

FFT – CRITICAL ATTRIBUTES

**Domain 1a – Demonstrating Knowledge of Content and Pedagogy**

<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<ul style="list-style-type: none"> <li>The teacher makes content errors.</li> <li>The teacher does not consider prerequisite relationships when planning.</li> <li>The teacher’s plans use inappropriate strategies for the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s understanding of the discipline is rudimentary.</li> <li>The teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher can identify important concepts of the discipline and their relationships to one another.</li> <li>The teacher provides clear explanations of the content.</li> <li>The teacher answers students’ questions accurately and provides feedback that furthers their learning.</li> <li>Instructional strategies in unit and lesson plans are entirely suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher cites intra- and interdisciplinary content relationships.</li> <li>The teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed.</li> <li>The teacher’s plans reflect recent developments in content-related pedagogy.</li> </ul>

**Domain 1b – Demonstrating Knowledge of Students**

<ul style="list-style-type: none"> <li>The teacher does not understand child development characteristics and has unrealistic expectation for students.</li> <li>The teacher does not try to ascertain varied ability levels among students in the class.</li> <li>The teacher is not aware of students’ interests or cultural heritages.</li> <li>The teacher takes no responsibility to learn about students’ medical or learning disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher cites developmental theory but does not seek to integrate it into lesson planning.</li> <li>The teacher is aware of the different ability levels in the class but tends to teach to the “whole group.”</li> <li>The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li>The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implication of the knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher knows, for groups of students, their levels of cognitive development.</li> <li>The teacher is aware of the different cultural groups in the class.</li> <li>The teacher has a good idea of the range of interests of students in the class.</li> <li>The teacher has identified “high”, “medium”, and “low” groups of students within the class.</li> <li>The teacher is well informed about students’ cultural heritages and incorporates this knowledge in lesson planning.</li> <li>The teacher is aware of the special needs represented by students in</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly.</li> <li>The teacher seeks out information from all students about their cultural heritages.</li> <li>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</li> </ul>
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**Domain 1c – Setting Instructional Outcomes**

<ul style="list-style-type: none"> <li>Outcomes lack rigor.</li> <li>Outcomes do not represent important learning in the discipline.</li> <li>Outcomes are not clear or are stated as activities.</li> <li>Outcomes are not suitable for many students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes represent a mixture of low expectations and rigor.</li> <li>Some outcomes reflect important learning in the discipline.</li> <li>Outcomes are suitable for most of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes represent high expectations and rigor.</li> <li>Outcomes are related to “big ideas” of the discipline.</li> <li>Outcomes are written in terms of what students will learn rather than do.</li> <li>Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.</li> <li>Outcomes, differentiated where necessary, are suitable to groups of students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.</li> <li>The teacher connects outcomes to previous and future leaning.</li> <li>Outcomes are differentiated to encourage individual students to take educational risks.</li> </ul>
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### Domain 1d – Demonstrating Knowledge of Resources

<ul style="list-style-type: none"> <li>The teacher uses only district-provided materials, even when more variety would assist some students.</li> <li>The teacher does not seek out resources available to expand her own skill.</li> <li>Although the teacher is aware of some student needs, he does not inquire about possible resources.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses materials in the school library but does not search beyond the school for resources.</li> <li>The teacher participates in content-area workshops offered by the school but does not pursue other professional development.</li> <li>The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</li> </ul>	<ul style="list-style-type: none"> <li>Texts are at varied levels.</li> <li>Texts are supplemented by guest speakers and field experiences.</li> <li>The teacher facilitates the use of Internet resources.</li> <li>Resources are multidisciplinary.</li> <li>The teacher expands her knowledge through professional learning groups and organizations.</li> <li>The teacher pursues options offered by universities.</li> <li>The teacher provides lists of resources outside the classroom for students to draw on.</li> </ul>	<ul style="list-style-type: none"> <li>Texts are matched to student skill level.</li> <li>The teacher has ongoing relationships with colleges and universities that support student learning.</li> <li>The teacher maintains a log of resources for student reference.</li> <li>The teacher pursues apprenticeships to increase discipline knowledge.</li> <li>The teacher facilitates student contact with resources outside the classroom.</li> </ul>
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### Domain 1e - Designing Coherent Instruction

