

*Quality Learning for Every Student Every Day!*

# The Framework for Effective Teaching

## Coaching Rating Edition

Areas of Performance with Corresponding Standards  
Areas of Performance with Proficiency Continua  
Proficiency Ratings in the Areas of Performance



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South Bend, IN  
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# The Framework for Effective Teaching – Coaching Edition

## Areas of Performance with Corresponding Standards

<p><b><u>1. Understanding and Organizing Subject Matter for Student Learning</u></b></p> <p><b>Coaches</b> exhibit strong working knowledge of subject matter, learning theory, and student development. <b>Coaches</b> organize curriculum to facilitate students’ understanding of the central themes, concepts, and skills in the subject area. <b>Coaches</b> use their knowledge of subject matter, learning theory, student development, instructional strategies and resources to make subject matter accessible to all students. <b>Coaches</b> use these areas of knowledge to interrelate ideas and information within and across curricular areas to extend students’ understanding. <b>Coaches support teachers in building and sustaining these capacities.</b></p>	<p><b><u>4. Engaging and Supporting All Students in Learning</u></b></p> <p><b>Coaches</b> build on students’ prior knowledge, life experience, and interests to conceive high-level learning goals for all students. <b>Coaches</b> use a variety of instructional strategies and resources that respond to students’ diverse needs. <b>Coaches</b> facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. <b>Coaches</b> actively engage all students in problem-solving, and creative and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. <b>Coaches</b> assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn. <b>Coaches support teachers in building and sustaining these capacities.</b></p>
<p><b><u>2. Planning Instruction and Designing Learning Experiences for All Students</u></b></p> <p><b>Coaches</b> plan instruction that draws on and values students’ backgrounds, prior knowledge, and interests. <b>Coaches</b> establish challenging learning outcomes for all students based on student experience, language, development, and home and school expectations. <b>Coaches</b> sequence curriculum and design and document long-term and short-range plans that incorporate subject matter knowledge, reflect grade-span and grade-level curriculum expectations, and include a repertoire of instructional strategies. <b>Coaches</b> use instructional activities that promote the attainment of high level learning goals by all students, and connect with student experiences and interests of all. <b>Coaches</b> modify and adjust instructional plans according to student engagement and achievement and to support the achievement of high level outcomes by all students. <b>Coaches support teachers in building and sustaining these capacities.</b></p>	<p><b><u>5. Assessing Student Learning</u></b></p> <p><b>Coaches</b> establish and clearly communicate high-level learning outcomes and targets for all students. <b>Coaches</b> collect information about student performance from a variety of sources. <b>Coaches</b> involve all students in assessing their own learning. <b>Coaches</b> use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote high-level academic achievement and personal growth for all students. <b>Coaches</b> exchange specific, timely, and progress-focused information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic mastery. <b>Coaches support teachers in building and sustaining these capacities.</b></p>
<p><b><u>3. Creating and Maintaining an Effective Environment for Student Learning</u></b></p> <p><b>Coaches</b> create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. <b>Coaches</b> maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. <b>Coaches</b> encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. <b>Coaches</b> make effective use of instructional time as they implement class procedures and routines. <b>Coaches support teachers in building and sustaining these capacities.</b></p>	<p><b><u>6. Developing as a Professional Educator</u></b></p> <p><b>Coaches</b> reflect on their teaching practice and actively engage in planning their professional learning. <b>Coaches</b> establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. <b>Coaches</b> know the benefits of Professional Communities for learning, and participate consistently. <b>Coaches</b> communicate effectively with families and involve them in student learning and the school community. <b>Coaches</b> contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. <b>Coaches</b> fulfill their basic responsibilities, and balance professional responsibilities and maintain motivation and commitment to all students. <b>Coaches support teachers in building and sustaining these capacities. Coaches support others’ development as professional educators.</b></p>

