

2019-2020

Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---------------------	-------------------	-------------------

Element A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
<p>THE TEACHER plans lessons that reflect:</p> <ul style="list-style-type: none"> <input type="radio"/> Colorado Academic Standards. <input type="radio"/> Relevant instructional objectives. <input type="radio"/> Formative and summative assessment results. 	<p>...and THE TEACHER implements lesson that:</p> <ul style="list-style-type: none"> <input type="radio"/> Align to the district’s plan of instruction. <input type="radio"/> Reflect vertical and horizontal alignment of the grade or subject area. 	<p>...and THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Implements and communicates learning objectives and student outcomes based on standards. 	<p>...and STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Demonstrate acquired skills based on standards. 	<p>...and STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Can provide a relevant connection to the standard in their words.

Element B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Connects lessons to key concepts and themes within other disciplines and/or content areas. <input type="radio"/> Makes content-specific academic language accessible to students. 	<p>...and THE TEACHER implements instructional strategies across content areas that include:</p> <ul style="list-style-type: none"> <input type="radio"/> Literacy. <input type="radio"/> Mathematical practices. <input type="radio"/> Language development. 	<p>...and THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Makes interdisciplinary connections explicit to students. <input type="radio"/> Strategically integrates literacy skills (reading, writing, listening, speaking) across content areas. <input type="radio"/> Strategically integrates mathematical practices across content areas. 	<p>...and STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Apply literacy skills and concepts. <input type="radio"/> Apply mathematical practices. 	<p>...and STUDENTS accelerate their learning by:</p> <ul style="list-style-type: none"> <input type="radio"/> Elaborating on current lesson within content area. <input type="radio"/> Drawing real-world connections to other content area(s).

* Meets State Standard
 Professional Practice is OBSERVABLE during a classroom observation
 Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---------------------	-------------------	-------------------

Element C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.

THE TEACHER:	...and THE TEACHER implements:	...and THE TEACHER:	...and STUDENTS:	...and STUDENTS:
<ul style="list-style-type: none"> <input type="radio"/> Scaffolds questions, concepts, and skills based on a sequence of learning. <input type="radio"/> Uses instructional materials that are accurate and appropriate for the lesson being taught. <input type="radio"/> Encourages and provides opportunities for students to make connections to prior learning. 	<ul style="list-style-type: none"> <input type="radio"/> Content-based instructional strategies that best align to the learning objective. <input type="radio"/> Multiple models and delivery methods to explain concepts accurately. <input type="radio"/> Questioning techniques to support disciplinary inquiry. 	<ul style="list-style-type: none"> <input type="radio"/> Anticipates student misconceptions related to learning and addresses those misconceptions during instruction. <input type="radio"/> Implements challenging tasks and opportunities that encourage students to ask questions and construct new meaning. 	<ul style="list-style-type: none"> <input type="radio"/> Develop a variety of explanations and multiple representations of concepts. <input type="radio"/> Apply skills and knowledge learned in the classroom to engage in more complex tasks. 	<ul style="list-style-type: none"> <input type="radio"/> Generate questions that lead to further inquiry and self-directed learning. <input type="radio"/> Synthesize concepts to create original thinking within and across disciplines.

