> <p>BB-8</p>
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DOMAIN 1: PLANNING AND PREPARATION
Component 1d: Demonstrating Knowledge of Resources

Elements:

- *Resources for teaching* • *Resources for students*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher displays some understanding of building and District resources.</i>	<i>Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.</i>	<i>In addition to being aware of school and district resources, teacher actively seeks additional resources available through the community.</i>	<i>This incorporates features from Lesson Preparation.</i>	
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays some awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.	Supplementary materials used to a high degree, making the lesson clear and meaningful (graphs, models, visuals)	LP-4
					Adaptation of content (e.g., text, assignment) to all levels of student proficiency	LP-5
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays some awareness of resources available through school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.	Supplementary materials used to a high degree, making the lesson clear and meaningful (graphs, models, visuals)	LP-4
					Adaptation of content (e.g., text, assignment) to all levels of student proficiency	LP-5
					Ample opportunities for students to clarify concepts in L1 as needed with aide, peer, or L1text	I-19

DOMAIN 1: PLANNING AND PREPARATION
Component 1e: Designing Coherent Instruction

Elements:

• *Learning activities* • *Instructional materials and resources* • *Instructional groups* • *Lesson and unit structure*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Some activities are suitable for students, even in progression, and generally connected to standards.</i>	<i>Teacher designed activities are suitable to students, even in progression, connected to standards and employ varied instructional groups when appropriate.</i>	<i>Teacher displays thorough lesson design, connects student learning to current standards, employs instructional groups, and shows evidence of student involvement in lesson design or planning, as appropriate.*</i>	<i>This incorporates features from Lesson Preparation, Building Background, Interaction, and Practice and Application.</i>	
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Learning activities are generally suitable to students or instructional goals.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.	Meaningful activities that integrate lesson concepts (e.g., interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking	LP-6
					Hands-on materials and/or manipulatives provided for students to practice using new content knowledge	PA-20
					Activities provided for students to apply content and language knowledge in the classroom	PA-21
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	The materials and resources generally support the instructional goals, and students are generally engaged in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.	Supplementary materials used to a high degree, making the lesson clear and meaningful (graphs, models, visuals)	LP-4
					Adaptation of content (e.g., text, assignment) to all levels of student proficiency	LP-5
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are generally related to the instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.	Grouping configurations support language and content objectives of lesson	I-17
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time	The lesson or unit has a recognizable structure. Most time allocations are	The lesson or unit has a clearly defined structure that activities are organized	The lesson's or unit's structure is clear and allows for different pathways according	Links explicitly made between past learning and new concepts	BB-8

	allocations are unrealistic.	reasonable.	around. Time allocations are reasonable.	to student needs.		
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DOMAIN 1: PLANNING AND PREPARATION
Component 1f: Assessing Student Learning

Elements:

• *Congruence with instructional goals* • *Criteria and standards* • *Use for planning*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Assessment criteria and standards have been developed, are generally related to the instructional goals, and are used to plan for the class as a whole.</i>	<i>Assessment criteria are clearly communicated to students, assess goals, and results are used to plan instruction for individuals and groups.</i>	<i>Assessment criteria and standards are congruent with instructional goals and the teacher uses the assessment results to inform instruction. Students are aware of how they are meeting the established standards.</i>	<i>This incorporates features from Review and Assessment.</i>	
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.	Conducts assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson	RA-30
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed; yet have not been clearly and consistently communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.	Regularly provides feedback to students of their output (e.g., language, content, work)	RA-29
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.	Comprehensive review of key vocabulary Comprehensive review of key content concepts Regularly provides feedback to students of their output (e.g., language, content, work)	RA-27 RA-28 RA-29

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2a: Creating an Environment of Respect and Rapport

Elements:

- *Teacher interaction with students* • *Student interaction*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher interactions are generally appropriate with occasional inconsistencies. There are seldom incidents of negative behavior among students.</i>	<i>Teacher -student interactions are appropriate. Students exhibit respect for the teacher and each other.</i>	<i>Teacher -student interactions and student-student interactions demonstrate genuine caring and respect for persons as individuals as well as for their roles as teachers and/or students.</i>	<i>This incorporates features from Interaction.</i>	
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies. Most students exhibit respect for the teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.	Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts Sufficient wait time for student responses consistently provided	I-16 I-18
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students seldom demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.	Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts Ample opportunities for students to clarify concepts in L1 as needed with aide, peer, or L1text	I-16 I-19

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2b: Establishing a Culture for Learning

Elements:

• *Importance of content* • *Student pride in work* • *Expectations for learning and achievement*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher establishes instructional goals, activities, interactions and the classroom environment convey basic expectations for student achievement. Most students invest some energy in the quality of the work.</i>	<i>Teacher establishes instructional goals and activities that reflect high expectations; and students take pride in their work.</i>	<i>Students demonstrate high expectations for themselves and others as they initiate improvements in their own work.</i>	<i>This incorporates features from Lesson Preparation, Practice and Application, and Lesson Delivery.</i>	
Importance of the Content	Teachers or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work with some apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.	Students engaged approximately 90% to 100% of the period	LD-25
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Most students accept the responsibility to "do good work" and invest some energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.		
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey basic student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.	Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking	LP-6
					Provides activities for students to apply content and language knowledge in the classroom	PA-21
					Content objectives clearly supported by lesson delivery	LD-23
					Language objectives clearly supported by lesson delivery	LD-24

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2c: Managing Classroom Procedures

Elements:

- *Management of instructional groups* • *Management of transitions* • *Management of materials and supplies*
 • *Performance of noninstructional duties* • *Supervision of volunteers and paraprofessionals*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>There is general efficiency, moderate organization and transition of activities, and some examples of students' off-task behavior exist.</i>	<i>Teacher engages most students by designing efficient procedures to manage instructional time.</i>	<i>Teacher creates the environment where students assume the responsibility for classroom procedures and are productively engaged at all times.</i>	<i>This incorporates feature from Comprehensible Input, Interaction, Practice and Application, and Lesson Delivery.</i>	
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off task behavior.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.	Grouping configurations support language and content objectives Uses activities that integrate all language skills (i.e., reading, writing, listening, speaking) Students engaged approximately 90% to 100% of the period	I-17 PA-22 LD-25
Management of Transitions	Much time is lost during transitions.	Transitions are generally efficient.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.	Clear explanation of academic tasks Pacing of the lesson is appropriate to ability	CI-11 LD-26
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.		
Performance of Non-instructional Duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.		
Supervision of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.		

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2d: Managing Student Behavior

Elements:

• *Expectations* • *Monitoring of student behavior* • *Response to student misbehavior*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Standards are present and most students understand them. Teacher is generally aware of and responds to students' misbehavior and there is no serious disruptive behavior.</i>	<i>Standards of conduct are clear to all. Teacher is alert to behavior issues and responds in an appropriate and respectful manner, or student behavior is generally appropriate.</i>	<i>Students assist in developing clear standards of behavior and, with minimal assistance from the teacher, can monitor their own behavior, or student behavior is entirely appropriate.</i>		
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.		
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.		
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior. No serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.		

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2e: Organizing Physical Space

Elements:

- *Safety and arrangement of furniture* • *Accessibility to learning and use of physical resources*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>The classroom is safe and arranged in a basic fashion.</i>	<i>The classroom is safe and physical resources are arranged to provide equal access to students and enhance learning activities.</i>	<i>The classroom is safe and students are able to adjust physical resources to provide equal access to students and enhance learning activities.*</i>		
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.		
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.		

DOMAIN 3: INSTRUCTION
Component 3a: Communicating Clearly and Accurately

Elements:

- *Directions and procedures* • *Oral and written language*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher's use of language is generally appropriate; and directions/procedures are generally clear.</i>	<i>Teacher's use of language is age appropriate for students and directions are clear with an appropriate level of detail.</i>	<i>Teacher's use of language enriches the lesson for students and the directions anticipate possible student misunderstanding.</i>	<i>This incorporates features from Comprehensible Input.</i>	
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.	Explanation of academic tasks clear	CI-11
					Uses a variety of techniques to make content concepts clear (modeling, visuals, hands-on activities, demonstrations, gestures, body language)	CI-12
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.	Speech appropriate for students' proficiency level (slower rate, enunciation and simple sentence structure for beginners)	CI-10
					Explanation of academic tasks	CI-11

DOMAIN 3: INSTRUCTION
Component 3b: Using Questioning and Discussion Techniques

Elements:

- *Quality of questions* • *Discussion techniques* • *Student participation*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher's questions promote some discussion, and attempts are made to engage students.</i>	<i>Teacher's questions promote higher order thinking and successfully engages students in relevant discussion.</i>	<i>Teacher's questions consistently promote higher order thinking and encourage students to assume responsibility for the success of the discussion.</i>	<i>This incorporates features from Strategies, Interaction, and Lesson Delivery.</i>	
Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.	A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions) Consistently provides sufficient wait time for students responses	S-15 I-18
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.	Frequent opportunities for interactions and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts Grouping configurations support language and content objectives of the lesson	I-16 I-17
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage students in the discussion, with some success.	Teacher successfully engages students in the discussion.	Students themselves ensure that all voices are heard in the discussion.	Frequent opportunities for interactions and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts Students are engaged approximately 90% to 100% of the period	I-16 LD-25