## Area of Performance 1: Understanding & Organizing Subject Matter for Student Learning

The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
<p>Flexibly uses comprehensive knowledge of subject matter, learning theory, &amp; student development to ensure that all students master key concepts and skills, &amp; major themes from multiple perspectives. Makes connections in subject matter within &amp; between areas of curriculum. Integrates themes, concepts, &amp; skills from Common Core &amp; Indiana’s Academic Standards in Unit, lesson, &amp; assessment plans. Organizes plans to support all students in grasping relationships among various themes, concepts, &amp; skills across the curriculum. Develops &amp; uses multiple strategies suitable to subject matter, that challenge all students &amp; address likely misconceptions. Assists students to individually construct &amp; apply their own knowledge &amp; to think critically about the subject matter. Selects, adapts, &amp; creates a wide range of relevant materials, resources, &amp; technologies from multiple sources to enrich &amp; extend learning, to reflect the cultural &amp; learning diversity of all students, &amp; to provide equity of quality &amp; access.</p>	<p>Communicates significant themes, key concepts, &amp; essential skills in an accurate, clear, &amp; coherent manner that addresses common student misconceptions. Enriches &amp; extends subject matter with student interests in mind. Uses major themes, key concepts, &amp; essential skills identified in Common Core &amp; Indiana’s Academic Standards to design Units, lessons, &amp; assessment tasks. Matches strategies appropriate to subject matter to encourage student understanding, mastery of skills, &amp; critical thinking. Strategies utilize students’ interests &amp; backgrounds, &amp; anticipate some likely student misconceptions. Selects &amp; uses appropriate relevant instructional materials, resources, &amp; technologies available through the school, District, Educational Service Center (NIESC), &amp; the internet to address concepts, skills, &amp; themes. Materials reflect diversity of student backgrounds &amp; learning styles. Resources are provided to all students.</p>	<p>Uses knowledge of subject matter, learning theory, &amp; student development to teach &amp; promote mastery of key concepts &amp; essential skills. Demonstrates awareness of common misconceptions held by students. Identifies major themes, key concepts and essential skills, and organizes Unit &amp; lesson plans around these. Reference is made to Common Core &amp; Indiana’s Academic Standards. Some suitable strategies are used, matched with subject matter in order to communicate concepts &amp; demonstrate skills. Displays basic pedagogical knowledge. Student misconceptions may be recognized. Uses required &amp; additional instructional materials, resources, &amp; technologies to present concepts and demonstrate skills. Some materials &amp; resources reflect students’ diversity. Develops some routines to provide equitable access to resources.</p>	<p>Demonstrates some knowledge of subject matter, learning theory, &amp; student development. Teaches key concepts &amp; essential skills. Demonstrates some knowledge of the major themes, key concepts, &amp; essential skills within curriculum, to guide Unit and lesson planning. Uses a few instructional strategies to make the content accessible to students. Displays beginning understanding of pedagogical issues involved in learning the content. Uses required instructional materials, resources, &amp; technologies for specific lessons to support student learning.</p>

## Area of Performance 2: Planning Instruction & Designing Learning Experiences for All Students

<b>The Target (4)</b>	<b>Nearly There (3)</b>	<b>On the Way (2)</b>	<b>Getting Started (1)</b>
<p>Uses a wide range of materials to access &amp; build on students' prior knowledge, interests, learning needs &amp; styles to extend the understanding and skill of all students. Ensures that students understand Unit &amp; lesson purposes &amp; outcomes as found in Unit &amp; lesson plans. The outcomes reflect high expectations for all students, &amp; challenge all at their current level of performance. Sequences instructional activities &amp; materials to address the learning styles of all students and develop higher order thinking as students develop in knowledge, skills, application, &amp; communication. Explicit connections are made within &amp; across subject areas. Fully implements common Units of Study in Learning Design. Makes maximum use of common Catalog of Lessons, while adjusting strategies &amp; activities to improve fit with learning needs of current students. All experience is fully documented in Atlas.</p>	<p>Uses a range of available &amp; developed resources to construct lessons that incorporate students' backgrounds, prior knowledge, skills, &amp; interests, as well as learning needs &amp; styles. Articulates &amp; connects Unit &amp; lesson purposes &amp; learning outcomes to instructional activities. Holds high expectations for all students when setting learning outcomes. Plans appropriately sequenced instruction &amp; use of materials to meet students' learning styles, &amp; develop student knowledge &amp; skills. Opportunities for higher order thinking are provided. Instructional plans &amp; resources are fully documented in Unit &amp; lesson plans. Implements all common Units of Study in Learning Design. Uses the common Catalog of Lessons, while adjusting strategies &amp; activities to improve fit with learning needs of current students. Significant experiences are documented in Atlas.</p>	<p>Develops &amp; gathers materials from multiple sources to supplement required resources. Most lessons acknowledge students' backgrounds, prior knowledge, skills, &amp; interests, as well as learning needs &amp; styles. The purposes &amp; outcomes for Units &amp; lessons are usually communicated to students. Develops most concepts &amp; skills through a series of lessons that are connected &amp; consider a range of learning styles. Lessons may be documented in Unit &amp;/or lesson plans with instructional resources indicated. Implements some common Units of Study in Learning Design. Otherwise designs sequences of lessons based on Common Core &amp; Indiana Academic Standards. These plans include key concepts &amp; skills, summative assessment tasks, &amp; instructional resources. Documents some-to-all of these components.</p>	<p>Uses expected materials &amp; resources to plan &amp; carry out lessons, with some attention to students' backgrounds, interests, prior knowledge, &amp; learning needs. Unit &amp; lesson purposes &amp; outcomes may be identified for students. Instructional activities may be explained to students. The District Learning Design is used in part. May use Common Core &amp; Indiana's Academic Standards to develop lessons to address identified concepts &amp; skills, using available resources. Sequence of lessons throughout a Unit is either not explicit, unclear, &amp;/or undocumented.</p>