<ul style="list-style-type: none"> <li>Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>Materials are not engaging or do not meet instructional outcomes.</li> <li>Instructional groups do not support learning.</li> <li>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities are moderately challenging.</li> <li>Learning resources are suitable, but there is limited variety.</li> <li>Instructional groups are random, or they only partially support objectives.</li> <li>Lesson structure is uneven or may be unrealistic about time expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities are matched to instructional outcomes.</li> <li>Activities provide opportunity for higher-level thinking.</li> <li>The teacher provides a variety of appropriately challenging materials and resources.</li> <li>Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</li> <li>The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul>	<ul style="list-style-type: none"> <li>Activities permit student choice.</li> <li>Learning experiences connect to other disciplines.</li> <li>The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>Lesson plans differentiate for individual student needs.</li> </ul>
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### Domain 1f – Designing Student Assessments

<ul style="list-style-type: none"> <li>Assessments do not match instructional outcomes.</li> <li>Assessments lack criteria.</li> <li>No formative assessments have been designed.</li> <li>Assessment results do not affect future plans.</li> </ul>	<ul style="list-style-type: none"> <li>Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>Assessment criteria are vague.</li> <li>Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul>	<ul style="list-style-type: none"> <li>All the learning outcomes have a method for assessment.</li> <li>Assessment types match learning expectations.</li> <li>Plans indicate modified assessments when they are necessary for some students.</li> <li>Assessment criteria are clearly written.</li> <li>Plans include formative assessments to use during instruction.</li> <li>Lesson plans indicate possible adjustments based on formative assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments provide opportunities for student choice.</li> <li>Students participate in designing assessments for their own work.</li> <li>Teacher-designed assessments are authentic, with real-world application as appropriate.</li> <li>Students develop rubrics according to teacher-specified learning objectives.</li> <li>Students are actively involved in collecting information from formative assessments and provide input.</li> </ul>
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### Domain 2a – Creating an Environment of Respect and Rapport

<ul style="list-style-type: none"> <li>• The teacher is disrespectful toward students or insensitive to students’ ages, cultural backgrounds, and developmental levels.</li> <li>• Student body language indicates feeling of hurt, discomfort, or insecurity.</li> <li>• The teacher displays no familiarity with, or caring about, individual students.</li> <li>• The teacher disregards disrespectful interactions among students.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.</li> <li>• The teacher attempts to respond to disrespectful behavior among students, with uneven results.</li> <li>• The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk between teacher and students and among students is uniformly respectful.</li> <li>• The teacher successfully responds to disrespectful behavior among students.</li> <li>• Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.</li> <li>• The teacher makes general connections with individual students.</li> <li>• Students exhibit respect for the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher demonstrates knowledge and caring about individual students’ lives beyond the class and school</li> <li>• There is no disrespectful behavior among students.</li> <li>• When necessary, students respectfully correct one another.</li> <li>• Students participate without fear of put-downs or ridicule from either the teacher or other students.</li> <li>• The teacher respects and encourages students’ efforts.</li> </ul>
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### Domain 2b – Establishing a Culture for Learning

<ul style="list-style-type: none"> <li>• The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</li> <li>• The teacher conveys to at least some students that the work is too challenging for them.</li> <li>• Students exhibit little or no pride in their work.</li> <li>• Students use language incorrectly; the teacher does not correct them.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.</li> <li>• The teacher conveys high expectations for only some students.</li> <li>• Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path”.</li> <li>• The teacher’s primary concern appears to be to complete the task at hand.</li> <li>• The teacher urges, but does not insist, that students use precise language.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</li> <li>• The teacher demonstrates a high regard for students’ abilities.</li> <li>• The teacher conveys an expectation of high levels of student effort.</li> <li>• Students expend good effort to complete work of high quality.</li> <li>• The teacher insists on precise use of language by students.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher communicates passion for the subject.</li> <li>• The teacher conveys the satisfaction that accompanies a deep understanding of complex content.</li> <li>• Students indicate through their questions and comments a desire to understand the content.</li> <li>• Students assist their classmates in understanding the content.</li> <li>• Students take initiative in improving the quality of their work.</li> <li>• Students correct one another in their use of language.</li> </ul>
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### Domain 2c – Managing Classroom Procedures