DOMAIN 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Elements: • Representation of content • Activities and assignments • Grouping of students
• *Instructional materials and resources* • *Structure and pacing*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>The lesson, activities, and content generally engage students.</i>	<i>The lesson, activities, and content are appropriate, clearly structured and engage students.</i>	<i>The lesson, activities, and content are appropriate, clearly structured and engage students by allowing them to initiate or adapt activities when appropriate.*</i>	<i>This incorporates features from Lesson Preparation, Building Background, Comprehensible Input, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment.</i>	
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.	<p>Concepts explicitly linked to students' background experiences</p> <p>Links explicitly made between past learning and new concepts</p> <p>Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)</p>	<p>BB-7</p> <p>BB-8</p> <p>BB-9</p>
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	<p>Meaningful activities that integrate lesson concepts (e.g., interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking</p> <p>Activities proved for students to apply content and language knowledge in the classroom</p> <p>Activities integrate all language skills (i.e., reading, writing, listening, and speaking)</p> <p>Students engaged approximately 90% to 100% of the period</p>	<p>LP-6</p> <p>PA-21</p> <p>PA-22</p> <p>LD-25</p>
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are generally appropriate to the students and moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence	Grouping configurations support language and content objectives of the lesson	I-17

				instructional groups to advance their understanding.		
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are generally suited to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.	Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals) Adaptation of content (e.g., text, assignment) to all levels of student proficiency A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) Hands-on materials and/or manipulatives provided for students to practice using new content knowledge	LP-4 LP-5 CI-12 PA-21
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Lesson pacing is appropriate for all students.	Pacing of the lesson appropriate to students' ability levels Assessment of student comprehension of all lesson objectives (e.g., spot checking, group response) throughout the lesson	LD-26 RA-30

DOMAIN 3: INSTRUCTION
Component 3d: Providing Feedback to Students

Elements:

• *Quality: accurate, substantive, constructive, and specific* • *Timeliness*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Feedback is provided, yet timeliness and quality are inconsistent.</i>	<i>Feedback is consistently of high quality and provided in a timely manner.</i>	<i>Provisions are made for students to use high quality, timely feedback in their learning.</i>	<i>This incorporates features from Review and Assessment..</i>	
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is provided: some elements of high quality are present.	Feedback is consistently of high quality.	Feedback is consistently of high quality. Provision is made for students to use feedback in their learning.	Regular feedback provided to students on their output (e.g., language, content, work)	RA-29
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.	Regular feedback provided to students on their output (e.g., language, content, work) Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson	RA-29 RA-30

DOMAIN 3: INSTRUCTION
Component 3e: Demonstrating Flexibility and Responsiveness

Elements:

• Lesson adjustment • Response to students • Persistence

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher attempts to adjust lessons or to accommodate students.</i>	<i>Teacher demonstrates useful strategies to monitor and adjust the lesson to meet student needs.</i>	<i>Teacher possesses an extensive repertoire of strategies and is able to make adjustments to accommodate individual student needs.</i>	<i>This incorporates features from Lesson Preparation, Building Background, Comprehensible Input, Strategies, and Lesson Delivery.</i>	
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.	Pacing appropriate to students' ability levels	LD-26
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.	Concepts explicitly linked to students background experiences Frequent opportunities for interaction and discussion between teacher/student, which encourage elaborated responses about lesson concepts	BB-1 I-16
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.	Supplementary materials used to a high degree, making the lesson clear and meaningful (graphs, models, visuals) A variety of techniques to make content concepts clear (modeling, visuals, hands-on activities, demonstrations, gestures, body language) Ample opportunities provided for students to use learning strategies Scaffolding techniques consistently used, assisting and supporting student understanding (e.g., think-alouds)	LP-4 CI-12 S-13 S-14

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements:

- Accuracy • Use in future teaching

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher has a generally accurate impression of a lesson's effectiveness and can make suggestions for how it may be improved.</i>	<i>Teacher accurately assesses the lesson's effectiveness in meeting goals and offers specific suggestions for improvement.</i>	<i>After a thorough evaluation of the lesson's effectiveness, the teacher cites specific examples for alternative actions, complete with probable successes of different approaches.</i>		
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.		
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.		