### Area of Performance 3: Creating & Maintaining an Effective Environment for Student Learning

The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
<p>Designs &amp; manages room &amp; resources to accommodate all students' needs &amp; involvement in learning with student engagement in planning the environment. Engages students in defining expectations, &amp; monitoring &amp; maintaining classroom behavior in respectful ways. Engages students in developing, supporting, &amp; taking ownership of routines &amp; procedures that support participation of all students in all activities. Sustains caring, respectful, &amp; equitable relationships with all students. Engages all students in individual &amp; group activities to develop skills to collaborate, support a climate of equity &amp; caring, mediate conflicts, &amp; respond to inequity, &amp; take initiative for classroom leadership.</p>	<p>Designs movement patterns &amp; access to resources to promote individual &amp; group engagement. Involves students in defining expectations for behavior. Uses strategies that prevent or reduce disruptive behavior. Monitors behavior while teaching &amp; during student work time. Identifies, teaches, &amp; supports routines for all learning activities; may engage students in this. Promotes caring &amp; respectful interactions through teaching &amp; modeling. Responds equitably to unfairness &amp; disrespect. May engage students in conflict resolution &amp; shared problem solving. Teaches social skills needed for positive student interactions. Provides some opportunities for student leadership.</p>	<p>Arranges &amp; manages room for easy movement &amp; access to resources. Establishes expectations &amp; consequences for student behavior. Responds appropriately to disruptive behavior &amp; promotes positive behaviors. Develops &amp; guides students to learn routines for most activities. Builds caring, friendly rapport with most students. Models equitable &amp; respectful relationships. Uses some strategies to respond to unfairness &amp; disrespect. Uses some strategies to promote students' individual responsibility &amp; recognition of others' rights &amp; needs. Students share in classroom responsibilities.</p>	<p>Arranges room for teacher accessibility to or visibility of students. Movement &amp; access may be limited. Communicates rules &amp; consequences. Responds to disruptive behavior. Focuses attention on presenting lessons. Establishes some procedures to support student learning; students are aware of them. Establishes rapport with some individual students. Acknowledges some incidents of unfairness &amp; disrespect. Encourages student responsibility for self. Creates opportunities for individual students to have classroom responsibilities.</p>

## Area of Performance 4: Engaging & Supporting All Students in Learning

The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
<p>Uses questions &amp; activities to extend students' integration of their interests and knowledge with Unit &amp; lesson outcomes. Makes adjustments during lessons to ensure that all students meet outcomes. Uses extensive repertoire of strategies and resources to engage all students in active participation in learning and formative assessment, &amp; to develop independent work habits &amp; group participation skills. Differentiates learning and assessment strategies to accommodate students' diverse learning styles and needs. Supports all students in making effective choices of activities. Engages all students in frequent higher order thinking, &amp; in considering multiple perspectives. Supports all in problem solving &amp; inquiry. Consistently designs activities that enable student goal- &amp; criteria-setting, monitoring, &amp; reflecting on progress &amp; process. Consistently expects students to use intentional inquiry processes.</p>	<p>Implements activities &amp; elicits questions that help students connect their life experiences, interests, and knowledge with Unit &amp; lesson outcomes. Elicits student participation through a variety of instructional strategies and formative assessment methods intended to match students' learning needs and styles &amp; to develop autonomy and group participation skills. Choices are provided for students regarding specific learning tasks. Engages students through activities and questioning strategies that develop understanding of key concepts and practice of skills, &amp; engagement with important issues in the Unit. Supports all students in problem-posing, problem-solving, and higher order thinking. Teaches &amp; supports self-monitoring &amp; self-assessment skills. Students have frequent opportunities to reflect on progress and process.</p>	<p>Asks questions that elicit students' interests, life experiences, and knowledge. Some connections are made to lesson outcomes; may be made to Unit outcomes. Varies instruction to increase student participation. Selects strategies, resources, and visuals with some consideration of students' learning needs and styles. Recognizes the importance of formative assessment. Varies learning experiences to include work in large &amp; small groups as well as individual work. Group participation skills are acknowledged. Focuses questions on the Unit's key concepts and practice of skills. Asks questions to elicit higher order thinking from some students. Provides some opportunities for students to monitor their own work and to reflect on progress and process. May teach skills to enable self-monitoring and -assessment.</p>	<p>Opens lesson to capture student attention and interest. Recognizes the value of students' interests, experience, &amp; prior knowledge. Uses a few instructional strategies. Delivers instruction with available resources and materials. Directs learning experiences through whole group and individual work with possibilities for interaction and choice. Focuses questions on facts and important concepts to support learning subject matter. Directs learning experiences and monitors student progress within a specific lesson. Assistance is provided as requested by students.</p>