<ul style="list-style-type: none"> <li>• Students not working with the teacher are not productively engaged.</li> <li>• Transitions are disorganized, with much loss of instructional time.</li> <li>• There do not appear to be any established procedures for distributing and collecting materials.</li> <li>• A considerable amount of time is spent off task because of unclear procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Students not working directly with the teacher are only partially engaged.</li> <li>• Procedures for transitions seem to have been established, but their operation is not smooth.</li> <li>• There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</li> <li>• Classroom routines function unevenly.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are productively engaged during small-group or independent work.</li> <li>• Transitions between large- and small-group activities are smooth.</li> <li>• Routines for distribution and collection of materials and supplies work efficiently.</li> <li>• Classroom routines function smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>• With minimal prompting by the teacher, students ensure that their time is used productively.</li> <li>• Students take initiative in distributing and collecting materials efficiently.</li> <li>• Students themselves ensure that transitions and other routines are accomplished smoothly.</li> </ul>
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**Domain 2d – Managing Student Behavior**

<ul style="list-style-type: none"> <li>• The classroom environment is chaotic, with no standards of conduct evident.</li> <li>• The teacher does not monitor student behavior.</li> <li>• Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</li> <li>• The teacher attempts to keep track of student behavior, but with no apparent system.</li> <li>• The teacher’s response to student misbehavior is inconsistent; sometimes harsh, other times lenient.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of conduct appear to have been established and implemented successfully.</li> <li>• Overall, student behavior is generally appropriate.</li> <li>• The teacher’s response to student misbehavior is effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.</li> <li>• The teacher silently and subtly monitors student behavior.</li> <li>• Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</li> </ul>
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**Domain 2e – Organizing Physical Space**

<ul style="list-style-type: none"> <li>• There are physical hazards in the classroom, endangering student safety.</li> <li>• Many students can’t see or hear the teacher or see the board.</li> <li>• Available technology is not being used even if it is available and its use would enhance the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The physical environment is safe, and most students can see and hear the teacher or see the board.</li> <li>• The physical environment is not an impediment to learning but does not enhance it.</li> <li>• The teacher makes limited use of available technology and other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom is safe, and all students are able to see and hear the teacher or see the board.</li> <li>• The classroom is arranged to support the instructional goals and learning activities.</li> <li>• The teacher makes appropriate use of available technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Modifications are made to the physical environment to accommodate students with special needs.</li> <li>• There is total alignment between the learning activities and the physical environment.</li> <li>• Students take the initiative to adjust the physical environment.</li> <li>• The teacher and students make extensive and imaginative use of available technology.</li> </ul>
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### Domain 3a – Communicating with Students

<ul style="list-style-type: none"> <li>• At no time during the lesson does the teacher convey to students what they will be learning.</li> <li>• Students indicate through body language or questions that they don't understand the content being presented.</li> <li>• The teacher makes a serious content error that will affect students' understanding of the lesson.</li> <li>• Students indicate through their questions that they are confused about the learning task.</li> <li>• The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.</li> <li>• The teacher's vocabulary is inappropriate to the age or culture of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher provides little elaboration or explanation about what the students will be learning.</li> <li>• The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</li> <li>• The teacher makes no serious content errors but may make minor ones.</li> <li>• The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.</li> <li>• The teacher must clarify the learning task so students can complete it.</li> <li>• The teacher's vocabulary and usage are correct but unimaginative.</li> <li>• When the teacher attempts to explain academic vocabulary, it is only partially successful.</li> <li>• The teacher's vocabulary is too advanced, or too juvenile, for students.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher states clearly, at some point during the lesson, what the students will be learning.</li> <li>• The teacher's explanation of content is clear and invites students participation and thinking.</li> <li>• The teacher makes no content errors.</li> <li>• The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</li> <li>• Students engage with the learning task, indicating that they understand what they are to do.</li> <li>• If appropriate, the teacher models the process to be followed in the task.</li> <li>• The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</li> <li>• The teacher's vocabulary is appropriate to students' ages and levels of development.</li> </ul>	<ul style="list-style-type: none"> <li>• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</li> <li>• The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>• The teacher points out possible areas for misunderstanding.</li> <li>• The teacher invites students to explain the content to their classmates.</li> <li>• Students suggest other strategies they might use in approaching a challenge or analysis.</li> <li>• The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</li> <li>• Students use academic language correctly.</li> </ul>
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### Domain 3b – Using Questioning and Discussion Techniques