* Meets State Standard
 Professional Practice is OBSERVABLE during a classroom observation
 Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.				
THE TEACHER maintains: <ul style="list-style-type: none"> <input type="radio"/> Safety and welfare of students and the environment. <input type="radio"/> Clear expectations for student behavior. <input type="radio"/> Procedures and routines to guide instruction and transitions. 	...and THE TEACHER: <ul style="list-style-type: none"> <input type="radio"/> Facilitates student accountability to school and class procedures and routines. <input type="radio"/> Consistently reinforces student expectations. <input type="radio"/> Demonstrates a caring and respectful relationship with students. 	...and THE TEACHER makes maximum use of instructional time by: <ul style="list-style-type: none"> <input type="radio"/> Implementing purposeful pacing and efficient transitions. <input type="radio"/> Using appropriate strategies to reduce disruptive or off-task behaviors. 	...and STUDENTS: <ul style="list-style-type: none"> <input type="radio"/> Demonstrate mutual respect and support with the teacher and peers. <input type="radio"/> Uphold school and class rules. 	...and STUDENTS: <ul style="list-style-type: none"> <input type="radio"/> Encourage positive behavior from peers.
Element B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.				
THE TEACHER: <ul style="list-style-type: none"> <input type="radio"/> Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics and other aspects of culture on student perspectives. 	...and THE TEACHER: <ul style="list-style-type: none"> <input type="radio"/> Incorporates instruction that reflects diverse backgrounds, experiences, and different points of view. Creates a classroom environment in which diversity is used to ensure: <ul style="list-style-type: none"> <input type="radio"/> A sense of community among students. <input type="radio"/> Effective interactions among students. 	...and THE TEACHER: <ul style="list-style-type: none"> <input type="radio"/> Delivers lessons to ensure students' backgrounds and contextual knowledge are considered. <input type="radio"/> Uses materials and lessons that counteract stereotypes to acknowledge the contributions of all cultures. 	...and STUDENTS: <ul style="list-style-type: none"> <input type="radio"/> Respect the uniqueness of fellow students. <input type="radio"/> Seek a variety of perspectives to enhance their learning. 	...and STUDENTS: <ul style="list-style-type: none"> <input type="radio"/> Advocate for multiple aspects of diversity, equity and social awareness.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.				
THE TEACHER: <input type="checkbox"/> Plans for students that have a variety of learning needs and interests. <input type="radio"/> Adapts the physical environment to support individual student needs.	...and THE TEACHER: <input type="radio"/> Implements a variety of inclusion, intervention or enrichment practices to address unique learning needs and interests. <input type="radio"/> Implements learning plan(s) to address student needs. <input type="radio"/> Encourages contributions of students across a range of ability levels.	...and THE TEACHER: <input type="checkbox"/> Initiates collaboration with colleagues to better understand and respond to student learning needs. <input type="radio"/> Provides opportunities and support for students to self-select tasks that accelerate progress toward their learning goals. <input type="radio"/> Integrates coping skills such as self-reflection, self-regulation and persistence into instruction.	...and STUDENTS: <input type="radio"/> Actively engage in and monitor their learning. <input type="radio"/> Articulate their learning needs and interests that affect classroom performance to the teacher and/or parent.	...and STUDENTS: <input type="radio"/> Apply coping skills such as self-reflection, self-regulation and persistence to classroom situations. <input type="radio"/> Encourage fellow students to participate and challenge themselves.
Element D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.				
THE TEACHER establishes: <input type="radio"/> A classroom environment that encourages participation from families and/or significant adults. <input type="radio"/> Respectful relationships with families and/or significant adults.	...and THE TEACHER: <input type="checkbox"/> Uses a variety of methods to initiate communication with families and/or significant adults in the school and community. <input type="checkbox"/> Shares feedback on student progress with families and/or significant adults.	...and THE TEACHER: <input type="checkbox"/> Facilitates communication between families and/or colleagues who provide student services. <input type="checkbox"/> Recognizes obstacles to family and community participation and seeks solutions to overcome them.	...and FAMILIES AND/OR SIGNIFICANT ADULTS: <input type="checkbox"/> Collaborate with the teacher to remove obstacles to participate in classroom and/or school-based activities.	...and FAMILIES AND/OR SIGNIFICANT ADULTS: <input type="radio"/> Participate in classroom and/or school-based activities.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.				
THE TEACHER: <input type="checkbox"/> Considers the intellectual, physical, social, and emotional development of students when planning lessons.	...and THE TEACHER: <input type="checkbox"/> Collaborates with colleagues who have expertise in child and adolescent development to improve the quality of instruction.	...and THE TEACHER engages students in: <input type="radio"/> Developmentally-appropriate learning. <input type="radio"/> Creative learning experiences.	...and STUDENTS: <input type="radio"/> Advocate for their learning needs. <input type="radio"/> Communicate the value of new and different ways of learning.	...and STUDENTS: <input type="radio"/> Apply new and different ways of learning.