## Area of Performance Adult - 4: Engaging & Supporting All Participants in Learning

<b>The Target (4)</b>	<b>Nearly There (3)</b>	<b>On the Way (2)</b>	<b>Getting Started (1)</b>
<p>Uses inquiry and activities to extend participants' integration of their interests and what they know with session or topic outcomes. Makes adjustments during session to ensure that all learners meet the outcomes. Uses an extensive repertoire of strategies and resources to engage all learners through collaborative participation in learning. Selects and differentiates learning and self-assessment strategies to accommodate learners' diverse learning styles and needs. Uses a variety of learning experiences to develop independent learning and collaborative participation skills in all participants. Supports all learners in making effective independent &amp; collaborative choices of learning focus and processes. Engages participants in analysis of facts and key concepts, practice of strategies, &amp; frequent higher order thinking through activities &amp; inquiry that consider multiple perspectives. Consistently designs and uses learning strategies &amp; activities that enable participants to set goals and criteria, and to develop collaborative strategies for demonstrating, monitoring, and reflecting on progress and process, expecting learners to use an intentional collaborative inquiry process.</p>	<p>Implements inquiry and activities that help participants make connections between their experiences, interests, and what they already know and the topic-at-hand and session or topic outcomes. Elicits learner participation through a variety of collaborative instructional strategies &amp; supporting resources, intended to match learners' learning needs and styles. Engages participants in self-assessment. Provides learning experiences utilizing individual and collaborative processes to develop autonomy and group participation skills. Choices are provided for learners regarding specific learning focus and tasks. Engages participants through activities and inquiry strategies that develop understanding of key concepts and practice of strategies, &amp; important issues. Teaches &amp; supports self-monitoring and -assessment skills. Participants have frequent opportunities to reflect on and talk about progress and process, and strategies for improvement.</p>	<p>Asks questions that elicit participants' prior knowledge, experiences and interests. Some connections are made to the learning outcomes of the session. Some connections may be made to topic outcomes. Varies strategies &amp; activities to increase learner participation. Selects strategies and resources with some consideration of participant interaction, learning needs, and styles. Recognizes the importance of collaboration. Varies learning experiences to include work in groups and as well as individual tasks. Collaborative skills are acknowledged. Focuses inquiry on a topic's key concepts and practice of strategies. Inquires to elicit higher order thinking from some learners. Provides some opportunities for participants to monitor their own engagement and to reflect on progress and process. May teach skills to enable self-monitoring and -assessment.</p>	<p>Opens session to capture participants' attention and interest. Recognizes and overtly acknowledges the value of learners' prior knowledge and experiences. Uses a few instructional strategies. Presents with available resources and materials. Directs learning experiences through whole group and individual work tasks possibilities for interaction and choice. Focuses questions on facts and important concepts to support learning. Directs learning experiences and monitors learner progress within a specific session. Assistance is provided as requested by students.</p>