<ul style="list-style-type: none"> <li>• Questions are rapid-fire and convergent, with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• All discussion is between the teacher and students; students are not invited to speak directly to one another.</li> <li>• The teacher does not ask students to explain their thinking.</li> <li>• Only a few students dominate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.</li> <li>• The teacher invites students to respond directly to one another's ideas, but few students respond.</li> <li>• The teacher calls on many students, but only a small number actually participate in the discussion.</li> <li>• The teacher asks students to explain their reasoning, but only some students attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</li> <li>• The teacher makes effective use of wait time.</li> <li>• Discussions enable students to talk to one another without ongoing mediation by teacher.</li> <li>• The teacher calls on most students, even those who don't initially volunteer.</li> <li>• Many students actively engage in the discussion.</li> <li>• The teacher asks students to justify their reasoning, and most attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Students initiate higher-order questions.</li> <li>• The teacher builds on and uses student responses to questions in order to deepen student understanding.</li> <li>• Students extend the discussion, enriching it.</li> <li>• Students invite comments from their classmates during a discussion and challenge on another's thinking.</li> <li>• Virtually all students are engaged in the discussion.</li> </ul>
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**Domain 3c – Engaging Students in Learning**

<ul style="list-style-type: none"> <li>• Few students are intellectually engaged in the lesson.</li> <li>• Learning tasks/activities and materials require only recall or have a single correct response or method.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>• The lesson drags on or is rushed.</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are intellectually engaged in the lesson.</li> <li>• Learning tasks are a mix of those requiring thinking and those requiring recall.</li> <li>• Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.</li> <li>• The materials and resources are partially aligned to the lesson objectives.</li> <li>• Few of the materials and resources require student thinking or ask students to explain their thinking.</li> <li>• The pacing of the lesson is uneven – suitable in parts but rushed or dragging in others.</li> <li>• The instructional groupings used are partially appropriate to the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students are intellectually engaged in the lesson.</li> <li>• Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</li> <li>• Students are invited to explain their thinking as part of completing tasks.</li> <li>• Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li> <li>• The pacing of the lesson provides students the time needed to be intellectually engaged.</li> <li>• The teacher uses groupings that are suitable to the lesson activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Virtually all students are intellectually engaged in the lesson.</li> <li>• Lesson activities require high-level student thinking and explanations of their thinking.</li> <li>• Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modification to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.</li> <li>• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>
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**Domain 3d – Using Assessment in Instruction**

<ul style="list-style-type: none"> <li>• The teacher gives no indication of what high-quality work looks like.</li> <li>• The teacher makes no effort to determine whether students understand the lesson.</li> <li>• Students receive no feedback, or feedback is global or directed to only one student.</li> <li>• The teacher does not ask students to evaluate their own or classmates' work.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>• Feedback to students is vague and not oriented toward future improvement of work.</li> <li>• The teacher makes only minor attempts to engage students in self- or peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher makes the standards of high-quality work clear to students.</li> <li>• The teacher elicits evidence of student understanding.</li> <li>• Students are invited to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance, at least for groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Students indicate that they clearly understand the characteristic of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</li> <li>• The teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</li> <li>• High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> </ul>
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**Domain 3e – Demonstrating Flexibility and Responsiveness**

- The teacher ignores indications of student boredom or lack of understanding.
- The teacher brushes aside student’s questions.
- The teacher conveys to students that when they have difficulty learning it is their fault.
- In reflecting on practice, the teacher does not indicate that it is important to reach all students.
- The teacher makes no attempt to adjust the lesson in response to student confusion.

- The teacher makes perfunctory attempts to incorporate students’ questions and interests into the lesson.
- The teacher conveys to students a level of responsibility for their learning but also is uncertainty about how to assist them.
- In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.
- The teacher’s attempts to adjust the lesson are partially successful.

- The teacher incorporates students’ interests and questions into the heart of the lesson.
- The teacher conveys to students that she has other approaches to try when the students experience difficulty.
- In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
- When improvising becomes necessary, the teacher makes adjustment to the lesson.

- The teacher seizes on a teachable moment to enhance a lesson.
- The teacher conveys to students that she won’t consider a lesson “finished” until every student understands and that she has a broad range of approaches to use.
- In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
- The teacher’s adjustments to the lesson, when they are needed, are designed to assist individual students.

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### Domain 4a – Reflecting on Teaching

<ul style="list-style-type: none"> <li>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</li> <li>The teacher makes no suggestions for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a general sense of whether or not instructional practices were effective.</li> <li>The teacher offers general modifications for future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher accurately assesses the effectiveness of instructional activities used.</li> <li>The teacher identifies specific ways in which a lesson might be improved.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</li> <li>The teacher’s suggestions for improvement draw on an extensive repertoire.</li> </ul>
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### Domain 4b – Maintaining Accurate Records