Element B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.				
THE TEACHER: <input type="checkbox"/> Determines the students' current skill levels and uses that information to plan instruction. <input type="radio"/> Selects assessment strategies aligned to the learning objective. <input type="radio"/> Monitors student learning in relation to the learning objective.	...and THE TEACHER: <input type="radio"/> Uses assessment results to guide real-time adjustments to instruction. <input type="checkbox"/> Evaluates and documents student performance based on multiple measures to set learning goals. <input type="radio"/> Provides timely feedback to students that is academically focused, frequent, and high quality.	...and THE TEACHER: <input type="radio"/> Models how to incorporate feedback to improve learning. <input type="radio"/> Provides students opportunities to revise their work based on feedback.	...and STUDENTS: <input type="radio"/> Self-assess on a variety of skills and concepts to set learning goals.	...and STUDENTS: <input type="radio"/> Discuss performance with the teacher, family and/or significant adults. <input type="radio"/> Monitor and revise their learning goals based on feedback.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.				
THE TEACHER: <input type="checkbox"/> Plans lessons incorporating available technology. <input type="checkbox"/> Assesses available technology to use with instruction.	...and THE TEACHER uses available technology to: <input type="radio"/> Facilitate classroom instruction. <input type="radio"/> Develop students' knowledge and skills based on lesson outcomes. <input type="radio"/> Model responsible and ethical use of technology and applications.	...and THE TEACHER integrates available technology to enhance: <input type="radio"/> Creativity. <input type="radio"/> Use of information. <input type="radio"/> Collaboration.	...and STUDENTS: <input type="radio"/> Demonstrate responsible and ethical digital citizenship. <input type="radio"/> Use available technology to apply team-building skills.	...and STUDENTS: <input type="radio"/> Self-select appropriate technology tools based on lesson outcomes. <input type="radio"/> Create artifacts and design tools to solve authentic problems.
Element D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.				
THE TEACHER: <input type="radio"/> Establishes expectations at a level that challenges students. <input type="checkbox"/> Plans lessons that incorporate critical-thinking and problem-solving skills.	...and THE TEACHER: <input type="radio"/> Uses questioning strategies to develop students' critical-thinking and problem-solving skills. <input type="radio"/> Uses wait time to encourage student responses.	...and THE TEACHER: <input type="radio"/> Models critical-thinking and problem-solving skills.	...and STUDENTS: <input type="radio"/> Use questioning strategies to develop and test innovative ideas. <input type="radio"/> Use evidence to justify conclusions and synthesize knowledge.	...and STUDENTS: <input type="radio"/> Construct logical arguments. <input type="radio"/> Use concepts to solve problems.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element E: Teachers provide students with opportunities to work in teams and develop leadership.				
THE TEACHER: <input type="radio"/> Has a clear purpose for student collaboration.	...and THE TEACHER: <input type="radio"/> Provides opportunities for students to participate using various roles and modes of communication. <input type="radio"/> Adjusts team composition based on learning objectives and student needs.	...and THE TEACHER: <input type="radio"/> Holds students accountable for work product and collaboration processes. <input type="radio"/> Promotes teamwork and leadership skills.	...and STUDENTS: <input type="radio"/> Demonstrate a willingness to assume leadership roles in their teams. <input type="radio"/> Utilize group processes to build trust and promote effective team interactions.	...and STUDENTS: <input type="radio"/> Use group feedback to reflect on and improve the quality of their work.
Element F: Teachers model and promote effective communication.				
THE TEACHER: <input type="radio"/> Establishes classroom practices to support effective communication. <input type="radio"/> Provides clear directions to guide student learning and behavior.	...and THE TEACHER: <input type="radio"/> Articulates thoughts and ideas clearly and effectively. <input type="radio"/> Uses active listening strategies with students.	...and THE TEACHER: <input type="radio"/> Teaches students, with audience in mind, to articulate thoughts and ideas clearly and effectively.	...and STUDENTS: <input type="radio"/> Apply clear and appropriate communication skills in a variety of situations. <input type="radio"/> Formulate questions and explain their thinking.	...and STUDENTS: <input type="radio"/> Extend and enrich the discussion. <input type="radio"/> Invite others to participate.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard III Summary: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Artifact Titles	Description											
Element Ratings (points per rating)							B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
a. Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.												
b. Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.												
c. Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.												
d. Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.												
e. Teachers provide students with opportunities to work in teams and develop leadership.												
f. Teachers model and promote effective communication.												
Total Points for Standard III												
B (0-4)	PP (5-9)	P (10-15)	A (16-21)	E (22-24)	Standard III Rating							
Evaluator Comments:												
Comments of the person being evaluated:												