## Area of Performance 5: Assessing Student Learning

The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
<p>Explains in student-friendly terms the Unit purpose &amp; learning outcomes, as well as lesson targets. Engages students in cooperative development of learning target rubrics. Provides students with exemplars of quality as defined in the rubrics. Engages students in designing formative assessment tasks <i>for</i> learning. Develops, uses, &amp; differentiates summative assessment tasks <i>of</i> learning that are congruent with the Common Core or Indiana’s Academic Standards. Integrates student self-assessment and reflection into learning activities. Students engage in regular peer assessment of work against criteria in the rubrics for the current learning targets. Includes a range of assessments as a regular part of instruction to plan and revise lessons. Anticipates student misconceptions, using this knowledge in planning and revising. Identifies student understanding during lessons using a variety of methods; adjusts teaching to meet student needs. Engages students &amp; families in timely discourse about student progress &amp; improvement plans. Ongoing information is provided from a variety of sources for students &amp; families.</p>	<p>Communicates the Unit purpose &amp; learning outcomes, as well as lesson targets, to students. Uses tools such as rubrics to communicate learning targets, and with reference to students’ learning styles and needs. Develops strategies for formative assessment to inform instruction. Also employs summative assessment tasks to assess students’ mastery relative to the Common Core or Indiana’s Academic Standards. Uses learning target tools such as rubrics; presents guidelines for assessment to students. Assists students in reflecting on &amp; assessing their own work with relation to the rubric(s). Uses multiple assessments to plan lessons. Anticipating student misconceptions, regularly checks for understanding during the lesson using a variety of methods and adjusts teaching to meet student needs. Provides students with specific timely information about their current progress and how to improve their work. Establishes regular communication with families. Aligns information to audience needs.</p>	<p>Identifies learning outcomes for Units &amp; lessons, according to the Common Core or Indiana’s Academic Standards that guide the Unit. Outcomes are communicated as specific learning targets. Uses several assessments to monitor student progress &amp; learning aligned to the Common Core &amp; Indiana’s Academic Standards. Provides students with feedback on work-in-progress &amp; completed tasks. Some student involvement in correcting work. Uses information from several assessment sources to plan learning activities. Checks for understanding with some students while teaching; addresses confusion &amp; misconceptions as they arise. Provides students with information about their current progress as they engage in learning activities. Families are informed as needed. Consideration is given to specificity, timeliness, and constructiveness.</p>	<p>Uses available curriculum and instructional resources to decide learning outcomes. Outcomes may or may not be communicated clearly to students. Uses one or two sources of information to assess student learning and monitor student progress. Checks &amp; monitors work in progress. Communicates student progress through mandatory procedures. Assesses student learning with one or two sources of information. Recognizes student confusion and misconceptions and re-teaches material using primarily the same method(s). Provides students and families with information about their progress through mandated procedures.</p>



## Area of Performance 6: Developing as a Professional Educator

The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
<p>Analyzes &amp; reflects on teaching &amp; learning based on evidence gathered regularly from multiple sources. Plans ongoing professional learning based on reflections &amp; other resources. Sets and modifies short- and long-term goals considering self-assessment based on student learning evidence, &amp; other feedback. Actively engages students in the application of professional learning. Provides leadership in at least one professional community (PC). Promotes PCs, invites others, &amp; teaches the ideas &amp; practices of professional communities learning. Is reliable in keeping the focus on student learning. Engages all families in timely &amp; specific dialogue about student progress, focusing on “next steps.” Provides opportunities for all families to actively participate in classroom &amp; school. Provides leadership by engaging staff in dialogue &amp; reflection to support student learning &amp; teacher growth. Contributes to the learning of others. Sustains consistent commitment to all students; models professional integrity. Challenges self intellectually and creatively, modeling this &amp; supporting other staff.</p> <p style="text-align: right;">Continued</p>	<p>Reflects on the relationship of teaching practice &amp; student learning evidence. Plans professional learning based on reflections. Sets short-term professional goals based on self-assessment based on student learning evidence, &amp; other feedback. Seeks opportunities to realize professional goals. Is a regular participant in one or more PCs. Contributes actively &amp; regularly brings own student data &amp;/or concerns for consideration. Knows &amp; consistently practices the methods of effective professional communities that focus on learning. Frequently communicates specific &amp; timely evidence of student progress with a focus on “next steps.” Takes into account family diversity. Encourages families to contribute to the classroom and school. Works constructively with peers &amp; other staff to with a consistent focus on improving student learning through reflection on practice. Maintains consistent positive attitude throughout the year, demonstrates professional integrity, challenges self professionally, &amp; supports others.</p> <p style="text-align: right;">Continued</p>	<p>Reflects on instructional successes &amp; dilemmas. Plans professional learning to add to instructional strategies &amp; knowledge of student learning. Sets goals considering self-assessment &amp; other feedback. Expands knowledge &amp; skills through available professional learning opportunities. Participates in at least one PC on an intermittent basis. May bring own student data &amp;/or teaching concerns for consideration. May be aware of the underlying ideas &amp; practices of PCs that focus on student learning. Shares student progress &amp; classroom activities. Invites families to contribute in the classroom. Values family backgrounds &amp; their role in student learning. Expands positive working relationships with peers &amp; support staff. Collaborates with peers &amp; others to plan curriculum, coordinate resources, and solve problems. Maintains positive attitude, demonstrates understanding of professional responsibilities, &amp; seeks support when needed.</p> <p style="text-align: right;">Continued</p>	<p>Reflects on elements of teaching (e.g., pacing, procedures, discipline, etc.). Considers related professional learning. Develops goals, perhaps limited to those required. Attends required professional learning activities. Is aware of the idea of professional learning communities in education. May take part. Communicates with families at reporting periods &amp; school events. Advises families of problems. Recognizes the role of families in student learning. Establishes positive working relationships with a few peers. Interacts with peers to gather resources. May engage in broader conversation related to professional practice. Demonstrates positive attitude in the classroom. Develops understanding of professional responsibilities.</p> <p style="text-align: right;">Continued</p>