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4b: Maintaining Accurate Records

Elements:

- *Student completion of assignments* • *Student progress in learning* • *Noninstructional records*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher's record keeping is basic in serving student and system needs.</i>	<i>Teacher's record keeping for student completion of assignments, student progress and non-instructional records is effective.</i>	<i>Teacher's record keeping for student completion of assignments, student progress and non-instructional records is effective and includes student contributions.</i>		
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's use of required system for maintaining information on student completion of assignments is generally effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.		
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is generally effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.		
Non-instructional Records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate.*	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.		

*Note: Examples of non-instructional activities may include: attendance records, equipment check-out systems, communication logs, failure notices, due process paperwork, book check-out system, grade book.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

Elements:

- *Information about the instructional program*
- *Information about individual students*
- *Engagement of families in the instructional program*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher adheres to required building standards but does not exceed minimum expectations.</i>	<i>Teacher provides frequent information to parents about the instructional program, individual student information and makes frequent attempts to involve families in the instructional program.</i>	<i>Teacher provides frequent information to parents about the instructional program that includes student participation in generating ideas for parental involvement. Information about individual student is provided sensitively.*</i>		
Information About the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.		
Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.		
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.		

Note: how to involve families in the instructional program should be defined by division (elementary, junior high, high school)

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4d: Contributing to the School and District

Elements:

• Relationships with colleagues • Service to the school • Participation in school and district projects

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher is professional with others and participates when asked.</i>	<i>Teacher supports and cooperates with colleagues and makes a substantive contribution by volunteering in school and/or district events or projects.</i>	<i>Teacher assumes a positive leadership role and makes substantive contribution to a school and/or district.</i>		
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains professional relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.		
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.*	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.		
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.		

*Examples of school events a teacher participates in may include:
open houses, grade level performances, staff development training.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4e: Growing and Developing Professionally

Elements:

- *Enhancement of content knowledge and pedagogical skill* • *Service to the profession*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher participates or shares in required professional activities.</i>	<i>Teacher seeks out professional development opportunities, applies what they have learned to the classroom, and assists colleagues in doing the same.</i>	<i>Teacher seeks out professional development opportunities, evaluates their effectiveness in the classroom, and takes on a leadership role that contributes to the profession.</i>		
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.		
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher contributes to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.		

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism

Elements:

- *Service to students* • *Advocacy* • *Decision making*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher displays his/her professional ethics in daily interactions with students and colleagues.</i>	<i>Teacher actively meets the diverse needs of students by working within the context of a particular team or department.</i>	<i>Teacher is highly proactive in ensuring all students are honored and served in the school and assumes a leadership role that promotes the highest professional standards and decision making.</i>		
Service to Students	Teacher is not alert to students' needs.	Teacher meets students' basic educational needs.	Teacher is active in meeting a wide range of students' needs.	Teacher is highly proactive in serving students, seeking out resources when necessary.		
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher's individual behavior reflects a desire that all students receive a fair opportunity to succeed.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.		
Decision making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on genuine professional considerations, yet experience is limited.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.		

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4g: Collaborative Practices

Elements:

- *Collaboration with Other Teachers in Grade Level/Department*
- *Collaboration with Other Teachers in Special Education, ESL, and/or Title I*

ELEMENT	LEVEL OF PERFORMANCE				SIOP CONNECTION	
	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	GREATLY EXCEEDS STANDARD		
HOLISTIC RUBRIC		<i>Teacher collaborates with other teachers on an as-needed basis.</i>	<i>Collaboration is respectful, student centered, ongoing and proactive to meet student needs in a variety of environments. A system is in place for consistent, two-way communication.</i>	<i>Teacher collaborates with other teachers to meet the needs of students. The teacher uses a variety of creative approaches and supports to collaborate with other teachers within the grade level/department.</i>		
Collaboration with Other Teachers in Grade Level/Department	Teacher collaborates minimally with other teachers in grade level or department	Teacher usually collaborates with grade level/department teachers on an as-needed basis.	Collaboration is respectful, student centered, ongoing and proactive to meet student needs in a variety of environments. A system is in place for consistent, two-way communication.	Teacher collaborates with other teachers to meet the needs of students. The teacher uses a variety of creative approaches and supports to collaborate with other teachers within the grade level/department.		
Collaboration with Other Teachers in Special Education, ESL, and/or Title I	Teacher collaborates minimally with special education, ESL, and/or Title I teachers.	Teacher usually collaborates with special education teachers on an as-needed basis.	Collaboration is respectful, student centered, ongoing and proactive to meet student needs in a variety of environments. A system is in place for consistent, two-way communication.	Regular education and special service are integrated to maximize involvement in the general education curriculum and/or environment. The teacher uses a variety of creative approaches and supports to collaborate with special service providers.		