2019-2020

Standard IV: Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Teachers demonstrate high standards for professional conduct.				
THE TEACHER: <input type="checkbox"/> Demonstrates reliable and responsible behavior. Maintain confidentiality of: <input type="checkbox"/> Student records and data as required by law. <input type="checkbox"/> Student, family and fellow teacher interactions with colleagues.	...and THE TEACHER: <input type="radio"/> Models ethical behavior. Engages in interactions that are: <input type="radio"/> Respectful. <input type="radio"/> Consistent. <input type="radio"/> Reasonable.	...and THE TEACHER: <input type="radio"/> Promotes ethical behavior of students as individuals and as members of the community.	...and THE TEACHER: <input type="checkbox"/> Encourages colleagues' accountability to school and district vision and mission.	...and THE TEACHER: <input type="checkbox"/> Serves as an advocate for school and district vision and mission.
Element B: Teachers link professional growth to their professional goals.				
THE TEACHER reflects on and engages in professional learning activities aligned to: <input type="checkbox"/> Colorado Academic Standards. <input type="checkbox"/> School and district goals. <input type="checkbox"/> Professional goals and growth plan.	...and THE TEACHER: <input type="radio"/> Applies knowledge and skills learned through professional learning to improve student outcomes. <input type="radio"/> Seeks performance feedback from supervisor and/or colleagues to improve practice.	...and THE TEACHER: <input type="radio"/> Implements performance feedback from supervisor and/or colleagues to improve practice. <input type="checkbox"/> Applies research as a key component of ongoing learning and development.	...and THE TEACHER: <input type="checkbox"/> Uses data to monitor and evaluate instructional strategies acquired through professional learning. <input type="radio"/> Reflects on and adjusts instruction resulting in student growth.	...and THE TEACHER: <input type="radio"/> Self-selects professional learning beyond district/school offerings that builds instructional expertise.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard IV: Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Teachers respond to a complex, dynamic environment.				
THE TEACHER: <input type="checkbox"/> Maintains a productive and respectful relationship with colleagues.	...and THE TEACHER adapts to the changing demands of the: <input type="checkbox"/> Classroom environment. <input type="checkbox"/> School environment.	...and THE TEACHER collaborates with colleagues to: <input type="checkbox"/> Navigate change while maintaining a focus on student learning. <input type="checkbox"/> Implement change efforts.	...and THE TEACHER: <input type="checkbox"/> Contributes to school improvement planning efforts.	...and THE TEACHER: <input type="checkbox"/> Contributes to district improvement planning efforts.
Element D: Teachers demonstrate leadership in the school, the community, and the teaching profession.				
THE TEACHER: <input type="checkbox"/> Contributes to school committees and teams.	...and THE TEACHER: <input type="checkbox"/> Actively participates in school decision-making processes. <input type="checkbox"/> Acts as an informal mentor/resource to colleagues.	...and THE TEACHER: <input type="checkbox"/> Increases the capacity of colleagues to improve practice. <input type="checkbox"/> Seeks opportunities to lead. <input type="checkbox"/> Promotes an inclusive school culture through family or community outreach.	...and THE TEACHER: <input type="checkbox"/> Advocates for improvements to teaching and learning at the local, state, and/or national level. <input type="checkbox"/> Works with colleagues to promote changes to school-wide systems to improve student learning.	...and THE TEACHER: <input type="checkbox"/> Leads activities designed to improve local, state and/or national level policies and procedures. <input type="checkbox"/> Collaborates with community partners, organizations, and/or networks to address educational issues.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Overall Professional Practices Rating Summary

Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard I Rating (30%)	Wtd Pts

Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)	Standard II Rating (20%)	Wtd Pts

Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

B (0-4)	PP (5-9)	P (10-15)	A (16-21)	E (22-24)	Standard III Rating (30%)	Wtd Pts

Standard IV: Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)	Standard IV Rating (20%)	Wtd Pts

OVERALL PROFESSIONAL PRACTICES RATING

B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)	Overall Professional Practices	Wtd Pts

End of Report