## Area of Performance 6: Developing as a Professional Educator (continued for coaches)

The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
<p>Applies conversation templates for (a) <u>Planning</u>, (b) <u>Reflecting</u>, (c) <u>Planning &amp; Reflecting</u>, &amp; (d) <u>Calibrating</u> consistently with all staff. Supports others in learning &amp; using the conversation templates. Uses the seven Norms consistently with all staff &amp; students. Uses Norms 1-5 at <i>The Target</i> or <i>Nearly There</i> levels of proficiency (see Norms rubrics in <b><i>The Framework</i></b>). Acts to support others in learning &amp; using the Norms of Collaboration.</p>	<p>Uses three of the conversation templates consistently with staff. Supports others in learning &amp; using the conversation templates. Uses the first five Norms consistently with staff &amp; students. Uses these Norms at the <i>Nearly There</i> level of proficiency (see Norms rubrics in <b><i>The Framework</i></b>). Uses Norms 6 &amp; 7 on key occasions. Uses these Norms at <i>Nearly There</i> or <i>On the Way</i> levels of proficiency.</p>	<p>Uses two of the conversation templates, perhaps intermittently, with staff. Uses the first four Norms with staff &amp; students. Uses these Norms at the <i>On the Way</i> level of proficiency (see Norms rubrics in <b><i>The Framework</i></b>). Uses Norms 5, 6 &amp; 7 intermittently. Uses these Norms at with <i>Getting Started</i> proficiency.</p>	<p>Uses one of the conversation templates, perhaps intermittently, with staff. Demonstrates knowledge of Norms of Collaboration. Uses some Norms on an intermittent basis. Norms that are used are at an <i>On the Way</i> level of proficiency (see Norms rubrics in <b><i>The Framework</i></b>). Uses one of the conversation templates, perhaps intermittently, with staff.</p>

### Fulfills basic professional responsibilities (yes/no)

1. Communicates appropriately orally and in writing (grammar, spelling, tone, etc.).
2. Fulfills all professional responsibilities in a timely manner.
3. Adheres to all corporation policies and directives.

Every educator is expected to fully meet district criteria in the three areas of basic professional responsibility, indicated by “yes” ratings. In the event of one or more “no” ratings, the educator will draft a compliance plan to assure immediate and sustained improvement. The plan requires the approval of the educator’s supervisor, who may collaborate in its development.

# The Framework for Effective Teaching: Coaching Rating Edition

## Proficiency Ratings in the Areas of Performance

### **The Target**

Teachers at this level are proficient, and meet the District criteria. They practice with quality on a consistent basis and contribute to the field of public education. With regard to this Area of Performance, their classrooms function as communities of learners, with students highly motivated, engaged in meaningful learning activities, and assuming significant responsibility for their own learning.

### **Nearly There**

Teachers at this level are developing proficiency, and are approaching the District criteria. They clearly understand the concepts underlying the Area of Performance, and consistently demonstrate their understandings in their classrooms. It is anticipated that teachers at this level will progress to meet the District standard.

### **On the Way**

Teachers at this level need to improve significantly to meet the District criteria. They appear to understand the concepts underlying the Area of Performance, and demonstrate their understandings in their classrooms. However, implementation is intermittent or otherwise not entirely successful. A plan to focus improvement efforts is recommended.

### **Getting Started**

Teachers who are Getting Started perform at a basic level. They may or may not demonstrate even partial understanding of the concepts underlying the Area of Performance. They may or may not demonstrate their understandings in their classrooms. When they do, it is partial, sporadic, and often unsuccessful. A plan to focus on significant improvement is necessary.