<ul style="list-style-type: none"> <li>There is no system for either instructional or noninstructional records.</li> <li>Record-keeping systems are in disarray and provide incorrect or confusing information.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.</li> <li>The teacher’s process for tracking student progress is cumbersome to use.</li> <li>The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.</li> <li>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.</li> <li>The teacher’s process for recording noninstructional information is both efficient and effective.</li> </ul>	<ul style="list-style-type: none"> <li>Students contribute to and maintain records indicating completed and outstanding work assignments.</li> <li>Students contribute to and maintain data files indicating their own progress in learning.</li> <li>Students contribute to maintaining noninstructional records for the class.</li> </ul>
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### Domain 4c – Communicating with Families

<ul style="list-style-type: none"> <li>Little or no information regarding the instructional program is available to parents.</li> <li>Families are unaware of their children’s progress.</li> <li>Family engagement activities are lacking.</li> <li>There is some culturally inappropriate communication.</li> </ul>	<ul style="list-style-type: none"> <li>School- or district-created materials about the instructional program are sent home.</li> <li>The teacher sends home infrequent or incomplete information about the instructional program.</li> <li>The teacher maintains a school-required grade book but does little else to inform families about student progress.</li> <li>Some of the teacher’s communications are inappropriate to families’ cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher regularly makes information about the instructional program available.</li> <li>The teacher regularly sends home information about student progress.</li> <li>The teacher develops activities designed to engage families successfully and appropriately in their children’s learning.</li> <li>Most of the teacher’s communications are appropriate to families’ cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li>Students regularly develop materials to inform their families about the instructional program.</li> <li>Students maintain accurate records about their individual learning progress and frequently share this information with families.</li> <li>Students contribute to regular and ongoing projects designed to engage families in the learning process.</li> <li>All of the teacher’s communications are highly sensitive to families’ cultural norms.</li> </ul>
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### Domain 4d – Participating in the Professional Community

<ul style="list-style-type: none"> <li>The teacher’s relationships with colleagues are characterized by negativity or combativeness.</li> <li>The teacher purposefully avoids contributing to activities promoting professional inquiry.</li> <li>The teacher avoids involvement in school activities and district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has cordial relationships with colleagues.</li> <li>When invited, the teacher participates in activities related to professional inquiry</li> <li>When asked, the teacher participates in school activities, as well as district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has supportive and collaborative relationships with colleagues.</li> <li>The teacher regularly participates in activities related to professional inquiry.</li> <li>The teacher frequently volunteers to participate in school events and school district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher takes a leadership role in promoting activities related to professional inquiry.</li> <li>The teacher regularly contributes to and leads events that positively impact school life.</li> <li>The teacher regularly contributes to and leads significant district and community projects.</li> </ul>
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FFT – CRITICAL ATTRIBUTES

**Domain 4e – Growing and Developing Professionally**

<ul style="list-style-type: none"> <li>• The teacher is not involved in any activity that might enhance knowledge or skill.</li> <li>• The teacher purposefully resists discussing performance with supervisors or colleagues.</li> <li>• The teacher ignores invitations to join professional organizations or attend conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher participates in professional activities when they are required or provided by the district.</li> <li>• The teacher reluctantly accepts feedback from supervisors and colleagues.</li> <li>• The teacher contributes in a limited fashion to professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher seeks regular opportunities for continued professional development.</li> <li>• The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.</li> <li>• The teacher actively participates in organizations designed to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher seeks regular opportunities for continued professional development, including initiating action research.</li> <li>• The teacher actively seeks feedback from supervisors and colleagues.</li> <li>• The teacher takes an active leadership role in professional organizations in order to contribute to the profession.</li> </ul>
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**Domain 4f – Showing Professionalism**

<ul style="list-style-type: none"> <li>• The teacher is dishonest.</li> <li>• The teacher does not notice the needs of students.</li> <li>• The teacher engages in practices that are self-serving.</li> <li>• The teacher willfully rejects district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is honest.</li> <li>• The teacher notices the needs of students but is inconsistent in addressing them.</li> <li>• The teacher does not notice that some school practices result in poor conditions for students.</li> <li>• The teacher makes decisions professionally but on a limited basis.</li> <li>• The teacher complies with district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is honest and known for having high standards of integrity.</li> <li>• The teacher actively addresses student needs.</li> <li>• The teacher actively works to provide opportunities for student success.</li> <li>• The teacher willingly participates in team and departmental decision making.</li> <li>• The teacher complies completely with district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>• The teacher is highly proactive in serving students.</li> <li>• The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</li> <li>• The teacher takes a leadership role in team and departmental decision making.</li> <li>• The teacher takes a leadership role regarding district regulations.</li> </ul>
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